Berkeley Unified School District
Office of the Superintendent
2134 Martin Luther King Jr. Way
Berkeley, CA 94704-1180
Phone: (510) 644-6206Fax: (510) 540-5358

BOARD OF EDUCATION – MEETING AGENDA*
Wednesday, May 26, 2010

Call to Order	The Presiding Officer will call the Meeting the Regularly Scheduled Board of Education Meeting to Order at 6:00 pm, recess to Closed Session and convene in Public Session by 7:30 pm
Members Present:	
	Karen Hemphill, President Beatriz Leyva-Cutler, Vice President Nancy Riddle, Director John T. Selawsky Director/Clerk Shirley Issel, Director Valeria Gonzalez ** - Student Director
Administration:	Superintendent William Huyett, Secretary Javetta Cleveland, Deputy Superintendent Neil Smith, Assistant Superintendent of Educational Services Lisa van Thillo, Assistant Superintendent of Human Resources

The Board will recess into closed session under the authority of the Brown Act (including but not limited to Government Code section 54954.5, 54956.8, 54956.9, 54957, 54957.6, as well as Education Code section 35146). Under Government Code section 54954.3, members of the public may address the board on an item on the closed session agenda, before closed session.

a)Conference with Legal Counsel – Existing Litigation/Anticipated
b)Consideration of Student Expulsions
Student Case No. 0910-37-050695
c) Collective Bargaining
d)Public Employee Discipline/Dismissal /Release/Evaluation
Three classified employees
Employee Contract
Certificated employee
e)Public Employment /Appointment
f)Liability Claims
g)Property Acquisition & Disposal
* Board agenda posted on District website: www.berkeley.k12.ca.us
** The Student Director does not attend Closed Session

The Berkeley Unified School District intends to provide reasonable accommodations in accordance with the Americans with Disabilities Act of 1990. If a special accommodation is desired, please call the Superintendent's Office 48 hours prior to the meeting at 510-644-6206

REGULAR MEETING AGENDA

CALL TO ORDER

Report Closed Session actions

Approve Regular Meeting Agenda of May 26, 2010

RECOGNITION
BHS Jacket

TEACHING AND LEARNING
Evelyn Tamondong-Bradley, Principal, Cragmont Elementary, "BEST - Building Effective Schools Together"

PUBLIC TESTIMONY
Persons wishing to address the Board should fill out a card located on the table by the door and submit the completed card to the Board Recorder. Speakers will be selected by lottery. The Public Testimony is limited to 30 minutes – 3 minutes per speaker. Speakers with the same concerns are encouraged to select a spokesperson to address the Board.

Union Representatives' Reports
Board Members' Reports
Superintendent's Report

APPROVE CONSENT CALENDAR

CONSENT ITEMS
These items are considered routine and may be enacted by a single motion. Any items needing discussion may be moved to the appropriate section of the agenda upon the request of any member of the Board.

Human Resources

2.1-C Approval of Personnel Report	Staff Recommendation: Approve personnel report no. 10-10	8
2.2-C Approval of Memorandum of Understanding with Bay Area Teacher Training Institute, a Cohort of San Francisco State University (BATTI/SFSU)	Staff Recommendation: Approve Memorandum of Understanding with Bay Area Teacher Training Institute to provide teaching experience through practice teaching for BATTI/SFSU students at BUSD summer school. This agreement will result in no cost to the District.	12

Educational Services

3.1-C Title I, A-ARRA Waiver	Staff Recommendation: Approve the Title I, A-ARRA Waiver	16
3.2-C 2010-11 Carl D. Perkins Application for Supplemental funding or Career and Technical Education instruction at Berkeley High School	Staff Recommendation: Approve the 2010-11 Carl D Perkins Application for Supplemental Funding for Career and Technical Education instruction at Berkeley High School	34
3.3-C Approval of Representatives to the California Interscholastic Federation	Staff Recommendation: Approval of representatives to the California Interscholastic Foundation	47
3,4-C Approval of Proposal for BSEP Measure A funds for Visual and Performing Arts	Staff Recommendation: Approve proposal for BSEP Measure A funds for Visual and Performing Arts	48
3.5-C Approval of Proposal for BSEP Measure A funds for Libraries	Staff Recommendation: Approve proposal for BSEP Measure A funds for Libraries	57
3.6-C Approval of Proposal for BSEP Measure A funds for Professional Development	Staff Recommendation: Approve proposal for BSEP Measure A funds for Professional Development	64
3.7-C Approval of Proposal for BSEP Measure A funds for Program Evaluation	Staff Recommendation: Approve proposal for BSEP Measure A funds for Program Evaluation	73

3.8-C Approval of Proposal for BSEP Measure A funds for Technology	Staff Recommendation: Approve proposal for BSEP Measure A funds for Technology	78
3.9-C Approval of Proposal for BSEP Measure A Class Size Reduction/Program Support	Staff Recommendation: Approve proposal for BSEP Measure A funds for Class Size Reduction/Program Support	81
Business Services		
4.1-C Approval of Listing of Warrants Issued April 2010	Staff Recommendation: Approve the Listing of Warrants issued in April 2010	83
4.2-C Approval of Payroll Warrants for April 2010	Staff Recommendation: Approve the Listing of Payroll Warrants issued in April 2010	86
4.3-C Approval of Amendments to Various Master Contracts for Non Public Agencies plus one Independent Contractor for School Year 2009-2010	Staff Recommendation: Approve and authorize increases to contracts for various non public agencies and one Independent Contractor for the 2009-2010 School Year	89
4.4-C Approval of Amendment to Contract with Pediatric Contracting Services	Staff Recommendation: Approve increase of $132,000 to contract with Pediatric Contracting Services for the 2009-2010 School Year	91
4.5-C Approval to Increase Contract with Bay Area Coalition for Equitable Schools (BAYCES)	Staff Recommendation: Approve increase of $10,000 to contract with BAYCES at Longfellow Middle School for the 2009-2010 School Year	92
Facilities		93
5.1-C Approval to Award the Bid for Installation of Heating Controls at Jefferson Elementary and King Middle Schools	Staff Recommendation: Approve bid for the Installation of Heating Controls at Jefferson and King Middle Schools	
5.2-C Approval of bid for the Turf Replacement at Three Sites	Staff Recommendation: Approve bid for the Turf Replacement at Three Sites	95
5.3-C Approval to Award the Bid for the West Campus Educational Facilities Project	Staff Recommendation: Approve bid for the West Campus Educational Facility Project	97

ACTION ITEMS
These items are presented for action at this time. They may have been reviewed at a previous meeting.

Human Resources

2.1-A Approval of Classified Layoffs	Staff Recommendation: Approve classified lay-offs	99

Educational Services:

3.1-A REALM Middle and High School Charter Proposals	Staff Recommendation: Deny the proposals (separate cover)	101

CONFERENCE ITEM
This item is submitted for advance planning and to assist the Board in establishing future agenda items. The Board may, however, take action.

Business Services

4.1-CF Superintendent's Proposed Budget Reductions	Staff Recommendation: Receive information for Discussion and/or Approval of proposed budget reductions	104

INFORMATION ITEMS
These items are presented for action at this time. They may have been reviewed at a previous meeting.

Human Resources

2.1-I Sunshine of Proposal to Negotiate with Local 21	Staff Recommendation: Receive as information	108
2.2-I Sunshine of Proposal to Negotiate with UBA	Staff Recommendation: Receive as information	109

Educational Services

3.1-I Presentation of Language Central, Pearson Education	Staff Recommendation: Presentation of Language Central, Pearson Education, for adoption for English Language Development in Grades K-5 (first reading)	110

3.2-I State and Similar School Rankings	Staff Recommendation: Accept report on State and Similar School Rankings for information	114

ADDITIONAL ACTION ITEMS
Approve Minutes of 4-28-10
Approve Minutes of 5-12-10

EXTENDED PUBLIC TESTIMONY
ADJOURNMENT

UPCOMING BOARD MEETINGS

June 9	September 22
June 23	October 13
June 30 –tentative	October 27
August 18	November 10
September 15	December 8

Board of Education Meetings are broadcast live on KPFB/FM 89.3
Berkeley Government Access Channel 33

Guidelines for Speakers
You are invited to participate in Meetings of the Board of Education and make your views known at these meetings.

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM: Please fill in a REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD) and give it to the Board Secretary. Speakers will be selected by lottery. Your card must be submitted before the Presiding Officer calls for PUBLIC TESTIMONY. You will be called to speak by the Presiding Officer. A Speaker has three minutes in which to make his/her remarks.

Any subject related to the District or its educational programs is welcome at the Board of Education Meetings. However, we respectfully ask that matters pertaining to individual employees of the Berkeley Unified School District be discussed in private. There is an established procedure for making such complaints. You may obtain information about this procedure from a school or from the Superintendent's Office.

MISSION AND GOALS
OF THE BERKELEY UNIFIED SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Berkeley Unified School District, a diverse community deeply committed to public education, is to ensure that all students discover and develop their special talents, achieve their educational and career goals, become life long learners, and succeed in a rapidly changing society by:

- empowering students, parents and staff,
- providing a strong standards based curriculum, and
- offering alternative learning experiences in a racially integrated, multilingual environment.

VISION

Berkeley Unified School District creates a system that enables every student, including those with diverse needs, to meet or exceed rigorous standards for academic performance. All students will develop the attitudes, skills and habits of mind needed to succeed in and beyond the classroom. The members of this school community share a vision of educational excellence, an appreciation for the partnerships with local government agencies, community based organizations, businesses, institutions of higher education and will work collaboratively to realize this vision.

PERFORMANCE GOALS

1. Increase the academic achievement of all students through effective instruction and a challenging and engaging curriculum

2. Implement interventions that address barriers to student learning in order to meet the needs of the whole child

3. Establish and maintain the culture and governance necessary to support an environment conducive to learning

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Ed.D. Assistant Superintendent, Human Resources
DATE: May 26, 2010
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT 10-10
Following is Human Resources Report 10-10 which reports details of personnel assignments, employment, and terminations.

CERTIFICATED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	FTE & SALARY	FROM	TO
RETIREMENT						
Mary Jackson	Vice Principal	Willard	General Fund	1.00	7/1/10	
Alison Owens	Teacher	Oxford	General Fund	1.00	6/18/10	
RESIGNATION						
Matilde Merello	Teacher	Rosa Parks	General Fund	1.00	8/30/10	6/17/11
Caryn Chan	Teacher	District	General Fund	1.00	6/18/10	
MEDICAL LEAVE OF ABSENCE WITH PAY						
Ray Adams	Teacher	Oxford	General Fund	1.00	4/7/10	6/18/10
SABBATICAL LEAVE OF ABSENCE WITH PAY						
Jacob Disston	Teacher	Willard	General Fund	1.00	8/30/10	6/17/11
Amy Hansen	Teacher	BHS	General Fund	1.00	8/30/10	6/17/11
Alison Kelly	Teacher	Ed Services	General Fund	1.00	8/30/10	6/17/11
Matilde Merello	Teacher	Rosa Parks	General Fund	1.00	8/30/10	6/17/11
Adria Rosen	Teacher	Cragmont	General Fund	1.00	8/30/10	6/17/11
EXTRA DUTY: STIPENDS						
Gabriel Berent	Yearbook	BHS	General Fund	NTE $1,144.00	9/1/09	5/31/10
Ellen Bernstein	ULSS Coordinator	Malcolm X	General Fund	NTE $955.50	9/1/09	6/18/10
Tara Easley-Fouche	ULSS Coordinator	Malcolm X	General Fund	NTE $955.50	9/1/09	6/18/10
Donna Suzuki	SST Coordinator	John Muir	General Fund	NTE $1,911	9/1/09	6/18/10
Jordan Winer	Costume Production	BHS	General Fund	NTE $719	9/1/09	5/31/10
Jordan Winer	Technical Director	BHS	General Fund	NTE $1,187	9/1/09	5/31/10

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
RETIREMENT							
Charles Keefe	Program Assistant	Berkeley High				7/2/10	
RESIGNATION							
Evelynn Hernandez	Instructional Tech.	Washington				5/31/10	
MATERNITY LEAVE WITH 50% PAY							
Ofelia Vega	Instructional Assistant (Special Education)	Malcolm X	Special Ed.	31/5	.40 FTE $17.24 hr	5/24/10	11/16/10
EXTENDED SICK LEAVE WITH 50% PAY							
Anthony Brown	Custodian II	John Muir	General Fund	37/5	1.0 FTE $19.77 hr	5/1/10	5/14/10
MEDICAL LEAVE OF ABSENCE WITH PAY (FMLA)							
Albert Kumar	Custodian I	Adult School/ Thousand Oaks	Adult Ed.	32/1	.75 FTE $14.34 hr	5/5/10	5/18/10
EXTENDED SICK LEAVE WITH 50% PAY (FMLA)							
Albert Kumar	Custodian I	Adult School/ Thousand Oaks	Adult Ed.	32/1	.75 FTE $14.34 hr	5/19/10	6/9/10
Tara Spears	Instructional Technician	Washington	LRN SAFE	34/2	.67 FTE $16.01 hr	5/3/10	5/17/10
Sharon Vernae	Sr. Personnel Assistant	Human Resources	General Fund	42/5	1.0 FTE $22.64 hr	4/6/10	5/21/10
PROBATIONARY							
Jana Blackburn	Food Service Assistant	Arts Magnet	Child Nutrition	26/1	.40 FTE $12.36 hr	5/3/10	1/14/11
Mei Ma	Food Service Assistant	Le Conte	Child Nutrition	26/1	.64 FTE $12.36 hr	5/3/10	1/14/11
PROVISIONAL							
Timothy Hewitt	Instructional Tech.	Oxford	After School	34/1	.53 FTE $15.24 hr	5/10/10	6/18/10
AVAILABLE SUBSTITUTES							
Abdulla Abdulla	School Safety Officer	All District	General Fund	44/1	NTE 7.5 hrs/day $19.27 hr	5/11/10	6/18/10
Amleshwar Chand	Custodian I	All District	General Fund	32/1	NTE 7.5 hrs/day $14.34 hr	5/4/10	6/18/10

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
Taj Malone	Food Service Satellite Operator	All District	Child Nutrition	31/1	NTE 7.5 hrs/day $13.97 hr	4/27/10	6/18/10
Lorraine Montgomery	Clerical Specialist	All District	General Fund	42/1	NTE 7.5 hrs/day $18.57 hr	5/5/10	6/18/10
TEMPORARY/HOURLY/LIMITED TERM							
Franklin Crim	Student Worker (Workability)	Berkeley High	Workability I	N/A	10 hrs/wk $8.00 hr	12/1/09	5/30/10
Micha Dixon	Student Worker	Berkeley High	Workability I	N/A	10 hrs/wk $8.00 hr	9/2/09	5/30/10
Esmeralda Franco	Sr. Records Clerk	Admissions Office	General Fund	38/1	15 total hrs $16.82 hr	4/19/10	4/23/10
Miguel Garcia	Grounds Gardener	Maintenance	BB Parcel	36/1	37.5 hrs/wk $15.82 hr	5/10/10	10/30/10
David Hsu	Student Worker (Workability)	Berkeley High	Workability I	N/A	10 hrs/wk $8.00 hr	2/2/10	5/31/10
Katherine Khamhaergwong	Student Worker	Berkeley High	General Fund	N/A	20 hrs/wk $8.00 jr	12/2/09	6/18/10
Salvador Ruiz	Grounds Gardener	Maintenance	BB Parcel	36/1	37.5 hrs/wk $15.82 hr	5/10/10	10/30/10
STIPENDS							
Lindsey Anderson	Assistant Coach (Girls Crew)	Berkeley High	General Fund	N/A	$1428.20	2/8/10	6/1/10
Raul Buendia-Jimenez	Coach (Soccer)	Arst Magnet	After School	N/A	$350.00	4/1/10	6/18/10
Rachael Castro	Head Coach (Boys Volleyball)	Berkeley High	General Fund	N/A	$1412.00	2/8/10	6/1/10
Jesse Cohen	Head Coach (JV Boys Lacrosse)	Berkeley High	General Fund	N/A	$1129.60	2/8/10	6/1/10
Christopher Dadd	Head Coach (Boys Crew)	Berkeley High	General Fund	N/A	$1785.00	2/8/10	6/1/10
Morgan Fenner	Assistant Coach (Girls Crew)	Berkeley High	General Fund	N/A	$1428.00	2/8/10	6/1/10
Frank Haskell	Assistant Coach (Girls Softball)	Berkeley High	General Fund	N/A	$1745.60	2/8/10	6/1/10

CLASSIFIED EMPLOYEES							
NAME	**POSITION**	**LOCATION**	**BUDGET**	**CLASS RANGE STEP**	**FTE & SALARY**	**FROM**	**TO**
Edward Hill, Jr.	Head Coach (Boys Lacrosse)	Berkeley High	General Fund	N/A	$1412.00	2/8/10	6/1/10
Ron Hunt	Head Coach (Girls Softball)	Berkeley High	General Fund	N/A	$2182.00	2/8/10	6/1/10
Jeremy LeBrau	Head Coach (JV Baseball)	Berkeley High	General Fund	N/A	$1745.60	2/8/10	6/1/10
Sabrina Linden	Head Coach (Girls Crew)	Berkeley High	General Fund	N/A	$1785.00	2/8/10	6/1/10
Brian Richardson	Head Coach (Boys Tennis)	Berkeley High	General Fund	N/A	$1412.00	2/8/10	6/1/10
Tommy Scales	Head Coach (Boys Golf)	Berkeley High	General Fund	N/A	$1412.00	2/8/10	6/1/10
Craig White	Head Coach (JV Boys Tennis)	Berkeley High	General Fund	N/A	$1129.60	2/8/10	6/1/10

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Assistant Superintendent, Human Resources
DATE: May 26, 2010
SUBJECT: Memorandum of Understanding with Bay Area Teacher Training Institute

BACKGROUND INFORMATION
Bay Area Teacher Training Institute (BATTI), a cohort of San Francisco State University, provides the District with student teachers and intern teachers for clinical field experiences. The agreement covers students who are classified as student teachers and are not employees of the district to provide teaching experience through practice teaching at BUSD Summer School.

The term of this agreement is for a period of three years, commencing June 1, 2010 through September 1, 2010. Either party may terminate this agreement in writing with sixty (60) days notice to the other party.

POLICY/CODE
Not Applicable

FISCAL IMPACT
None. There are no costs to the District for the services provided.

STAFF RECOMMENDATION
Approve the Memorandum of Understanding

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 26, 2010
SUBJECT: Waiver for Use of Title I ARRA Funds

BACKGROUND INFORMATION:
The District's received additional Title I funds for 2009-10 as part of the American Recovery and Reinvestment Act (ARRA). The regulations accompanying this funding require the District to allocate a certain percentage of the funds for mandated activities, similar to general Title I funding; these mandated activities include school choice transportation, Supplemental Educational Services (SES), professional development, and funding to ensure Highly Qualified Teachers. These mandated allocations equal 35% of the budget, a total of $215,152 of the District's ARRA Title I funds. These required expenditures would limit the District's ability to distribute the funding to school sites for needed services. The attached waiver will allow BUSD flexibility to distribute funding to school sites in lieu of holding it centrally for specific services; the waiver does not prevent the District from using the funding for these purposes if so needed.

POLICY/CODE
NCLB sections 1114-1118

FISCAL IMPACT
None

STAFF RECOMMENDATION
Approve the waiver for the use of Title I ARRA funding.

Local Educational Agency Title I, Part A Waiver Application

January 2010

Submit completed application to:
California Department of Education (CDE) at
TitleIWaivers@cde.ca.gov

LEA Name: Berkeley Unified - 01611430000000

Person Completing This Report: Christina Faulkner

Person Completing Position/Title: Director, Curriculum & Instruction

Contact e-mail Address: cfaulkner@berkeley.k12.ca.us

Contact Phone Number: (510) 644-6202

References:

Current local educational agency (LEA) allocations for regular fiscal year 2009 Title I, Part A, funds and the Title I, Part A, American Recovery and Reinvestment Act (ARRA) funds are on the California Department of Education (CDE) No Child Left Behind: Title I, Parts A & D Web page at http://www.cde.ca.gov/fg/aa/ca/nclbtitlei.asp.

Directions:

1) Select the LEA name from the drop-down menu. Refer to the "Enable Macros" attachment if you experience difficulties with the dropdown.

2) Enter the contact information of the person completing this report in the space provided.

3) Read the Assurance Statement and Signature page and the assurances related to each waiver request.

4) Select the chosen waiver(s) by checking the appropriate box; provide dollar amounts where requested. If you are applying for waiver II(a) or II(b), complete the ARRA LEA Waiver Plan Template located under the Waiver section on the CDE Title I, Part A Web page at http://www.cde.ca.gov/sp/sw/t1/titleparta.asp.

5) Print the application and obtain the signatures of the LEA superintendent and the local governing board president on page 4. Retain this copy of the assurances and any supporting documentation for compliance monitoring purposes.

6) A copy of the local governing board agenda and board minutes reflecting approval of the Title I, Part A, LEA Waiver Application will be maintained and made available for compliance monitoring.

7) Save this application electronically and send as an e-mail attachment to TitleIWaivers@cde.ca.gov. Please include your LEA name and County-District-School (CDS) code. Remember to attach the ARRA LEA Waiver Plan Template if you are applying for waiver II(a) or II(b).

The LEA requests the following:

Section I. Waivers of Title I, Part A, Statutory and Regulatory Requirements

☐ (a) Exemption from the 14-day school choice parent notification requirement for students enrolled in newly identified program improvement (PI) schools for 2009–10 or schools that anticipated exiting PI during the 2009–10 school year but did not (Elementary and Secondary Education Act [ESEA] Section 1116[b][1][E][i]; *34 Code of Federal Regulations* [*CFR*] Section 200.37[b][4][iv]). Please note that this waiver was previously granted for all applicable LEAs by the SBE at its September, 2009 meeting. **The inclusion of this item in the application package, and your response, is for federal reporting purposes only. See assurances for Section I. (a) on page 5 of this application.**

☐ (b) To offer SES to schools in PI year one, in addition to public school choice, to eligible students and to count those SES expenditures for eligible students in those schools toward the local educational agency's (LEA's) 20 percent obligation (ESEA Section 1116[b][10] and *34 CFR* Section 200.48). See assurances for **Section I. (b)** on page 6 of this application.

Section II. Waivers Related to Title I, Part A, ARRA Funds

☒ (a) To exclude some or all of Title I, Part A, ARRA funding from calculation of the LEA's 20 percent obligation for choice-related transportation and SES ESEA Section 1116[b][10] and *34 CFR* Section 200.48[a][2]). See assurances for **Section II. (a)** on page 7 of this application and complete the ARRA LEA Waiver Plan.

ARRA Amount to be excluded: 649534.00

☒ (b) To exclude some or all of Title I, Part A, ARRA funding from the calculation of the LEA's 10 percent obligation for professional development (ESEA Section 1116[c][7][A][iii]). See assurances for **Section II. (b)** on page 8 of this application and complete the ARRA LEA Waiver Plan.

ARRA Amount to be excluded: 649534.00
Number of teachers and principals that have received standards-based instructional materials professional development: 0
Number of teachers and principals that have **not** received standards-based instructional materials professional development: 0

☒ (c) To exclude some or all of Title I, Part A, ARRA funding from the calculation of the LEA's 10 percent obligation for professional development for schools in PI (ESEA Section 1116[b][3][A][iii]). See assurances for **Section II. (c)** on page 9 of this application.

☒ (d) To exclude some or all of Title I, Part A, ARRA funding from the calculation of per-pupil amount for SES (ESEA Section 1116[e][6][A] and *34 CFR* Section 200.48[c][1]). See assurances for **Section II. (d)** on page 10 of this application.
ARRA Amount to be excluded: 649534.00

☒ (e) To request a waiver from CDE to carryover more than 15 percent of its Title I, Part A, 2009 and 2010 allocations due to ARRA funding (ESEA Section 1127[a][b]). See assurances for **Section II. (e)** on page 11 of this application.

Title I, Part A – Local Educational Agency (LEA)
Assurance Statement and Signature Page

The LEA certifies that:

1) All applicable state and federal statutory and regulatory requirements will be met by the LEA and information contained in this Title I, Part A, LEA Waiver Application is correct and complete.

2) Legal assurances for all individual waiver applications are accepted as the basic legal condition for the operation of programs and assurances with original signatures retained by the LEA for compliance monitoring.

3) A copy of the local governing board agenda and board minutes reflecting approval of the Title I, Part A, LEA Waiver Application will be maintained and made available for compliance monitoring.

4) Original signatures of the LEA superintendent, or designee, and board president for the Title I, Part A, LEA Waiver Application are on file.

5) All compliance items identified in the notification of finding from Categorical Program Monitoring (CPM):

    a. Have been resolved (no further information is required), or

    b. **Have not** been resolved. **Justification for not resolving findings and an action plan to resolve the findings is required in the LEA Waiver Plan, Box 1, located under the Waiver section on the California Department of Education (CDE) Title I, Part A Web page at http://www.cde.ca.gov/sp/sw/t1/titleparta.asp**.

6) Pursuant to *California Code of Regulations*, Title 5, (5 CCR) Sections 4600–4687, all Uniform Complaint Procedure (UCP) actions:

    a. Have been resolved (no further information is necessary), or

    b. **Have not** been resolved. **Justification for not resolving actions and an action plan to resolve the actions is required in the LEA Waiver Plan, Box 2, located under the Waiver section on the California Department of Education (CDE) Title I, Part A Web page at http://www.cde.ca.gov/sp/sw/t1/titleparta.asp**.

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Waiver Application is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Waiver Application are on file. I further certify that, upon approval of any waiver requests by the SBE, necessary revisions of the LEA Plan will be submitted for local board approval.

In addition, the LEA agrees to submit a report to the California Department of Education (CDE) on June 1, 2010, that: (1) describes the uses of each waiver by the LEA or by its schools; (2) describes how schools continue to provide assistance to the same populations served by the program(s) for which the waiver was granted; and (3) evaluates the progress of the LEA and of schools in improving the quality of instruction or the academic achievement of students. The CDE will provide directions and guidance pertaining to the LEA submission of the report.

_____
Superintendent Signature Date

_____
Board President Signature Date

Web page of the LEA Plan:

Section I. (a)
Waiver of the Title I, Part A Statutory and Regulatory Requirements

Local Educational Agency (LEA) Waiver Application to implement a one-year waiver of the 14-Day notice requirement only in schools that are newly identified for Program Improvement (PI) for the 2009–10 school year, or that could possibly have exited PI, corrective action, or restructuring for the 2009–10 school year but did not.

As a condition of approval, the LEA hereby assures that, for schools that are already identified for PI, corrective action, or restructuring and that cannot exit that status for the 2009–10 school year, even if they met adequate yearly progress (AYP), it will still comply with the 14-day notice requirement with respect to students in those schools.

In addition, the LEA hereby assures that it will meet the statutory requirement to provide notice of public school choice before the start of the school year (Elementary and Secondary Education Act [ESEA] Section 1116[b][1][E][i]).

An LEA that offers public school choice earlier to students in some schools, then later to students in other schools, hereby assures it will reserve a portion of the available transportation slots for students who receive the later notice.

Please note that this waiver was previously granted for all applicable LEAs by the SBE at its September, 2009 meeting. The inclusion of this item in the application package, and your response, is for federal reporting purposes only.

Section I. (b)
Waiver of the Title I, Part A Statutory and Regulatory Requirements

Local Educational Agency (LEA) Waiver Application to have the flexibility to offer Supplemental Educational Services (SES) to eligible students in Title I schools in Program Improvement (PI) Year 1 (a year earlier than the law normally requires), *in addition* to offering public school choice (choice) options to students in those schools and to count the costs of providing SES to those students toward meeting the LEA's obligation to spend an amount at least equal to 20 percent of its Title I, Part A, Subpart 2 allocation on SES and choice-related transportation (20 percent obligation).

In the absence of such a waiver, an LEA may only count funds spent providing SES to eligible students attending schools in PI Year 2–5, in corrective action, or in restructuring toward its 20 percent obligation (Elementary and Secondary Education Act (ESEA) Section 1116[b][10]; *34 Code of Federal Regulations* [*CFR*] § 200.48).

As a condition of approval, the LEA hereby assures that, if it is granted this requested waiver, the LEA will ensure that it will meet all statutory and regulatory requirements related to SES in the 2009–10 school year (other than the particular funding requirement being waived).

Section II. (a)
Waivers Related to Title I, Part A ARRA Funds

Local Educational Agency (LEA) Waiver Application to exclude some or all of Title I, Part A, American Recovery and Reinvestment Act (ARRA) funds in determining the LEA's obligation to spend an amount equal to at least 20 percent of its FY 2009 Title I, Part A, Subpart 2 allocation on public school choice transportation and Supplemental Educational Services (SES). (Elementary and Secondary Education Act [ESEA] Section 1116[b][10]; 34 *Code of Federal Regulations* [*CFR*] § 200.48).

As a condition of approval, the LEA provides assurance that, if it is granted the requested waiver, it will adhere to the following conditions and requests for information:

1) Comply with its statutory and regulatory obligations for the provision of SES and public school choice with respect to its regular Title I, Part A, allocation.

2) Has:

    a. Met all demand for SES and public school choice transportation (no further information is required), or

    b. Not met all demand for SES requests. **Justification for not meeting all demand and an action plan to meet demand is required in the LEA Waiver Plan Template, Boxes 3–6, located under the Waiver section on the California Department of Education (CDE) Title I, Part A Web page at http://www.cde.ca.gov/sp/sw/t1/titleparta.asp.**

3) Use the funds freed-up by the waiver to address needs identified based on data, such as Statewide or formative assessment results.

4) Comply with all of its other Title I, Part A, statutory and regulatory obligations, including the obligations in ESEA sections 1114 and 1115 to have schoolwide and targeted assistance programs that use effective methods and instructional strategies that are based on scientifically based research.

5) Enter the ARRA amount that the LEA would like to exclude for the purposes of this waiver on page 2 of this application.

6) Complete a LEA Waiver plan that describes the data on which it relied to identify needs that will be addressed using the funds freed up by the waiver and the strategies and actions it intends to use to address those needs. Please complete the LEA Waiver Plan template.

Section II. (b)
Waivers Related to Title I, Part A ARRA Funds

Local Educational Agency (LEA) Waiver Application to exclude some or all of its Title I, Part A funds received under the American Recovery and Reinvestment Act (ARRA) in calculating its LEA 10 percent professional development set-aside. (Elementary and Secondary Education Act [ESEA] Section 1116[c][7][A][iii]; 34 *Code of Federal Regulations* [*CFR*] § 200.52[a][3][iii]).

As a condition of approval, the LEA provides assurance that, if it is granted the requested waiver, it will adhere to the following conditions and requests for information:

1. Comply with its statutory and regulatory obligations for the professional development set-aside with respect to its regular Title I, Part A allocation.
2. Use the funds freed up by the waiver to address needs identified based on data, such as statewide or formative assessment results.
3. Comply with all of its other Title I, Part A statutory and regulatory obligations, including the obligations in ESEA sections 1114 and 1115 to have schoolwide and targeted assistance programs that use effective methods and instructional strategies that are based on scientifically based research.
4. Enter the ARRA amount that the LEA would like to exclude for the purposes of this waiver on page 2 of this application.
5. Implementing standards-based instructional materials training in SBE-adopted or approved instructional materials for reading/language arts and mathematics for all teachers and principals. This includes, if applicable, implementing District Assistance and Intervention Team recommendations relative to this requirement.
    a. Yes, all requirements and recommendations are implemented (no further information is required), or
    b. **No**, all teachers and principals have not received standards-based instructional materials training. **Justification for not providing training and an action plan to provide training is required in the LEA Waiver Plan, Boxes 3–5 and Box 7, located under the Waiver section on the California Department of Education (CDE) Title I, Part A Web page at http://www.cde.ca.gov/sp/sw/t1/titleparta.asp**.
6. Complete a LEA Waiver Plan that describes the data on which it relied to identify needs that will be addressed using the funds freed up by the waiver and the strategies and actions it intends to use to address those needs. Please complete the LEA Waiver Plan template.

Section II. (c)
Waivers Related to Title I, Part A ARRA Funds

Local Educational Agency (LEA) Waiver Application to exclude all or some Title I, Part A American Recovery and Reinvestment Act (ARRA) funds from the required 10 percent professional development set-aside for a school in improvement in fiscal year 2009–10. (Elementary and Secondary Education Act [ESEA] Section 1116[b][3][A][iii]).

The LEA is seeking this waiver to allow its Title I schools that are identified for improvement to calculate their 10 percent professional development set-aside in accordance with the following formula:

(a) * (b/c) * (.10)

Where:

a = the total amount of FY 2009 Title I, Part A funds received by the school under ESEA Section 1113;
b = the portion of the LEA's FY 2009 Title I, Part A allocation provided through the regular FY 2009 appropriation; and
c = the LEA's total FY 2009 Title I, Part A allocation, including Title I, Part A, ARRA funds

As a condition of approval, the LEA provides assurance that, if the requested waiver is granted, the LEA will adhere to the following conditions:

1) Ensure that its schools will implement the waiver in accordance with the formula above;

2) Ensure that all schools in improvement within the LEA will comply with all statutory and regulatory requirements regarding their professional development obligations with respect to the funds that are not "factored out" in accordance with the formula above;

3) Ensure that its schools use the funds freed-up by the waiver to address needs identified based on data, such as statewide or formative assessment results; and

4) Ensure the LEA and its schools in PI will comply with all of their other Title I, Part A statutory and regulatory obligations, including the obligations in ESEA sections 1114 and 1115 to have schoolwide and targeted assistance programs that use effective methods and instructional strategies that are based on scientifically based research.

Section II. (d)
Waivers Related to Title I, Part A ARRA Funds

Local Educational Agency (LEA) Waiver Application to exclude Title I, Part A, American Recovery and Reinvestment Act [ARRA] funds in determining the LEA's per-pupil amount for Supplemental Educational Services (SES). (Elementary and Secondary Education Act [ESEA] Section 1116[e][6][A] and 34 *Code of Federal Regulations* [*CFR*] §200.48[c][1])

Enter the ARRA amount that the LEA would like to exclude for the purposes of this waiver on page 2 of this application.

The LEA hereby provides the following assurances:

1) The LEA will comply with all of the statutory and regulatory requirements regarding the provision of SES with respect to its regular fiscal year 2009 Title I, Part A allocation; and

2) The LEA will comply with all other Title I, Part A statutory and regulatory requirements (to the extent they are not waived), including the requirements in ESEA sections 1114 and 1115 to have school wide and targeted assistance programs that "use effective methods and instructional strategies that are based on scientifically based research."

Section II. (e)
Waivers Related to Title I, Part A ARRA Funds

Local Educational Agency (LEA) Waiver Application to carryover more than 15 percent of its Title I Part A American Recovery and Reinvestment Act (ARRA) allocation once every three years through its Consolidated Application. (Elementary and Secondary Education Act [ESEA] Section 1127[a]).

ESEA Section 1127(b) permits the California Department of Education (CDE) to waive the limitation of once every three years if (1) the LEA's request is reasonable and necessary; or (2) a supplemental Title I, Part A, allocation becomes available.

1) In accordance with these provisions, the LEA is requesting a waiver of the carryover limitation more than once every three years because of its Title I, Part A, funds made available under the ARRA, which is, by definition, a supplemental Title I, Part A, appropriation. The LEA is requesting this waiver for a period of two years to carry over excess fiscal year 2009 fiscal year Title I, Part A, funds to fiscal year 2010 and to carry over excess fiscal year 2010 Title I, Part A, funds to fiscal year 2011.

2) The LEA is obtaining a waiver of the carry over limitation in ESEA Section 1127(a) so that it can carry over more than 15 percent of its Title I, Part A, fiscal year 2009 or fiscal year 2010 allocation and has already received such a waiver within the prior three years (or receives such a waiver with respect to its fiscal year 2009 funds). The LEA shall apply to the CDE in accordance with CDE's regular procedures for waivers of the carry over limitation. The LEA hereby assures that it needs a waiver of the carry over limitation for the second (or third) time within three years because of its ARRA funds.

CDE Use Only

District Name: Berkeley Unified School District **CDS Code:** 0161143

Identify (If Applicable) District Assistance and Intervention Team (DAIT):

ARRA LOCAL EDUCATIONAL AGENCY WAIVER PLAN TEMPLATE

For 2009–10, states were invited to participate in the submission of specific waivers pertaining to Title I, Part A of the Elementary and Secondary Education Act (ESEA) given the significant funding for programs provided by the American Recovery and Reinvestment Act (ARRA) allocations for 2009-2010. In order for local educational agencies (LEAs) to apply to the California Department of Education (CDE) for the LEA set-aside obligation waivers in Section II(a) and II(b)of the waiver application, an ARRA LEA Waiver Plan Template must be developed. Rather than rewriting your existing LEA Plan at this time, the CDE recommends using this ARRA LEA Waiver Plan Template to address the identified needs. Type your responses in the expandable text boxes and submit as an e-mail attachment with your waiver application to TitleIWaivers@cde.ca.gov. State Board of Education (SBE) approved waivers may require a revision to your LEA Plan. Any revised LEA Plan should be posted to your LEA website.

The ARRA LEA Waiver Plan must be submitted to the CDE **with your waiver application**.

Please identify and prioritize the fundamental need:

Box 1. **Title I, Part A, Assurance Statement, Item 5: Justification for not resolving Categorical Program Monitoring (CPM) findings and action plan to resolve outstanding findings.**

Box 2 **Title I, Part A, Assurance Statement, Item 6: Justification for not resolving Uniform Complaint Procedure (UCP) actions and action plan to resolve unresolved actions.**

Box 3. **Please describe the data sources used to identify the fundamental need.** Examples of data include, but are not limited, to California Standards Test (CST), Adequate Yearly Progress (AYP) for the LEA and student subgroups, Academic Performance Index (API), California English Language Development Test (CELDT), district benchmark assessments, California High School Exit Examination (CAHSEE) and/or state board adopted curriculum embedded assessments.

Box 4. **Please describe the specific strategies and actions that the LEA will use and how those strategies will be used to address the fundamental need.**	**Persons Involved/Timeline**	**Estimated Cost**	**Funding Source: ARRA funds freed as a result of the waiver.**

Box 5. **Please describe the scientifically-based evidence that supports the specific strategies and actions.**

Box 6. **Section II. (a) Item 2 (b): Justification for not meeting all demand and action plan to meet SES demand and requests.**
Currently BUSD meets all requests for SES services with existing Title I set-asides

Box 7. **Section II. (b) Item 5 (b): Justification for not providing training and action plan to provide standards-based instructional materials training.**
BUSD has provided SB472 training to all elementary and middle school teachers. BUSD currently has parcel tax funding from city residents to provide almost one million dollars per year in professional development. This fund is used as needed for professional development leaving Title I to serve students.

ARRA LOCAL EDUCATIONAL AGENCY (LEA) WAIVER PLAN
ASSURANCE PAGE

LEA Plan Information:

Name of Local Educational Agency: Berkeley Unified School District

County District School Code: 01611430000000

District Superintendent: William Huyett

Address: 2134 Martin Luther King Jr, Way **City: Berkeley** **Zip Code: 94704**

Phone: 510-644-6202 **FAX: 510-644-8815** **E-mail: cfaulkner@berkeley.k12.ca.us**

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Waiver Plan are on file. I further certify that, upon approval of any waiver requests by the SBE, necessary revisions of the LEA Plan will be submitted for local board approval.

Signatures:

On behalf of the LEA and participants included in the preparation of this ARRA LEA Waiver Plan:

Signature of Superintendent	Printed Name of Superintendent	Date
Signature of Board President	Printed Name of Board President	Date

District Name: Berkeley Unified School District **CDS Code:** 0161143

Identify (If Applicable) District Assistance and Intervention Team (DAIT):

ARRA LOCAL EDUCATIONAL AGENCY WAIVER PLAN TEMPLATE

For 2009–10, states were invited to participate in the submission of specific waivers pertaining to Title I, Part A of the Elementary and Secondary Education Act (ESEA) given the significant funding for programs provided by the American Recovery and Reinvestment Act (ARRA) allocations for 2009-2010. In order for local educational agencies (LEAs) to apply to the California Department of Education (CDE) for the LEA set-aside obligation waivers in Section II(a) and II(b)of the waiver application, an ARRA LEA Waiver Plan Template must be developed. Rather than rewriting your existing LEA Plan at this time, the CDE recommends using this ARRA LEA Waiver Plan Template to address the identified needs. Type your responses in the expandable text boxes and submit as an e-mail attachment with your waiver application to TitleIWaivers@cde.ca.gov. State Board of Education (SBE) approved waivers may require a revision to your LEA Plan. Any revised LEA Plan should be posted to your LEA website.

The ARRA LEA Waiver Plan must be submitted to the CDE **with your waiver application**.

Please identify and prioritize the fundamental need:

Box 1. **Title I, Part A, Assurance Statement, Item 5: Justification for not resolving Categorical Program Monitoring (CPM) findings and action plan to resolve outstanding findings.**

Box 2 **Title I, Part A, Assurance Statement, Item 6: Justification for not resolving Uniform Complaint Procedure (UCP) actions and action plan to resolve unresolved actions.**

Box 3. **Please describe the data sources used to identify the fundamental need.** Examples of data include, but are not limited, to California Standards Test (CST), Adequate Yearly Progress (AYP) for the LEA and student subgroups, Academic Performance Index (API), California English Language Development Test (CELDT), district benchmark assessments, California High School Exit Examination (CAHSEE) and/or state board adopted curriculum embedded assessments.

Box 4. **Please describe the specific strategies and actions that the LEA will use and how those strategies will be used to address the fundamental need.**	**Persons Involved/Timeline**	**Estimated Cost**	**Funding Source: ARRA funds freed as a result of the waiver.**

Box 5. **Please describe the scientifically-based evidence that supports the specific strategies and actions.**

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Currently BUSD meets all requests for SES services with existing Title I set-asides

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BUSD has provided SB472 training to all elementary and middle school teachers. BUSD currently has parcel tax funding from city residents to provide almost one million dollars per year in professional development. This fund is used as needed for professional development leaving Title I to serve students.

ARRA LOCAL EDUCATIONAL AGENCY (LEA) WAIVER PLAN
ASSURANCE PAGE

LEA Plan Information:

Name of Local Educational Agency: Berkeley Unified School District

County District School Code: 01611430000000

District Superintendent: William Huyett

Address: 2134 Martin Luther King Jr, Way **City: Berkeley** **Zip Code: 94704**

Phone: 510-644-6202 **FAX: 510-644-8815** **E-mail: cfaulkner@berkeley.k12.ca.us**

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Waiver Plan are on file. I further certify that, upon approval of any waiver requests by the SBE, necessary revisions of the LEA Plan will be submitted for local board approval.

Signatures:

On behalf of the LEA and participants included in the preparation of this ARRA LEA Waiver Plan:

Signature of Superintendent Printed Name of Superintendent Date

Signature of Board President	Printed Name of Board President	Date

BERKELEY UNIFIED SCHOOL DISTRICT

To: William Huyett, Superintendent
From: Neil Smith, Assistant Superintendent, Educational Services
Date: May 26, 2010
Subject: Approval of Career and Technical Education Application for 2010-2011 Funding for Berkeley High School

BACKGROUND INFORMATION

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 provides school districts with funding for the improvement of secondary vocational and technical education programs. The goals of this legislation are to improve career technical education programs, to integrate academic and career technical instruction, to serve special populations, and to meet gender equity needs.

The act emphasizes preparation for post-secondary education and employment, with an emphasis on achievement of a degree, certificate or credential. Its goal is to strengthen the academic and career technical skills of students through the integration of academics with career technical education (CTE) programs in a coherent sequence of courses. Special population students targeted by the grant include individuals from economically disadvantaged families, individuals with disabilities, individuals preparing for non-traditional training and employment, and individuals with other barriers to educational achievement, including limited English proficiency.

Carl Perkins funds at Berkeley High School support the following: (1) professional development in career-technical education; (2) the purchase of materials to support career-technical instruction, including career-focused software; and (3) staffing of the Career/College Center to provide students with support as they explore career pathways, including non-traditional employment, and as they plan for further learning and for high-skill, high-wage careers. Emphasis this year is on the California Partnership Academies and their career pathways as well as on services for students in career technical education in the Career/College Center.

Berkeley High School received $52,389 in funding for the 2009-2010 school year and the preliminary allocation for 2010-2011 is $46,167. A copy of the application has been included.

POLICY/CODE
Board Policy 6178
Ed Code 53080-53083
105 Public Law 332

FISCAL IMPACT
Approximately $46,167 in targeted funds

STAFF RECOMMENDATION:
Approve the Career and Technical Education Application for 2010-2011 funding for Berkeley High School.

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100 (12/09)

DUE DATE: May 1, 2010

Carl D. Perkins Career and Technical Education Improvement Act of 2006
APPLICATION FOR 2010–11 FUNDING

Local Educational Agency (LEA): **Berkeley High School**	County-District (CD) Code: 01-61143
Address of LEA: 1980 Allston Way Berkeley, CA 94704-1463	Check Appropriate Box: ☐ Sec. 112 - State Institutions ☒ Sec. 131 - Secondary ☐ Sec. 132 - Adult/ROCP
Name of LEA Superintendent or Chief Administrator: William Huyett, Superintendent	
Allocation Amount: $46,167.00	Board Approval Date:
Name of Perkins Coordinator: Kristin Glenchur Title: Vice-Principal	Telephone Number:510-644-4566 Extension: Fax Number:510-548-4221 E-mail Address:kglenchur@berkeley.k12.ca.us
Perkins Coordinator's Address (If different from LEA address above):	

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008–2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2010–11 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee: **William Huyett**	Title (If not superintendent): Superintendent
Signature of Superintendent or Designee:	Date:

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

SECTION I
SIGN-OFF FORM FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006. A signature on this page confirms that the documents listed below are complete and on file in the agency and that the superintendent or an authorized designee has reviewed the documents and agrees to comply with the assurances, certifications, terms, and conditions.

The general assurances and certification are available on the CDE Web site. See page 12 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application* for the specific link to each assurance and certification. The complete text of program specific assurance, certification, terms and conditions can be found on pages 25–32 in the *Request for Application.*

- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2010–11 Grant Conditions

CERTIFICATION: As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 funding, I have read the assurances, certifications, terms and conditions associated with this grant and I agree to comply with all requirements as a condition of funding.

Printed Name Kristin Glenchur Title Vice-Principal

Signature _____ Date 5/1/10

SECTION II
SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2010–11 Perkins IV application for funds. Each special population category **must** be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Jim Slemp Title Principal

Signature _____ Date 5/11/10

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name Heidi Ramirez-Weber Title ELD Department Lead

Signature _____ Date 5/11/10

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Diane Colborn Title SPED Program Supervisor

Signature _____ Date 5/11/10

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name Jim Slemp Title Principal

Signature _____ Date 5/11/10

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Jim Slemp Title Principal

Signature _____ Date 5/11/10

Displaced Homemaker (Title IX Coordinator/Administrator)
Note: Required only on Section 132 (Adult) applications

Printed Name N/A Title _____

Signature _____ Date _____

SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS (CORE INDICATORS) SECONDARY

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*.

Secondary (continues on page 5)

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
1S1 Academic Attainment-Reading/ Language Arts	**Numerator:** Number of 12th grade CTE concentrators who have met the proficient or advanced level on the **English-language arts** portion of the California High School Exit Examination (CAHSEE). **Denominator:** Number of 12th grade CTE concentrators.	26.3%	59.38 %	**23.0%**	20.7% xYes ☐ No
1S2 Academic Attainment-Mathematics	**Numerator:** Number of 12th grade CTE concentrators who have met the proficient or advanced level on the **mathematics** portion of the CAHSEE. **Denominator:** Number of 12th grade CTE concentrators.	22.9 %	44.12 %	**22.0%**	19.8% x Yes ☐ No
2S1 Technical Skill Attainment	**Numerator:** Number of CTE concentrators enrolled in a capstone CTE course who received an "A", "B", or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards. **Denominator:** Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.	62.3 %	84.11%	**53.0%**	47.7% x Yes ☐ No
3S1 Secondary	**Numerator**: Number of 12th grade CTE concentrators who earned a high	94.38 %	99.58 %	**85.5%**	76.95%

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
School Completion	school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities). **Denominator:** Number of 12th grade CTE concentrators who left secondary education during the reporting year.				xx Yes ☐ No
4S1 Student Graduation Rate	**Numerator**: Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate. **Denominator:** Number of 12th grade CTE concentrators.	94.38 %	99.58%	**83.2%**	74.88% X Yes ☐ No
5S1 Secondary Placement	**Numerator:** Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation. **Denominator:** Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.	98.33 %	93.03 %	**78.0%**	70.2% xYes ☐ No
6S1 Non-traditional Participation	**Numerator:** Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields. **Denominator:** Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.	50.40 %	52.08 %	**23.0%**	20.7% x Yes ☐ No
6S2 Non-traditional Completion	**Numerator:** Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a	78.75%	45.15 %	**18.0%**	16.2%

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
	nontraditional field who received an "A", "B", or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards. **Denominator:** Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.				x Yes ☐ No

SECTION IV: PROGRESS REPORT TOWARD IMPLEMENTING THE LOCAL CTE PLAN

The implementation of every LEA's local CTE plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the 2009–10 school year.

Additionally, the LEA should set measurable CTE outcomes for the 2010–11 school year based on what has been learned and the core indicator data reported in Section III.

LEA personnel must respond to the following prompts or questions:

1. In the 2009–10 application (Section IV, question 3), the LEA identified three goals from the local CTE plan on which it would focus during the 2009–10 school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during 2009–10?

   Progress on the goals from the 2009-2010 application are listed below:

   - ***We passed a Redesign plan which calls for the creation of a fifth small school with a focus on green technology to begin in 09-10.***
     Although the actual Green Academy was not begun in the 2009-2010 school year, the design of it and the RFA was accomplished with the school board approval in April 2010. The Green Academy will have two career technical education pathways; one focusing on Energy and Utilities and the other On Environmental Science.
   - ***Per our Redesign Plan, we are implementing weekly professional development meetings which incorporate CTE standards.***
     Weekly professional development was held each Monday morning throughout the 2009-2010 school year. California Partnership Academies used their staff development time throughout the year to make sure that the CTE standards in their cluster were incorporated with their academics.
   - ***We will continue to develop service learning opportunities in the community in all our small learning communities and foster career pathways per our California Partnership Academy requirements and our school's WASC plan.***
     This was accomplished as most of the small learning communities now require community service or provide service learning opportunities. Each Partnership Academy met their required outcomes per their annual report due in October 2009. We began discussion on CTE and the WASC report in preparation for the 2010-2011 school year, during which we begin the process of renewal..
   - ***We will continue to develop career technical education pathways by working closely with the East Bay Green Corridor group which brings together local community college leaders, the University of California,***

local green businesses, the City of Berkeley, and local leaders from Richmond, Berkeley, El Cerrito and Albany.
We have continued to be active participants in the East Bay Green Corridor, which hosted a Green Career Fair on the Berkeley High campus in March, 2010 with 60 local businesses, 300 students, and 6 local post-secondary education institutions represented. We also established a new Green Academy. It is an ongoing goal to continue to work closely with the major businesses and post-secondary education leaders in this pathway. We have also explored and expanded articulation agreements for our other career tech. education pathways with the Peralta Community College District, including an expanded Health pathway and Education pathway with Berkeley Community College.

2. During the 2009–10 school year, how has the LEA's CTE Advisory Committee been involved in the ongoing development, implementation, and evaluation of CTE programs?

   The Advisory Committee reviewed all four of the California Partnership Academies' final reports before they were sent to the state by the deadline of October 15, 2009. The committee was also involved with the development of the Green Academy's RFA and presentation to the Board of Education as well as helping to develop partnerships.

3. What is the status of Career Technical Student Organizations (CTSOs) in the LEA's CTE programs? How has the LEA embedded leadership development in all CTE courses?

   All of our five California Partnership Academies have leadership components built into their CTE classes since it is part of their mission to prepare the students to become leaders in the fields that they represent. In addition, each CPA has a student leadership program. Each CPA also has a leadership team with representatives from their student, parent, and staff communities which set policies for each Academy. Representatives from each leadership team then go back to their individual communities for their feedback. There has been some progress toward connecting with student organizations that are associated with each career cluster.

4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2010–11.
   - *Increase the number of students who enroll in and successfully complete the sequence of classes in each program (CDE-101-E1). This will be annually tracked and evaluated via the E1 report.*
   - *Satisfaction of the local community and especially the specific industry partners, with our CTE pathways and the quality of its graduates as measured by continued and/or increased participation.*
   - *Increased number of articulation agreements with post-secondary education instututions.*

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School Site Where the Sequence Is Offered	Amount of Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Health Science & Medical Technology	Biotechnology Research & Development Health Informatics Support Services Therapeutic Services	Berkeley High School	8000	31, 36
Communications Arts Sciences (CAS)	A. Arts, A/V Technology	Berkeley High School	8000	34, 35
Engineering & Design	A. Environmental & Natural Science Engineering	Berkeley High School	8000	37
Arts Media and Entertainment (AHA!)	A. Media & Design Arts B. Performing Arts C. Production & Managerial Arts	Berkeley High School	8000	39
Public Services	A. Human Services B. Legal & Government Services	Berkeley High School	8000	33

SECTION VI
BUDGET AND EXPENDITURE SCHEDULE
2010–11

Local Educational Agency (LEA): Berkeley High School/ Berkeley Unified School District **CD Code:** 01-61143

Authorized Signature: _____

Total Allocation: 46,167.00
Indirect Cost Rate (percent):
Section 131 Secondary

Select One
x ORIGINAL BUDGET
☐ END-OF-YEAR CLAIM

Funding Source and Purpose:
☐ Section 112 State Institutions
☐ Section 132 ROCP and Adult

Object Code and Budget Category		(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	(I) Total
Percentage of grant expenditures allowed		At least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	
1000	Certificated Salaries									
2000	Classified Salaries		12000				20000			
3000	Employee Benefits		2500				9000			
4000	Books/Supplies									
5000	Services/ Operating Expenses						400			
6000	Capital Outlay									
7000	Indirect Costs								2067	
	Total		14500				29400			

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application.*

SECTION VI: Budget Narrative

Instructions are on page 24 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application.* See Appendix B, Sample Perkins IV Budget Narrative, to comprehend the level of detail required in the budget narrative.

OBJECT #	EXPENDITURE DESCRIPTION	AMOUNT
1000	Certificated Salaries	
	Subtotal for 1000 category	
2000	Classified Salaries: Administrative Assistant to support Career Technical Education through the College and Career Center.	32000
	Subtotal for 2000 category	
3000	Benefits ▪ Classified allocation:	11500
	Subtotal for 3000 category	
4000	Books and Supplies Non-capitalized Equipment	
	Subtotal for 4000 category	
5000	Services and other operating expenditures: Travel and Conferences	400
	Subtotal for 5000 category	
6000	Capital Outlay (list items below)	
	Subtotal for 6000 category	
7000	Indirect rate @ LEA percentage (minus capital outlay)	2067
	GRAND TOTAL	**$46167**

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 26, 2010
SUBJECT: 2010-2011 Designation of CIF (California Interscholastic Federation) Representatives to the League

BACKGROUND INFORMATION:
Education Code requires that school districts submit names of CIF athletic league representatives each year and confirm that the league representatives are designated by school district governing boards.

Amy Frey, Vice Principal, Berkeley High School, in charge of Athletics and Bill Gaebler, Athletic Director, Berkeley High School, are the District's CIF representatives for the 2010-2011 school year.

POLICY/CODE:
Education Code, Section 33353(a) (1)

FISCAL IMPACT:
None

STAFF RECOMMENDATION:
Approve District representatives to CIF.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Associate Superintendent, Educational Services and Suzanne McCulloch, VAPA Program Supervisor
DATE: May 26, 2010
SUBJECT: Recommendation for expenditure of funds from the Berkeley Public Schools Educational Excellence Act of 2006 (Measure A of 2006) for the Visual and Performing Arts Programs (VAPA) in FY 2010-11

BACKGROUND INFORMATION:
The Berkeley Public Schools Educational Excellence Act of 2006 (Measure A of 2006) allocates 6.25% of the available revenues annually to:

> Providing quality instructional programs in music and the visual arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff, professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs. (Section 3.B.ii.b)

The Annual Plan for the expenditure of the BSEP/ Measure A monies to support the Visual and Performing Arts Program (VAPA) in 2010-11, was developed by the VAPA Subcommittee, which met and discussed the program from January through April, 2010 and was approved by the BSEP Planning and Oversight Committee on May 15, 2010.

BSEP/Measure A funds will provide for the continuation of the grades 4-8 instrumental and choral music program and also for support for arts instruction and professional development in arts integration in the K-8 schools.

MUSIC PROGRAM

Music Program Staffing

The music staffing model for the 2010-11 school year is the same as that in FY 2009-10. The total staffing for the music program is:

- Music Teachers, grades 4-8, 10.16 FTE
  (Includes 4.16 FTE for General Fund Release Time)
- Music Tutors and Instructional Specialists (I.S.) for middle school sectionals (hourly) 1 I.S. and 2 tutors = approx. $8,000
- Music Library Technician, 1.0 FTE
- District Program Supervisor, 1.0 FTE

- Substitutes for Cazadero Performing Arts Camp, Berkeley Symphony and other events = approx $6,500

Total = 10.16 FTE certificated staff; 1.0 FTE classified staff; hourly
Funded Directly by BSEP - $735,000
Transfer to the General Fund - $362,000

Third grade students will continue to receive music instruction once each week during release time supported by the General Fund. The instructional focus is on ear training, rhythm and note reading using Orff pitched percussion instruments, recorders, and the voice.

Fourth and fifth grade students will continue to receive music instruction twice per week during two of the five release periods of the classroom teachers, funded by the BSEP/Measure A music budget. Four types of instruction are delivered—strings (orchestra), woodwinds and brass (band), percussion and choral music—by providing three music teachers for the prep period of every two classroom teachers (4.16 FTE total). Several additional music teachers may be assigned for 4th and 5th grades, where needed to maintain manageable class sizes and to allow for grade level groupings where there are combination classes (3.68 FTE). (The total number of classes for the 2010-11 school year may need to be altered when school opens based on variances in enrollment.)

Middle school enrollment in music classes continues to grow. Students choose between 6th Grade Band, 7th-8th grade Band, Orchestra and Chorus. Classes are held five days a week, usually during zero period (2.36 FTE). Jazz Band is an after-school elective four days a week at King. In 2010-11, it is proposed that a sixth grade Orchestra class be added at King. Band students at Willard will have the option of joining the Jazz Band three days a week.

Musical Instruments and Instructional Materials $119,500
Berkeley is one of the few California school districts that loans instruments to music students so that students of all financial levels have equal access to the program. In addition, students are supplied with music method books and workbooks, recorders, reeds, strings, and sheet music, and classrooms are provided with music stands, music carts and storage units. Instruments are repaired as needed and new ones purchased to replace those that are beyond repair.

The music library collection continues to be upgraded to help students develop as musicians. As the number of students enrolled in music classes continues to grow at the middle schools (where two new classes will be added in 2010-11) so does the need for additional instruments, repairs and

instructional materials. As the students become more proficient, there is also a need for more sophisticated instruments.

Mileage Reimbursement for Music Teachers $6,000
Nearly all of the elementary and middle school music teachers travel to three or four schools each day and visit five or six schools during the course of the week. This allocation is to provide mileage reimbursement for this travel.

Music Professional Development
$5,000
In 2010-11 professional development will be scheduled for 15 music teachers. In 2009-10 music teachers participated in workshops with Matthew Hazelwood (conducting) and Gabriel Harris (drumming and percussion).

VISUAL & PERFORMING ARTS PROGRAM

VAPA Professional Development: $91,500
Arts Anchor Schools & Workshops

Arts Anchor funding is available to schools where staffs are willing to undertake professional development in arts integration. Recognizing that quality professional development has a lasting impact on the quality of teaching, the VAPA plan supports arts integration modeling and coaching in the classroom for elementary teachers at the Arts Anchor schools.

Eight K-5 schools participated in the Arts Anchor program in 2009-10. The goal for 2010-11 is that ten schools will be Arts Anchor Schools, with each choosing an arts integration focus and teaching artist provider. Longfellow will likely become the first middle school to receive Arts Anchor funding; it is expected that Visual Thinking Strategies (VTS) will be the arts provider.

Teachers at the Arts Anchor schools design the professional development focus as a team and work with an arts provider (e.g. MOCHA, Opera Piccola) or certificated arts teacher to plan an integrated arts curriculum. The teaching-artist or certificated teacher models classroom teaching of the art form and coaches the classroom teachers in teaching and integrating the art form (dance, theater, visual arts, or music). Teams meet regularly as a group and with the arts provider to discuss and refine integrated curriculum with the goal of deeper learning and understanding for all students.

Classroom teachers value modeling and coaching because the teaching artist becomes part of the Arts Anchor team, collaborating with the

classroom teachers on writing curriculum and designing units of study that integrate the arts. Coaching strengthens the teacher's skills as it provides a one-on-one opportunity for reflection and support.

Principals and teachers report a new level of confidence among classroom teachers in undertaking arts integration on their own. Classroom teachers eagerly choose curriculum and an art focus for the year. Dance and class plays have become "something we do at this school" and there is "art on all the walls."

This allocation includes $1,500 to continue specialized professional development workshops for all seven K-8 arts teachers in 2010-11. In 2009-10 Visual arts teachers worked with Sara Stillman on the Studio Habits of Mind (Project Zero at Harvard).

Performing Arts Teachers for the Middle Schools $30,000
In school year 2009-10 funds for middle school arts were allocated from the BSEP Class Size Reduction Fund for "Expanded Course Offerings." (In April 2010, the drama and music teachers supported by this funding collaborated on a production of Romeo and Juliet.) The same allocation from the BSEP Class Size Reduction Fund—.40 FTE for King, .20 FTE each for Longfellow and Willard—is expected to continue in 2010-11.

In addition, it is being recommended that $30,000 from this BSEP VAPA fund be made available to the three middle schools to support performing arts courses in dance and choral music in 2010-11. Each of the three schools will supplement this allocation in order that they may provide a dance class at Longfellow during the school day, a chorus or dance class at Willard and an expanded 7th period dance class at King.

VAPA Instructional Materials $6,000
This allocation provides middle school drama production materials.

ARTS OUTREACH

Making Learning Visible:
Arts Bus & Performing Arts Showcase $5,800
As a partner in the Alameda County Office of Education ALLIANCE for Arts Learning Leadership, BUSD participates in March IS Art Education Month each year. These monies are to support the Arts Bus and the Performing Arts Showcase, presenting the talents and accomplishments of our students.

In January the Arts Bus, two bus loads of Berkeley High School performing arts students, travels to all three middle schools in one day, presenting a 50 minute sampler of the dance, drama, vocal and instrumental music and

visual arts opportunities at Berkeley High School to the eighth grade students (who will soon be registering for their ninth grade classes at BHS). Experiencing the many options available for participation in the arts at the BHS supports students in their transition from middle school to high school.

Each March, as a component of March IS Arts Education Month, the VAPA Department presents the Performing Arts Showcase, an afternoon of 5th-12th grade music at the Berkeley Community Theater. In March of 2010 over 500 students participated in Chorus, Orchestra and Band ensembles by grade level. An enthusiastic audience of over 2,000 cheered the student musicians. Teachers are paid hourly for weekend rehearsal and performance time.

COLLABORATIVE PARTNERSHIPS & COMMUNITY SUPPORT

Berkeley Symphony, Cal Performances & Cazadero Performing Arts Camp $10,600

BUSD is fortunate to have the strong, ongoing support of local arts organizations who partner with the district to provide participatory opportunities for our students.

In 2010-11 all eleven elementary schools will continue to participate in the three stage program with the Berkeley Symphony Orchestra. Teachers will continue to attend workshops and host guest artists in their classrooms via the “School Time Performances” program of Cal Performances. Fifth graders and middle school students will again travel to Cazadero Performing Arts Camp for a “Jumpstart” retreat. This allocation consists of $10,000 to support the Berkeley Symphony program at the eleven elementary schools, and $600 to support Cal Performances in the classroom workshops.

Additional Support for Arts Programs in BUSD

Other local organizations, both school-based and community-based, provide vital support to BUSD arts education. These efforts are expected to continue in 2010-11.

The Berkeley Public Education Foundation traditionally supports a number of arts projects proposed by individual teachers at all grade levels. BUSD School Governance Councils also have funded arts teachers and projects at several schools, and most school PTAs have provided arts funding. In 2009-10, four elementary schools used their first and/or second grade release time for music instruction and three other elementary schools provided singing classes with instructional specialists. Five elementary schools had part time certificated visual arts teachers and two elementary schools had a certificated dance teacher. In 2009-10 new dance and drama

electives were added at King and Longfellow and a chorus was added at Willard.

The Music Connection (TMC) is a University of California at Berkeley student club, formed to provide tutors for BUSD music classes during and after school. In 2009-10, TMC students assist the music teachers during the music release classes by working with individual and small groups of students on technique, and as chamber groups. After school, 85 TMS volunteers have worked at 10 elementary schools and Willard Middle School offering individual lessons, small ensemble work and theory instructions. In addition, TMC arranges Cal Band and Orchestra Nights for the fifth graders and middle school students, where students participate in the rehearsal, playing music at a comfortable level. TMC raises all necessary funds. Parents and students alike have been thrilled with the musical progress students have made in TMC classes.

Budget Summary

BSEP/MEASURE A Allocation for FY 2011	$1,372,800
Projected FY 10 Carryover	470,000
TOTAL AVAILABLE REVENUE	$1,842,800
PROJECTED EXPENDITURES	
Music Teacher Staffing – 6.0 FTE	735,000
Music Teacher Transfer for GF Release Time – 4.16 FTE	362,000
Instruments & Instructional Materials	125,500
Professional Development (Music & Arts Anchor)	96,500
Middle School Performing Arts (New Dance & Chorus)	30,000
Teacher Travel/Mileage Reimbursements	6,000
Performing Arts Showcase, Arts Bus	5,800
Collaborative Partnerships	10,600
Reserve for Personnel Variance	33,000
Indirect Cost @ 5.84%	82,000
TOTAL EXPENDITURES	$1,486,400
Difference	356,400

*All budget figures rounded to the nearest hundred.

To maintain the current staffing model and program, the projected unallocated reserve of $356,400 must be reserved for future years, as staffing costs will continue to rise over the years, whereas BSEP revenue is relatively static.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3Bii(b)

FISCAL IMPACT
Projected expenditures of $1,486,400 from the BSEP/Measure A VAPA fund.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for the Visual and Performing Arts Programs in FY 2010-2011.

Appendix: 2009-10 BUSD Arts Anchor Schools & Programs

School, Arts Teachers	Arts Classes	Days per Week, Length of Time	Cost, Funding Source
Berkeley Arts Magnet Arts Anchor School- Opera Piccola	Various grades drama workshops and teacher professional development	6 classes (year 3 of program)	$7000 VAPA BSEP
Cragmont Arts Anchor School – Dance integration	Arts Integration w/Cragmont teacher Rosemary Hannon	All year	$7000 VAPA BSEP
John Muir Arts Anchor School –Dance integration	Dance integration w/ JM teacher Valerie Gutwirth	All year	$7000 VAPA BSEP
Malcolm X Arts Anchor School – Arts integration	Arts Integration –MX teacher Jai Waggoner	All year	$7000 VAPA BSEP
Oxford Arts Anchor School- Visual Art Integration	K-5 Visual Arts, Arts Integration – all teachers,	All year	$7000 VAPA BSEP
Rosa Parks Arts Anchor School – Visual arts	Visual Arts integration, w/ RP teacher Kathleen Gadway	K-5 All year	$7000 VAPA BSEP
Thousand Oaks Arts Anchor School - MOCHA	K-5 MOCHA Staff Development in Integrating art throughout the curriculum. Classes taught by MOCHA staff (3 visits per classroom) plus training for parents	All year	$7,000 VAPA BSEP
Washington Arts Anchor School – Visual Arts Integration	K-5 Art Classes	All year	$7000 VAPA BSEP

Visual Thinking Strategies (VTS), is a school curriculum and teaching method that:

- Uses art to develop critical thinking, communication and visual literacy skills
- Asks educators to facilitate learner-centered discussions of visual art
- Engages learners in a rigorous process of examination and meaning-making through visual art
- Measurably increases observation skills, evidential reasoning, and speculative abilities
- Engenders the willingness and ability to find multiple solutions to complex problems
- Uses facilitated discussion to enable students to practice respectful, democratic, collaborative problem solving skills that over time transfer to other classroom interactions, and beyond
- Uses eager, thoughtful participation to nurture verbal language skills, and writing assignments to assist transfer from oral to written ability
- Produces growth in all students, from challenged and non-English language learners to high achievers
- Underscore connections to art and strengthens the role of museums as a valuable resource in students' lives

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services and Becca Todd, District Library Program Coordinator
DATE: May 26, 2010
SUBJECT: Recommendation for the Annual Plan for expenditure of BSEP/Measure A funds for the Library Program in FY 2010-2011

BACKGROUND INFORMATION:
The Berkeley Schools Educational Excellence Act of 2006 (Measure A of 2006) allocates 7.25% of the available revenues annually:

> "to provide student access to quality school libraries which shall be maintained by providing library staff to operate the District's K-12 school and other specialized libraries, and by allocating revenues for books, materials, services and equipment for the school libraries." (Para. 3Biia)

BSEP/Measure A funds provide the backbone for library staffing and resources throughout the Berkeley school system. Addressing every student's academic and independent reading needs with a wide range of books, online resources and integrated programming is at the core of our mission. The library lens of the 2020 Vision strengthens our commitment to developing 21st century skilled thinkers and learners throughout the entire Berkeley school community.

During this past year, under the leadership of the District Library Coordinator, Becca Todd, the "Friends of the BUSD Libraries" committee, which includes teachers, parents, BUSD and City of Berkeley library staff and community members, met bimonthly to discuss and support BUSD's library program. The following recommendation for the expenditure of the BSEP/Measure A funds in FY 2010-11 for the Library Program was approved by the BSEP Planning & Oversight Committee on May 11, 2010.

BUDGET RECOMMENDATIONS FOR FY 2010-2011

Staffing $ 1,309,000

Recognizing the integral role that school libraries play in our children's education, the Berkeley Public Schools Educational Excellence Act of 2006 continues the successful stabilization of library staffing which began with monies from Measure B of 2004. This has allowed a consistent level of service and support in each of our school libraries. This staffing model shown below is the same as in FY 2009-10 and all positions are currently occupied.

- District Library Coordinator, 1 @ 1.0 FTE
- BHS Teacher Librarians, 2 @ 1.0 FTE/each
- B-Tech Teacher Librarian, 1 @ .60 FTE
- Middle School Teacher Librarians, 3 @ 1.0 FTE/each
- Middle School Library Media Technicians:
- King 1 @ .80 FTE, Longfellow and Willard 2 @ .53 FTE/each
- Elementary School Library Media Technicians, 11 @ .80 FTE/each
- District-wide Central Media Library Technician, 1 @ .80 FTE
- BHS Library Media Technician, 1 @ .80 FTE

Total = 6.6 FTE certificated staff; 12.26 FTE classified staff

Summer Extended Day Library Program $5,000
Building on the success of last year's summer school library program, the proposal is to continue staffing the library at both BEARS/EDC summer school sites (Rosa Parks and Washington) for two days per week at each site, with an increase of an hour per day (5 hours v. 4 hours). Funding one of our District's Library Media Technicians to work four days per week during the EDC summer session June 28 – July 30 with one prep day on June 25, would support our focus on literacy. This focus yields strong results in the fall by mitigating severe "summer slide". The Library Media Technician would provide library visits and book circulation for the EDC students and staff.

School Library Collections $149,100
Libraries need to provide resources for a broad range of reading levels and be aligned with content and information literacy standards to promote students' access to the materials they need for research and free reading. An allotment of $15 per pupil for library books and materials is proposed for FY 2010-11. The allocation for the continued development of the district's audio-visual collection in the Central Media Library is proposed to continue at $6,000. This is the same as FY 2009-10.

Family Literacy $3,000
In 2009-10, BUSD Library Services and the Parent Resource Center worked with two sites to offer the Latino Family Literacy Project, a parent workshop that provides structure and bilingual resources to establish and augment a home-reading practice. That project will continue, and in addition a similar project that utilizes multilingual and multicultural resources will be developed. The focus during 2010-11 is to develop a preschool family lending library to be used in conjunction with Family Literacy events at our BUSD Preschools.

Information Literacy and Universal Access $23,000
The district's Library Program subscribes to several online programs that are part of the library operations (the Alexandria library automation system) or provide instructional resources for students and their families (World Book

Online and TeachingBooks.net). These digital resources, which are available to the entire PreK-12 student body and their families, have yearly subscription fees for maintenance.
BUSD Library Services maintains a web page of central services for staff and families at http://www.berkeley.net/library-services which provides links for home access to our electronic resources. The School Libraries web page links to each of the individual school sites at http://www.berkeley.net/school-libraries. All of the library collections of the K-12 schools and the Central Media Library are searchable online. Each of those libraries maintains virtual library web pages guiding students to additional resources appropriate for their studies.

Technology Hardware $25,000
Many of our libraries are struggling with computers that have outlived their upgradeability. In 2009-10 a 5-year computer upgrade cycle was begun, focusing on the student computers. However, many sites are in dire need of replacement of the librarian computer as well. Hence the proposal is for a more aggressive replacement cycle, to continue replacing the student workstations (four more sites), and also to replace the librarian workstations (eleven sites), coordinating the implementation with the Technology Department.

Professional Development $16,000
With these monies, school library staff participates in District, regional and statewide workshops and conferences to strengthen their instructional and managerial skills and to stay abreast of developing instructional technologies. A number of elementary library school staff will participate in the new reading adoption of Lucy Calkins' Teachers College Reading Workshop Project (TCRWP) training in August, as well the San Mateo County Office of Education Library Staff Summer Training Program. They will also be able to engage in districtwide professional development initiatives to address the needs of specific populations such as English Language Learners, low-achieving students, and GATE students. One extra duty day for staff development for the Library Technicians is also included in this budget. The District Library Coordinator also provides ongoing staff development and trainings, including the implementation of AB 307 about Internet Safety and Ethics, and maintains the Library Handbook wiki.

Central Library Office $3,500
Ongoing needs such as preparation of Author Study materials, support for the African American Read In, posters for the California Young Reader Medal, brochures, materials for professional development, reading promotions, and transportation costs, are most efficiently handled in the District Library Coordinator's office.

BSEP/Measure A Allocation for FY 2011	$1,592,500
Projected FY 10 Carryover	540,000
TOTAL AVAILABLE REVENUE	$2,132,500
EXPENDITURES	
Library Staffing, including summer	1,314,000
Collection & Resource Development, Family Literacy	152,100
Information Literacy, Technology	48,000
Professional Development	16,000
Library Office	3,500
Reserve for Personnel Variance (estimated @ 3%)	39,400
Indirect Cost @ 5.84%	92,000
TOTAL EXPENDITURES	$1,665,000
Difference	467,500

*All budget figures rounded to the nearest hundred.

Library monies remaining from Measure B of 2004 were used for 2008-09 library expenses, allowing for the establishment of this reserve. To maintain the current library staffing model, these monies must be reserved for books (approximately $150,000 per year), technology, and other library/literacy programs, as staffing costs will continue to rise over the years, whereas the BSEP tax revenue is relatively static.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3Bii(a)

FISCAL IMPACT
Projected expenditures of $1,661,400 from the BSEP/Measure A Library fund.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for the Library Program in FY 2010-11.

Appendix: Highlights of the 2009-10 BUSD Library Program

For more information about the Library Program and resources, go to http://berkeley.net, click on Departments, then Libraries, or go straight to http://berkeley.net/library-services.

Reading and Research

- Circulating over 135,000 library books by April of this school year (Note: this does not count the number of items browsed or used for research in-house)
- Providing lessons and research materials for in-library use for scheduled classes and individual assignments
- Energizing the Preschool Lending Library (aka "Book Bag Program") into full bloom at all three sites, and bringing forth author studies i.e. Eric Carle, Angela Johnson, Pat Mora
- Presenting Cyber Savvy lessons about internet safety, privacy, copyright, piracy, plagiarism, social networking, and prevention of cyberbullying
- Incorporating student voice and choice in literary awards by participating in the California Young Reader Medal program, a statewide reading promotion under the auspices of the California Reading Association, California Association of Teachers of English, California Library Association and California School Library Association
- Hosting author visits such as Annie Barrows (Ivy and Bean), Cory Doctorow, (For the Win), Kami Garcia and Margaret Stohl (Beautiful Creatures), Richard Harlan (Worldshakers), Mary Ann Hoberman (The Tree That Time Built), Nina Lacour (Hold Still), Rebecca Mead (When You Reach Me, the Newbery winner this year), Herman Parish (Amelia Bedelia), Patricia Polacco (January's Sparrow), poet Ijeoma Thomas (Positive Knowledge) and utilizing TeachingBooks to offer "virtual author visits"
- Updating library websites with links to Story Online and International Children's Digital Library
- Promoting summer reading through the elementary summer school library program
- Adding over 300 Spanish and bilingual books to the TWI and bilingual school libraries in addition to the regular allocation
- Providing "We the People Bookshelf – Picturing America" titles to accompany the Picturing America art posters from the NEH at 11 of our schools
- Identifying and publicizing titles that correlate to Everyday Math, Culturally Responsive Teaching and Learning Recommended Literature, Welcoming Schools, Writing Prompts
- Providing opportunities for students to publish book reviews and podcasts via their school library blog

- Participating in the 21st annual African American Read-In and highlighting African American authors, coordinated by the National Council of Teachers of English
- Incorporating student voice and choice in literary awards by participating in the California Young Reader Medal program, a statewide reading promotion under the auspices of the California Reading Association, California Association of Teachers of English, California Library Association and California School Library Association

Professional Development

- Attending and presenting at the San Mateo County Office of Education "Library Summer Camp" – 5 Library Technicians
- Attending the statewide California School Library Association conference in southern California—5 Teacher Librarians and the District Library Coordinator
- Elementary library staff returning to work on the Teacher Work Day prior to the first day of school, an opportunity for collaboration and orientation and enabling library visits to commence earlier
- Creating short videos of model lessons for professional development
- Hosting and attending regional CSLA workshops
- Sharing resources, automation tips and tricks, info about district initiatives, and reading promotion strategies at monthly staff meetings

Collaboration and Community

- Hosting a DEAR (Drop Everything and Read) Day reception for the volunteer Readers, in conjunction with Berkeley School Volunteers
- Expanding book lending to parents
- Presenting at the UC Berkeley conference on "Student Library User"
- Continuing the Latino Family Literacy Project with the Department of Family and Community Partnerships to promote reading at home
- Receiving the "We the People – A More Perfect Union" bookshelf award for all K-12 schools from NEH
- Continuing to collaborate with Berkeley Public Library; "Earphone English" at King and BHS, DigitaLit at Willard, 2nd grade library card sign up, preschool story hours, Dia de los Ninos/Dia de los Libros, and of course the summer reading program
- Hosting the Northern California School Library Association workshop in February
- Collaborating with our local independent bookstores to bring in authors, and to have our students participate in the poem-in-your-pocket project
- Presenting information about the Library Program at the New Parent Information Night and at the December Kindergarten Fair
- Meeting bimonthly with the Friends of BUSD Libraries Committee (see http://sites.google.com/site/friendsofbusdlibraries/)

Technology

- Replacing student computer stations at Emerson, Oxford, Washington and King
- Replacing librarian stations at King, Longfellow, Rosa Parks, Willard
- Providing LCD projectors at BAM and Malcolm X
- Incorporating Textbook Tracking at BHS and King

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 26, 2010
SUBJECT: Recommendation for Expenditures in 2010-11 from the Professional Development portion of BSEP/Measure A of 2006

BACKGROUND INFORMATION:
Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is also critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

> Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:
>
> - providing professional development for the District's teachers and staff,
> - assessing the effectiveness of the District's educational programs for improving student achievement, and
> - providing and maintaining computers and technology in schools.

PROFESSIONAL DEVELOPMENT
The current professional development initiatives in BUSD have been identified through the work of study groups of teachers and administrators in previous years, always with the goal of improving our capacity to meet the needs of out students. The key themes of best practices, cultural competence, core content instruction in reading, language arts and mathematics, new teacher support, and support for the students who are not experiencing success, continue to be strongly evident in this recommendation for 2010-2011. All of these initiatives are aligned with the District's 2020 Vision.

<u>Strategic Directions</u>:
- Build a collaborative Professional Development Structure that is guided by District vision and goals and implemented at the site level.
- Expand knowledge and use of a wide range of approaches to teaching that lead to high achievement and equitable outcomes for all students.

- Expand knowledge of subject matter in priority areas.

Targeted Content District-Wide:

- Expository Writing and Literacy Skills
- Numeracy and Algebra Readiness and Success
- Universal Learning Support Systems (ULSS) for Students
- Cultural Competence: Supporting a Diverse Staff and Student Population
- Effective Use of Assessment Data to Improve Instruction
- Beginning Teacher Support and Assessment/Peer Assistance and Review – BTSA/PAR.

The priorities for professional development identified above are funded through a variety of funding sources, including categorical funds such as Title I and Title II, as well as BSEP/Measure A. However, many proposed staff positions focused on professional development are at least partially funded from BSEP/Measure A. It should be noted that there are other professional development efforts that are either site-driven or completely funded from other sources, and these are not discussed in this document.

The positions and initiatives proposed to be funded from BSEP in 2010-11:

Professional Development – Continuing Programs:	Cost
Elementary Literacy Coaches 0.1 FTE x 11 schools	$ 109,000
Middle School Literacy Coach 0.4 FTE total	40,400
Elementary Literacy Lead Coach 0.40 FTE total	43,200
Math Coach 1.0 FTE	94,700
BHS Teacher Leaders 1.0 FTE (5 x 0.2 FTE)	87,100
TSA[1] for New Teacher Support at BHS 0.2 FTE	18,700
TSA for Improving Instruction using Data 0.8 FTE	78,000
Prof. Development Coordinator 0.5 FTE (out of 1.0 FTE)	56,700
Teacher Initiated Professional Development	50,000
Professional Development – New Programs:	
Stipends for 30 Literacy & Math Curriculum Lead Teachers	61,600
TSA - Instructional Technology Coach 1.0 FTE	85,400
TSA for ULSS Coordination 0.4 FTE	39,200
Support for Culturally Responsive Schools 0.7 FTE	70,100
Summer Workshop on K-5 Reading	100,000
TOTAL	$ 934,100

Continuing Professional Development Programs

Elementary Literacy Coaches (.10 FTE x 11 schools) $109,000

[1] Teacher on Special Assignment (TSA)

For the past several years each elementary school has had the equivalent of one full-time literacy coach to address the specific literacy needs of its students and staff by providing intervention for students and coaching for teachers. In 2009-10 the coaches have focused on (a) student writing, helping teachers implement the Teachers College (Lucy Calkins) K-5 writing model, a program that has been embraced district wide, and (b) spelling, supporting teachers' use of the BEAR Spelling assessment to teach spelling to students. In addition, the coaches have provided small group and individual reading intervention for students, utilizing Reading Recovery strategies.

In 2010-11 these coaches will also be responsible for guiding teachers to implement the Teachers College Reading program. In the proposed model, the District will continue to support the sites by funding these positions using BSEP/Measure A Class Size Reduction funds as well as BSEP/Measure A Professional Development funds.

A Literacy Lead Teacher at each elementary school, a position that is being reinstated, will assist with the implementation of the new reading program (see Stipends for Curriculum Lead Teachers).

Middle School Literacy Coach (.40 FTE) $40,400
District data shows that many middle school students are not yet proficient in their literacy and writing skills. The recommendation is for BSEP/Measure A to continue to fund a 0.4 TSA to work with middle school teachers to support the implementation of a new English Language Arts program. A lead teacher at each site will work directly with this TSA (see Stipends for Curriculum Lead Teachers).

Elementary Literacy Lead Coach (.40 FTE) $43,200
The recommendation is for BSEP/Measure A to continue to fund this part-time position (.40 FTE), designed to facilitate the work of the elementary literacy coaches, providing training in coaching as well as effective strategies for teaching literacy skills. In addition to these workshops for coaches, the position will lead professional development for classroom teachers. This Coach will also facilitate the administration of district reading, writing and spelling assessments in grades K-5.

Math Coach for the Elementary and Middle Schools (1.0 FTE) $94,700
In 2008-09 the district adopted new math programs in both the elementary and middle schools. The District has provided coaching at the elementary schools to support the implementation of the new program and identified a full-time classroom teacher at each K-8 site to serve as a math teacher leader. A coach would continue to be helpful to teachers by facilitating workshops to deepen teachers' content knowledge, providing feedback to teachers based on classroom observations, guiding teachers in the use of

assessments, and reinforcing the standards that are key to student success in middle and high school math. The recommendation is for BSEP/Measure A to continue to support math instruction by funding a full-time math coach and the stipends for the math teacher leaders at all K-8 sites (see Stipends for Curriculum Lead Teachers).

BHS Teacher Leaders (.20 FTE x 5 = 1.0 FTE) $87,100
Berkeley High will continue to focus its professional development efforts on faculty study groups in which teacher teams from the small schools, the smaller learning communities (Academic Choice and Berkeley International High School) and the departments will participate in a collaborative structure, such as lesson study, literature study or action research, to improve instructional practices and student performance. Every member of the faculty is a member of a study group. The recommendation is for BSEP/Measure A funds to continue five teacher instructional leaders at .20 FTE each for a total of 1.0 FTE for this effort. These positions are consistent with the goals of the high school as outlined in the WASC accreditation self-study and plan.

TSA for New Teacher Support at BHS (.20 FTE) $18,700
First and second year teachers need support and guidance to increase their competence and confidence in the classroom. Research shows that supporting teachers in their first years of teaching results in fewer teachers leaving the profession and also results in more effective teachers. Teacher attrition in the first five years of teaching is a large problem for all districts, and Berkeley is no different, particularly at the high school level. A .2 FTE position will work with the Beginning Teacher Support and Assessment (BTSA) program to focus on developing the capacity of new teachers at Berkeley High.

TSA for Improving Instruction Using Data (.80 FTE) $78,000
The District continues to implement DataWise, a software system for student data management. Datawise provides information on student achievement, attendance, course enrollment, student demographics, and program participation. Teachers, administrators and School Governance Council (SGC) members are requesting training and technical support so they can utilize the system to interpret results and determine actions based on these data. The recommendation is for BSEP/Measure A to continue to fund a part-time position to provide this support.

Professional Development Coordinator (.50 FTE) $56,700
The recommendation is for BSEP/Measure A to continue to fund part of the Coordinator of Professional Development position, to integrate and coordinate the professional development efforts contained in this document.

Teacher Initiated Professional Development $50,000
These funds provide money for substitutes and hourly pay to give teachers the time and the structure to focus on areas of professional growth that they have identified as meaningful to them. The intent of this allocation is to foster teacher initiative and site collaboration in areas that will help close the achievement gap; topics might include the implementation of the Universal Learning Support System (ULSS), the new reading program, culturally responsive teaching, and positive behavior systems. Research shows that teacher directed professional development is among the most effective strategies for improving classroom instruction. The recommendation is for BSEP/Measure A to continue to fund this effort.

Proposed New Professional Development Programs

Stipends for 30 Curriculum Lead Teachers $61,600
These stipends support the work of the Curriculum Lead Teachers in Literacy and Math: 11 elementary & 4 middle school Lead Teachers (2 @ King) for each subject. (See Elementary and Middle School Literacy and Math Coaches)

TSA - Instructional Technology Coach (1.0 FTE) $85,400
Instructional technology professional development would provide a broad range of support for teachers, parents, and administrators. This position would work to utilize existing and recently selected tools, for example: Holt Mathematics online tutorials for students; CompassLearning, an online intervention program available to all K-8 students; Scholastic Reading Inventory, an electronic reading diagnostic tool; and DataWise, our data management system. Since 2003, each state approved textbook has included web based and electronic support materials for teachers, students, and parents. This new position would provide professional development to bridge technology tools with classroom teaching in order to provide 24/7 support to all students, parents, teachers, and administrators.

TSA for Universal Learning Support System (ULSS) (.40 FTE) $39,200
ULSS is intended to provide academic and social/emotional support for students at the first sign of need. It is Berkeley's model of "Response to Intervention" (RTI), which is being promoted throughout the state. A recent study of ULSS indicates a need for district guidance and coordination. Teachers, principals, and staff are seeking training to develop a more defined and comprehensive service delivery system to help their students. The proposal is to provide .4 FTE TSA from this BSEP fund.

Support for Culturally Responsive Schools (.80 FTE) $70,100
There is great cultural diversity in our student population in BUSD, a tremendous asset for the District. However, in general our teaching and

administrative staff does not mirror this diversity. There is a need for guidance in developing teaching and classroom management strategies as well as a school culture that will bring out the best in every student and ensure our schools are welcoming to all. Many teachers have already participated in Sharroky Hollie's workshops and/or Guided Language Acquisition Design (GLAD) training, which they have found useful. For 2010-2011 the district is proposing to create a position responsible for encouraging staff to utilize a greater variety of culturally responsive techniques to engage more students in learning. This position would also facilitate focus groups for teachers of color to increase their job satisfaction and retention, and would promote opportunities for advancing existing classified staff of color into the teaching profession.

Summer Workshop on K-5 Reading $100,000

The District has contracted with Teachers College at Columbia University to provide a four-day workshop in late August on the new elementary school reading program. The program builds upon the successful work that has been done by teachers in writing using the Lucy Calkins model. Funds will be allocated to pay the cost of the workshop: stipends for 130 teachers who choose to attend and for consultants' daily rate, travel and accommodation.

BSEP/Measure A Professional Development Allocation for FY 2011	$ 790,800
Projected FY 10 Carryover	357,000
TOTAL AVAILABLE REVENUE	$1,147,800
EXPENDITURES	
Professional Development Staff (7.6 FTE + Stipends)	784,100
Teacher Initiated Professional Development	50,000
Summer Workshop on K-5 Reading	100,000
Reserve for Personnel Variance	31,300
Indirect Cost @ 5.84%	54,600
TOTAL EXPENDITURES	$1,020,000
Difference	$ 127,800

*All budget figures rounded to the nearest hundred.

Carryover Funding Priorities

The BSEP Professional Development fund is anticipated to have about $128,000 of Carryover monies at the close of FY 2009-10, available to utilize in FY 2011. Two factors led to the accumulation of this carryover: 1) the District's inability to fill the Middle School Math Coach position approved for FY 2010, and 2) the use in FY 2010 of residual Professional Development funds from Measure B of 2004. (The Measure B PD funds are now fully expended.) Priorities for the anticipated Carryover funds have been identified and are listed below in ranked order. It should be noted that salaried positions cannot be funded by carryover funds.

Carryover Priorities (in priority order)		
Specialized Workshops for Secondary Teachers		35,000
Tools of the Mind Support for pre-K Teachers		57,000
Substitutes for Middle School Writing Scoring		15,000
GATE Workshop in Differentiated Instruction		15,000
Culturally Responsive Teaching Consultants		30,000
Mentors for Voluntary PAR Referrals		10,000
K-12 Math Consultant		15,000
Math Workshop for K-8 Teachers		15,000
	TOTAL	$ 192,000

Specialized Workshops for Secondary Teachers $35,000

Specialized training is required for certain programs at the middle and high school levels, including

- Week-long subject-specific workshops for teachers of Advanced Placement and International Baccalaureate courses;
- Five-day College Prep Math (CPM) workshop, designed to help teachers master the CPM approach which uses inductive reasoning and a spiraling content. CPM is the standard Algebra curriculum at Berkeley High.
- Advancement via Individual Determination (AVID) workshops, required for all identified middle and high school AVID teachers, to learn to deliver the curriculum in the way it is intended. The AVID program is designed to increase the number of students who enroll in a four-year college.

Tools of the Mind Support for pre-K Teachers $57,000

In-service and coaching for the Early Childhood Education teachers are needed to enable the district to implement a new program of pre-school strategies that has proven to be effective in preparing students for Kindergarten. Research indicates that Tools of the Mind helps children develop specific social and cognitive skills that will lay the foundation for the children's success in elementary school.

Substitutes for Middle School Writing Scoring $15,000
Middle school teachers from all three sites collaborate with their grade level colleagues in reviewing and assessing student writing. This process has proven to be effective professional development in helping teachers hone their skills in improving their students' writing. BSEP/Measure A funds substitute teachers to enable classroom teachers to participate in this process.

GATE Workshop in Differentiated Instruction $15,000
This five day workshop sponsored by the Alameda County Office of Education, offered twice a year, provides guidance for teachers in differentiating their curriculum and instruction, helping them develop strategies to challenge and engage their gifted students. Funds would pay for registration and either substitutes or stipends for those who attend during the summer.

Culturally Responsive Teaching Consultants $30,000
Culturally Responsive Teaching workshops and coaching by outside consultants, such as Dr. Sharroky Hollie, have helped teachers learn strategies to engage our African-American students in learning more effectively. The consultants would work in conjunction with the BUSD staff members who are leading this initiative in BUSD.

Peer Assistance & Review (PAR) Mentors $10,000
The cost of mentors for teachers who request them can be a strategic investment for the district and have a positive impact on teaching and learning.

K-12 Math Consultant $15,000
A math consultant, who is highly regarded by math teachers in the District, will provide workshops for teachers in both content and instructional strategies, assessments and interventions. The consultant would work with Math Teacher Leaders and the Math Coach to help us focus on the key standards to enable students to enroll and succeed in Algebra II.

Math Workshop for K-8 Teachers $15,000
Most elementary and middle school math teachers have already attended a five-day workshop to help them use the recently adopted math programs to enable students to master key concepts in math. Funding the cost of registration and substitutes will allow those teachers who have not yet participated, including new teachers, to enroll in this workshop during 2010-11.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3C)

FISCAL IMPACT
Projected expenditures of $1,020,000 from the BSEP/Measure A for Professional Development, Program Evaluation and Technology and $up to $192,000 of monies carried over from FY 2009-10.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for Professional Development in FY 2010-11.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 26, 2010
SUBJECT: Recommendation for expenditures in 2010-11 from the Program Evaluation portion of BSEP/Measure A of 2006

BACKGROUND INFORMATION:
Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is also critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

> Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:
>
> - providing professional development for the District's teachers and staff,
> - assessing the effectiveness of the District's educational programs for improving student achievement, and
> - providing and maintaining computers and technology in schools. (Para. 3C)

The following recommendation for the expenditure of the BSEP/Measure A funds for the Evaluation and Assessment (BEA) Department in FY 2010-11 was discussed by the BSEP Planning and Oversight Committee at several meetings in April and approved by the Committee at its May 11th meeting.

PROGRAM EVALUATION
As the District implements various educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. Staff perceives the need for data-driven decision-making as critical, and as a result, the District established the Berkeley Evaluation and Assessment (BEA) office in 2007 to use data to achieve four major goals:

1. Improve individual teachers' instruction and individual students' learning.
2. Improve the ability of School Governance Councils to make decisions about the effective use of site resources.
3. Improve the ability of the School Board, staff and the public to make informed decisions about the effectiveness of instructional programs in order to maximize use of scarce resources.
4. Administer and oversee State mandated and District-wide assessments.

The BEA Department is funded through a variety of sources including the General Fund, grant funding (for the completion of required evaluations) as well as BSEP/Measure A. However, all proposed staff positions focused on evaluation and assessment are funded, in whole or in part, from BSEP/Measure A monies.

It should be noted that BEA staff regularly provide professional development in addition to the staff funded through the BSEP/Measure A funds for professional development funds. We believe that BEA professional development efforts should focus on developing the capacity of principals, teachers, and other (primarily certificated) staff as well as School Governance Council members to effectively use assessment data and assessment tools to further teaching and learning.

Some of the professional development venues include:

- Staff retreats/meetings before school starts in August
- Program Evaluation Workshops for teachers in August (added for the 2010-11 school year)
- District Staff Development Days (3 times a year) (for example, BEA trained all teachers in PowerSchool in August 2009, and trained elementary school teachers on elementary report cards in October 2009)
- Wednesday staff meetings (Mondays for BHS)
- SGC meetings (at the invitation of the principal)
- Parent leadership training (annual event sponsored by Ed Services)
- Principals' professional learning community meetings
- Training and support for principals around writing the December/January data summary for the site
- Events scheduled around district assessments: both assessment creation and grading sessions that bring together all staff on a grade-by-grade basis
- Mentoring grade level meetings and secondary departmental meetings in the creation and use of common assessments

Furthermore, there are a few other evaluation and assessment efforts that are site-driven. These are not discussed in this document.

The staffing model proposed to be funded by BSEP/Measure A Program Evaluation funds in 2010-2011 is the same as that in the 2009-10 school year:

- Director - 1.0 FTE, Certificated
- Teacher on Special Assignment, K-12 (non-BHS) - .7 FTE (out of 1.0 FTE)
- Teacher on Special Assignment, BHS - .4 FTE
- Data Technician - 1.0 FTE
- Clerical Staff - .50 FTE (out of 1.0 FTE)

All of these positions are currently filled.

Director of Evaluation and Assessment (1.0 FTE)
The Director of Evaluation and Assessment designs and implements all aspects of the evaluation and assessment activities related to student achievement and program effectiveness, including research/evaluation methodologies, instruments, data collection, database entry processes, and statistical analysis and interpretation. The Director works with principals, teachers and parents to interpret student data and improve student learning.

Teachers on Special Assignment (TSA) (1.1 FTE)
These positions (.7 FTE K-8, B-Tech, ISP and .4 FTE BHS) provide staff development and technical support to teachers, principals, and School Governance Council (SGC) members in how to use data and in determining appropriate actions based on these data.

These positions also provide technical assistance in the implementation of DataWise, a software system for assessment data management, analysis, assessment creation and scan-based grading, and PowerSchool, the Student Information System which replaced SASI in 2009-10.

Technical assistance is provided for teachers and administrators to become more fluent with these systems and the types of reports that can be generated, such as data on student achievement, attendance, course enrollment, student demographics, and program participation.

Technical assistance is provided for using the Test Bank in DataWise (augmented by Intel-Assess) for creating assessments. This year Intel-Assess was successfully used for district and high school assessments; in the next year the technique will be a part of our staff development sessions at school sites.

Summer Work (TSA) (Hourly Extra Duty)
The TSAs for Evaluation come back two weeks early in the summer to provide teacher staff development and prepare student data reports for schools and teachers for the opening of the school year.

Pilot Support for Sites
Two elementary schools, preferably Program Improvement schools, will be chosen as pilot sites for extra attention, using data to improve instruction and program evaluation, with an emphasis on building capacity at the school sites. The model for this pilot support has not been determined; a small budget has been reserved.

Data Technician (1.0 FTE) and Clerical Support (.5 FTE)
These two classified positions are responsible for technical support in the Office of Evaluation and Assessment. They support District assessments; import and enter data into the data systems; ensure accuracy of data; develop SQL queries and reports in PowerSchool, generate a variety of other reports and documents; and develop and maintain various databases and files. (The other .50 FTE of the

Clerical Support position is funded by the General Fund to manage state-mandated testing.)

DataWise, Intel-Assess, SPSS, Survey Monkey

The Evaluation and Assessment Office maintains the central repository for all student assessment information in the district. Currently this data is stored on servers running DataWise software, and accessed through a web interface by instructional staff. DataWise is also the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data.

Intel-Assess provides test items that are specifically developed to measure student mastery of California standards. As a formative assessment, the questions are intended to help educators improve instruction. The incorrect responses of every multiple choice item are designed to reveal common student misconceptions. Every assessment includes a Teacher Rationale document that explains student errors. In its first year, 2009-10, teachers reported that this service was very useful.

SPSS is an industry-standard statistical package that BEA is increasingly using for data analysis. The costs include software licenses and training.

The BEA department purchases and manages the District's subscription to Survey Monkey, an online survey tool used by School Governance Councils and other District offices to collect survey data.

BSEP/Measure A Program Evaluation Allocation for FY 2011	$ 474,500
Projected FY 10 Carryover	0
TOTAL AVAILABLE REVENUE	$ 474,500
EXPENDITURES	
Program Evaluation Staff (3.6 FTE)	354,100
Hourly extra duty/summer work; Pilot support for sites	15,000
Professional Development for BEA staff	4,800
Supplies and equipment	5,000
DataWise, Intel-Assess, SPSS & Survey Monkey, etc	62,000
Reserve for Personnel Variance	8,600
Indirect Cost @ 6.27%	27,000
TOTAL EXPENDITURES	$ 474,500
DIFFERENCE	0

*All budget figures rounded to the nearest hundred.

Priorities for Carryover funds include:

- Increasing the TSA position for BHS from .40 to .60 FTE
- Purchasing video equipment/services for online training use
- Support for scanning District assessments (extra-duty time for staff)
- Additional contracted services for supporting district evaluation projects

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3C)

FISCAL IMPACT
Projected expenditures of $474,500 from the BSEP/Measure A VAPA fund. for Professional Development, Program Evaluation and Technology.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for Evaluation and Assessment in FY 2010-11.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Jay Nitschke, Director of Technology
DATE: May 26, 2010
SUBJECT: Recommendation for expenditure of BSEP/Measure A of 2006 funds for Technology in FY 2010-11

BACKGROUND INFORMATION:
Technology plays a crucial role in delivering data to teachers and helping students learn. With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

> Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:
>
> - providing professional development for the District's teachers and staff,
> - assessing the effectiveness of the District's educational programs for improving student achievement, and
> - providing and maintaining computers and technology in schools.

TECHNOLOGY
The recommended technology budget in BSEP/Measure A for FY 2010-2011 is similar to the 2009-2010 funding; the staffing model of 6.2 FTE technology positions funded by BSEP is identical to 2009-2010. Of this staffing, 5.4 FTE are Zone Technicians, 0.6 FTE supports the full-time Student Systems Specialist position, and 0.2 FTE supports the full-time Technology Director position. A modest sum is recommended for hourly Zone Technician support. This recommended budget was discussed by the BSEP Planning and Oversight Committee on April 13, 2010 and approved by the Committee on May 11, 2010.

Technology hardware and software in the schools is recommended to continue at the rate of $15 per student; a small amount of funds are to be used for contracted repair services and for district-wide software licenses.

Technology Staffing $503,000

<u>Zone Technicians</u> – 5.4 FTE
The Zone Technicians work with teachers and staff to: 1) keep systems working, 2) utilize the DataWise and PowerSchool software systems, and 3) help integrate technology with the curriculum. The Technicians also help technology committees and School Governance Councils make

decisions about technology at their schools. Of the 5.4 FTE Zone Technicians, 1.8 FTE are at BHS, 0.2 FTE at B-Tech, 1.4 FTE support the middle schools, and 2.0 FTE support the elementary schools and Independent Studies.

Student Systems Specialist - .60 FTE (out of 1.0 FTE)
PowerSchool, the student information system which replaced SASI in 2009-10 is administered by the Technology Department. Beyond managing basic student information, PowerSchool links with associated servers for communication to students and families (such as the principals' "phone blasts") and also provides the ability for families to see their student's grades and attendance online. The Student Systems Specialist position, created in 2009-10, supports the numerous software applications that run on central and web servers. The position also provides training to teachers in how to utilize Datawise, PowerSchool, and other applications. It is recommended that the position continue to be funded jointly in 2010-11 by BSEP/Measure A and the General Fund.

Technology Director - .20 FTE (out of 1.0 FTE)
As in 2009-10 it is recommended that .20 FTE of the Technology Director position be funded from the BSEP/Measure A Technology budget.

Zone Technicians – Hourly & Illness Substitutes
The Zone Technician positions are ten-month positions. There is a need for additional technology support in the summer and during the school year, especially during winter and spring breaks, as well as illness substitutes to keep systems running. The recommendation is to provide Hourly Extra Duty and Overtime support, as needed, to support the technology program.

Technology for Schools, Repairs & Software Licenses
$180,500
BUSD classrooms house approximately 1,800 computers used for instructional purposes. All instructional technology equipment and software comes from this BSEP/Measure A fund or from one-time grants and donations.

BSEP/Measure A Technology Allocation for FY 2011	**$ 711,700**
Projected **FY 10 Carryover**	**30,000**
TOTAL AVAILABLE REVENUE	**$ 741,700**
EXPENDITURES	
Technology Staff (6.2 FTE)	494,000
Zone Technicians - Hourly	9,000
Technology Supplies & Equipment for Schools	155,500
Computer Repairs & Software Licenses	25,000
Reserve for Personnel Variance	17,700
Indirect Cost @ 5.84%	40,500
TOTAL EXPENDITURES	**$ 741,700**
Difference	**0**

*All budget figures rounded to the nearest hundred.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3C)

FISCAL IMPACT
Projected expenditures of $741,700 from the BSEP/Measure A fund for Professional Development, Program Evaluation and Technology.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for Technology in FY 2010-11.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: BSEP Planning and Oversight Committee
[Transmitted by Monica Thyberg, BSEP Manager]
DATE: May 26, 2010
SUBJECT: Recommendation for Expenditure of the BSEP Class Size Reduction Fund for Program Support teachers in FY 2010-11

BACKGROUND INFORMATION
The BSEP/Measure A of 2006 Measure states:

> After resultant class sizes meet the [class size reduction] goals stated above, additional teachers may be added first to allow for expanded course offerings and then for program support in schools in so far as the funds permit.
> (Para. 3Aii)

On April 14, 2010, the Board of Education adopted your recommendation, approved by the BSEP Planning and Oversight Committee on April 7, 2010, for the expenditure of BSEP Class Size Reduction funds in FY 2010-11 to retain 132.2 FTE classroom teachers in order to achieve the Class Size Reduction goals stipulated in the Measure, and 8.0 FTE teachers for "Expanded Course Offerings"—6.4 FTE at BHS and 1.6 FTE for the three Middle Schools.

The P&O Committee also discussed and approved (on April 7, 2010) your recommendation for additional funding from the BSEP Class Size Reduction Fund for "Program Support" teachers, as allowed by the Measure "in so far as the funds permit." There are sufficient BSEP CSR funds projected for the next fiscal year, due in large part to the distribution of some one-time monies (estimated to be $550,000), to fund the additional teachers for CSR "Program Support."

The following recommendation to fund additional teachers for Program Support in the 2010-11 school year is brought forward now as the Superintendent's Budget Advisory Committee has also reviewed this recommendation (previously approved by the P&O Committee on April 7, 2010) and agrees to support it:

- 3.85 FTE Elementary School Literacy Teachers/Coaches (.35 FTE per site).

- 3.8 FTE middle school math teachers to lower class sizes from 28:1 to 20:1 in Algebra and pre-Algebra classes at all three middle schools.

- 1.8 FTE elementary school teachers for a .5 FTE allocation (plus .10 FTE prep time for each teacher) to each of three schools: Cragmont,

LeConte and Rosa Parks Schools; this will provide grade-specific time for students in 3/4 or 4/5 combination classes.

- 1.0 FTE for BHS teacher for the Life Academy.

The costs for these additional teachers for Program Support is estimated to be $940,100

The total number of additional teachers recommended for Expanded Course Offerings and Program Support in FY 2010-2011 is 18.45 FTE. This is a 1.02 FTE increase over the comparable staffing allocation in this fiscal year. (The allocation for counselors remains the same as in this school year.)

This increase is a result of two factors:
1) an increase in the allocation for the Reading Resource teachers at each elementary site from .25 FTE to .35 FTE. Due to a reduction in site funds, which are used to match this allocation, some sites need this additional funding in order to maintain a Reading Resource teacher due to a lack of matching site funds.

2) an increase in FTE is for "expanded course offerings" to both BHS (6.4 FTE rather than 6.0 FTE in FY 2010) and each of the three middle schools (1.6 FTE rather than .8 FTE in FY 2010). This increase was recommended due to the recognition that secondary school students need the option of taking additional classes due to increasing curriculum demands.

Staff projects that a reasonable reserve will be maintained in this Fund to meet the class size reduction goals through the duration of the Measure if the CSR reserve is reduced no more than $200,000 to $250,000 annually.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3C)

FISCAL IMPACT
Projected expenditures of $940,100 from the BSEP/Measure A Class Size Reduction fund.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP/Measure A funds for CSR Program Support in FY 2010-11.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: May 26, 2010
SUBJECT: Approve Listing of Warrants issued in April 2010

BACKGROUND INFORMATION
Each month the District writes several checks to vendors for services provided and goods received. The checks are written against both the Restricted and Unrestricted General Fund. The summaries of warrants for the month of April 2010 are attached for the Board's review.

POLICY/CODE
Educational Code Section 41010 et seq.

FISCAL IMPACT
$3,443,547.58 for the month of April 2010 from various funds.

STAFF RECOMMENDATION
Approve the monthly bill warrant lists for the month of April 2010.

BERKELEY UNIFIED SCHOOL DISTRICT

District Bill Warrant - Accounting Department

BILL WARRANT FOR APRIL 2010

FUNDS	AMOUNT
GENERAL FUND	$1,584,445.28
MEASURE BB FUND	$145,305.07
SCHOOL ENRICHMENT FUNDS	$102,814.21
MEASURE B	$3,338.76
ADULT FUND	$11,895.93
CHILD DEVELOPMENT FUND	$9,241.65
CAFETERIA FUND	$114,444.20
MEASURE A (BOND FUND)	$367,613.62
SELF INSURANCE FUND	$17,570.71
PAYROLL/BENEFITS CLEARING	$1,086,878.15
TOTAL DISTRICT BILL WARRANT	**$3,443,547.58**

Approved By :

PAULINE E. FOLLANSBEE
DIRECTOR OF FISCAL SERVICES

Berkeley Unified School District

Vouchers Paid April 01 through April 30, 2010

DATE	VOUCHER TYPE*	GENERAL FUND 01	MEAS BB FUND 02	BSEP FUND 04	BSEP FUND 05	MEAS B FUND 08	ADULT FUND 11	CHILD DEV. FUND 12	CAFETERIA FUND 13	MEAS.A FUND 21	SELF INS. FUND 67	PAYROLL/ BENEFITS CLEARING 76	TOTAL
6-Apr-10	W/R	330,382.78	15,990.10	23,445.35	83.91	1,750.00	917.94	3,946.32	2,682.66	87,742.17		7,702.68	474,643.91
9-Apr-10	W/R	153,542.87	1,561.37	15,175.03			695.18	3,993.04	5,682.68	43,793.40	17,387.00	358.88	242,189.45
13-Apr-10	W/R	151,830.53	11,492.86	2,799.29			3,669.65	584.42	29,289.62	33,800.00		70,098.91	303,565.28
16-Apr-10	W/R	198,571.84	14,719.79	11,456.83	263.94		1,849.91	626.18	38,713.47	67,788.27		6,175.67	340,165.90
20-Apr-10	W/R	289,382.60	19,640.79	6,166.32		88.76	1,730.94		422.37	103,674.73		875,733.55	1,296,840.06
23-Apr-10	W/R	52,738.83	54,901.80	23,969.75			1,788.88		18,322.71	3,784.79	183.71	592.13	156,282.60
27-Apr-10	W/R	429,129.82	26,998.36	20,378.79		1,500.00	1,243.43	91.69	19,330.69	27,030.26		126,216.33	651,919.37
	TOTAL	**1,605,579.27**	**145,305.07**	**103,391.36**	**347.85**	**3,338.76**	**11,895.93**	**9,241.65**	**114,444.20**	**367,613.62**	**17,570.71**	**1,086,878.15**	**3,465,606.57**
CANCELLATIONS													
6-Apr-10	MAN	(15,606.74)											(15,606.74)
8-Apr-10	MAN	(4,267.25)											(4,267.25)
22-Apr-10	MAN			(925.00)									(925.00)
27-Apr-10	MAN	(1,260.00)											(1,260.00)
	GRAND TOTAL	**1,584,445.28**	**145,305.07**	**102,466.36**	**347.85**	**3,338.76**	**11,895.93**	**9,241.65**	**114,444.20**	**367,613.62**	**17,570.71**	**1,086,878.15**	**3,443,547.58**

* W/R - Warrant Register
MAN - Manual

Approved By:

Detail available in Business Office

Pauline Follansbee
Director of Fiscal Services

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: May 26, 2010
SUBJECT: Receive and Approve Information on the Issuance of Payroll Warrants for Employee Services for April 2010.

BACKGROUND INFORMATION
On a regular basis, the Board receives information on the total amount paid employees during a month. The attached represents a summary of pay warrants from various funds for the month of April 2010.

POLICY/CODE
Educational Code 41010 ET Seq.

FISCAL IMPACT
$6,438,169.33 for April 2010 from various funds.

STAFF RECOMMENDATION
Approve payroll payments made in April 2010.

BERKELEY UNIFIED SCHOOL DISTRICT
DISTRICT PAYROLL – ACCOUNTING DEPARTMENT
April 2010

COMPUTER GENERATED	AMOUNTS
GENERAL FUND	$5,077,353.94
MEASURE BB FUND	$181,993.75
BSEP Measure A	$452,150.67
ADULT FUND	$280,525.33
CAFETERIA FUND	$123,563.48
CHILD DEVELOPMENT	$295,725.45
Measure A+AA (Bond Fund)	$15,029.78
SELF INS. FUND	$11,826.93
TOTALS	$6,438,169.33

APPROVED BY: _____ April 30, 2010
Pauline Follansbee, CPA
Director of Fiscal Services

BERKELEY UNIFIED SCHOOL DISTRICT
Payroll Warrants Issued (Non-Confidential)
Fiscal Year 2020-21 To Date

Warrant Date	Warrant Number	Vendor Name	Warrant Amount	Payee Address	Payee City	Payee State	Payee Zip	Check Number	Check Date	Payment Method	Payee Tax ID
07/01/2020	0	0	0	0	0	0	0	0	0	0	0

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: A. Kay Altizer, Executive Director, Special Education
DATE: May 26, 2010
SUBJECT: Approve Increases to Current Contracts with Bay Area Speech Language Consultants, Behavioral Intervention Association (BIA)), Seneca, and Through the Looking Glass, Non-Public Agencies; Bruce Heller, Independent Contractor

BACKGROUND INFORMATION
Staff is requesting Board approval to increase the 2009-2010 contracts with Bay Area Speech Language Consultants, Behavioral Intervention Association (BIA), Seneca, and Through the Looking Glass. The mandate for Special Education is to provide the services to support a student's access to his/her education in the least restrictive environment.

These students have severe disabilities associated with their conditions such as autism and emotional disturbance. They require implementation of a detailed behavior support or intervention plan developed by the IEP team to increase positive and compliant behavior in the educational setting.

Bay Area Speech Language Consultants
Bay Area Speech-Language Services provides assessment and speech therapy services for nearly 100 students. The Board approved $49,000 on 9/9/09. Staff requests an increase of $30,000 for 2009-10. Total for 09-10 is $79,000.

Behavioral Intervention Associates (BIA)
BIA provides highly specialized behavioral services, primarily with students on the autism spectrum.

The Board approved $25,000 on 9/9/09. Staff requests an increase of $24,345 for 2009-10 to serve 3 new students. Total for 09-10 is $49,345.

Seneca Non-public Agency
Seneca provides mental health counseling support to the District's counseling enriched classes (CEC) at Cragmont Elementary, King Middle and Berkeley High School. The base contract with Seneca assumes that all students are eligible for AB2632 counseling services as part of their IEP. However, some students who enroll may not become eligible. The district pays a higher rate for students who are not AB3632 eligible. The Board approved $240,000 on 10/14/09 for the base contract.

The increase of $32,000 is requested by staff to provide additional funding for students who are not AB3632 eligible and are being served in the CEC program for the 2009-10 school year.

Through the Looking Glass:
Staff is requesting Board approval to increase the contract for the 2009-2010 School Year. This service is provided for students who are identified as having severe autism or autistic-like behaviors. Developmental and behavioral issues are addressed through directed focus, attention, sensory integration, bonding and behavior modification as well as teaching students to read social cues and respond with appropriate behaviors and guiding families in the support and practice of this intervention. Staff is requesting an increase to correct a typographical error on the 10/14/09 agenda and to increase services for one student from 4/29/10 to 5/31/10. The 10/14/09 agenda item requested approval for $35,000 instead of the correct amount of $50,000 which is a $15,000 increase.

Staff requests an increase of $22,528 to correct the typographical error in the amount of $15,000 and to increase services to one student in the amount of $7,528.

Bruce Heller, PhD
Dr. Heller provides psych-educational assessments for children who are hearing impaired or deaf. He is able to conduct assessments communicating with students using sign language. The Board approved $15,000 on 9/23/09. Staff requests an increase of $5,000 to cover additional referrals of hearing impaired infants for a total of $20,000 for the 09-10 school year.

POLICY/CODE
Education Code 39800

FISCAL IMPACT
Increase of $113,963, funded by the special education budget.

STAFF RECOMMENDATION
Approve increases as referenced for 2009-2010 school year.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: A. Kay Altizer, Executive Director, Special Education
DATE: May 26, 2010
SUBJECT: Approve Increases to Current Contracts with Pediatric Consulting Services (Dori Maxon), a Non-Public Agency

BACKGROUND INFORMATION
Staff is requesting Board approval to increase the 2009-2010 contract with Pediatric Consulting Services (Dori Maxon). The mandate for Special Education is to provide the services that support a student's access to his/her education in the least restrictive environment. The students served by Dori Maxon have disabilities requiring occupational or physical therapy based on the plan developed by the IEP team.

Dori Maxon Pediatric Contracting Services provides two occupational therapists and six part-time physical therapists to deliver these services to qualified students. The Board approved the amount of $269,280 on October 14, 2009, covering the period of July 1, 2009 through December 31, 2009. Staff requests an increase of $132,000 to cover January 5, 2010 through June 30, 2010. Total for SY 2009-10 is $401,280.

POLICY/CODE
Education Code 39800

FISCAL IMPACT
Increased cost of $132,000, funded by the Special Education budget.

STAFF RECOMMENDATION
Approve increase for Pediatric Consulting Services as referenced for SY 2009-2010.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 26, 2010
SUBJECT: Increase of Contract between King Middle School and Bay Area Coalition for Equitable Schools (BayCES)

BACKGROUND INFORMATION
The Berkeley Unified School District and individual schools within BUSD have worked with BayCES in a variety of capacities over the past several years. This year Berkeley High School, King Middle School, and Educational Services have contracted with BayCES to provide support in a variety of areas.

For the second year, King Middle School has participated in the BayCES Impact 2012 Inquiry Initiative. Through this initiative, King Middle School has received support from BayCES in developing formative assessments, supporting professional learning communities focused on the use of data to improve teaching and learning, and leading ongoing cycles of inquiry with leadership and staff. BayCES has also provided leadership coaching as well as quarterly professional development days.

The Board approved a contract with BayCES on August 12, 2009 for $40,000 for its work at King. The site administration is proposing to increase this contract by $10,000 to further the King staff's work with BayCES in leading for equity, specifically by supporting professional development in formative assessment, inquiry process, and instructional leadership coaching. As the Impact 2012 Inquiry Initiative has been effective at King this year, the school's leadership team and the School Governance Council have approved the allocation of additional funds to continue this work through the current school year.

POLICY/CODE
None

FISCAL IMPACT
$10,000 from King ELAP funds

STAFF RECOMMENDATION
Approve increase in contract with BayCES for King Middle School.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 26, 2010
SUBJECT: Approve a Contract With Johnson Controls, Incorporated to Replace the heating controls at two sites

BACKGROUND INFORMATION

The scope of this work is to replace the heating controls at Jefferson Elementary and King Science Building. On March 10, 2010, the Board approved the advertisement of this project. There was a pre-bid job walk on April 12 and bids were received and opened in public at 3:00pm on May 11. Three bids were received, all were qualified.

POLICY/CODE

Public Contract Code 20110 – 20118 and 5100-5110

FISCAL IMPACT

Cost to be paid from Measure BB.

STAFF RECOMMENDATION

Approve Johnson Controls Incorporated to build this project in the amount of $196,250.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION No. 10-46

Authorization to Award Contract for Heating Controls at Multiple Sites Project 901.1002

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Heating Controls at Multiple Sites Project 901.1002. Bids were opened on May 13, 2010 at 3:00pm, and the following 3 bids were received and deemed qualified:

CONTRACTOR	BASE BID	ALT #1	TOTAL
Johnson Controls, Inc., Hayward	$154,974	$41,276	$196,250
Syserco, Inc., Fremont	$199,658	$51,666	$251,324
American Mechanical Scv, Walnut Creek	$237,300	$36,750	$274,050

WHEREAS, Johnson Controls, Inc. is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 901.1002 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of Johnson Controls, Inc., for the Base Bid and Alternates #1 in the amount of $196,250 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 26th day of May, 2010.

AYES:

NOES:

ABSENT:

ABSTAIN:

_____
John T. Selawsky
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 26, 2010
SUBJECT: Approve a Contract with Scott Parker Landscapes

BACKGROUND INFORMATION
The scope of this project is to refurbish the turf lawns at John Muir, Jefferson and Washington. On April 27, 2010, this project was posted for bidding. There was a pre-bid job walk on April 29. A bid was received and opened in public at 2:00 pm on May 13. The bid is qualified.

The bid is approximately $15,000 below budget. The overall bidding market is very favorable.

POLICY/CODE
Public Contract Code 20110 – 20118 and 5100-5110

FISCAL IMPACT
Cost to be paid from Measure BB.

STAFF RECOMMENDATION
Approve Scott Parker Landscape Incorporated to refurbish the turf lawns at three sites in the amount of $23,000.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION No. 10-45

Authorization to Award Contract for
Turf Replacement at Multiple Sites Project 901.1004

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Turf Replacement at Multiple Sites Project 901.1004. Bids were opened on May 13, 2010 at 2:00, and the following 1 bid was received and deemed qualified:

CONTRACTOR	BASE BID
Scott Parker Landscapes, Inc.	$23,000

WHEREAS, Scott Parker Landscapes, Inc. is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 901.1004 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of Scott Parker Landscapes, Inc., for the Base Bid in the amount of $23,000 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 26th day of May, 2010.

AYES:

NOES:

ABSENT:

ABSTAIN:

_____
John T. Selawsky
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lew Jones, Director of Facilities
DATE: May 26, 2010
SUBJECT: Approve a Contract With Angotti & Reilly, Incorporated to Build the West Campus Project

BACKGROUND INFORMATION

On March 10, 2010, the Board approved the advertisement of a project to build the West Campus Education project. The apparent low bidder submitted a letter stating that he made an error in compiling his bid. Per Public Contract Code, sections 5100 – 5110, the awarding authority cannot relieve a bidder from his bid unless the authority prepares a report which documents the existence of each element contained in Section 5103. That report must be available for inspection as a public record.

BUSD staff has prepared such a report. It establishes that:

1. A mistake was made;
2. Written notice was provided within five working days;
3. The mistake made the bid materially different than was intended; and,
4. The mistake was made in filling out the bid and not due to an error in judgment or carelessness or reading the plans and specification.

The contractor made an entry error on his micro piles subcontractor bid which materially affected his price. The contractor complied with all other requirements of Section 5103. The report is available in the Public Information office, the Facilities Department and the Purchasing Office.

Staff is recommending that the contractor be relieved of his bid and that the bid be awarded to the next lowest bidder.

The lowest responsible bidder is approximately $2,470,000 below budget. The overall bidding market is very favorable.

POLICY/CODE

Public Contract Code 20110 – 20118 and 5100-5110

FISCAL IMPACT

Cost to be paid from the Bond.

STAFF RECOMMENDATION

Approve Angotti & Reilly Incorporated to build the West Campus Education Center project in the amount of $10,326,602.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION No. 10-47

Authorization to Award Contract for
West Campus Project 890.0901

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for West Campus Project 890.0901. Bids were opened on May 5, 2010 at 2:00, and the following 14 bids were received and deemed qualified:

CONTRACTOR	BASE BID
Angotti & Reilly, Inc.	10,326,602
ZCON Builders	10,444,000
BRCO Constructors, Inc.	10,620,000
Alten Construction, Inc.	10,663,213
McCrary Construction Co	10,711,000
Arntz Builders, Inc.	10,758,196
Bobo Construction, Inc.	10,798,000
Roebbelen Contractiong, Inc.	10,828,000
D.L.Falk Construction, Inc	10,848,000
Sousal Corp	10,859,000
Midstate Construction Corp	10,890,000
Ralph Larsen & Son, Inc.	11,164,000
Cal-Pacific Construction, Inc.	11,217,000
John Plane Construction, Inc.	11,475,594

WHEREAS, Angotti & Reilly, Inc. is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 890.0901 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of Angotti & Reilly, Inc., for the Base Bid in the amount of $10,326,602 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 26th day of May, 2010.

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
John T. Selawsky
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Assistant Superintendent – Human Resources
DATE: May 26, 2010
SUBJECT: Resolution No. 10-48 for Reduction or Elimination of Specified Classified Positions

BACKGROUND INFORMATION
Due to reductions in revenues in general, categorical and restricted funds and the tenuous and precarious nature of school district financing and State funding, a number of classified positions in the District will be reduced in hours or potentially eliminated because of funding. The Board already adopted Resolutions 10-40 and 10-44 reducing or eliminating specified classified positions. This resolution would further reduced or eliminate additional classified positions.

We regret the hardship this notification process places on employees and the uncertainty of their future employment status. It is our expectation that many of the attached positions may return at a future date, although some will be restored at a reduced FTE, and some positions will be eliminated due to loss of funds. The affected employees will be notified about the lay-off process and their employment rights.

In light of Education Code requirements, it is necessary for the Governing Board to set forth and act on these reductions of classified positions so that each employee affected can be timely notified as prescribed by law and the collective bargaining agreement. Because of the shifting of and limitations in funding sources as well as the increase in personnel costs without monies to cover those costs, these positions are being eliminated or reduced.

POLICY/CODE
Education Code Section 45117 states that classified employees may be laid off due to lack of funds or lack of work.

FISCAL IMPACT
Reduction in employee costs.

STAFF RECOMMENDATION
Approve Resolution No. 10-48

BOARD OF EDUCATION OF THE

BERKELEY UNIFIED SCHOOL DISTRICT

COUNTY OF ALAMEDA, STATE OF CALIFORNIA

In the Matter of the Reduction of Positions in the Classified Service	)	**RESOLUTION NO. 10-48**
	)	RESOLUTION TO LAY OFF CLASSIFIED EMPLOYEES

WHEREAS, due to lack of work and/or lack of funds in the Berkeley Unified School District, the Board of Education hereby finds it necessary and in the best interest of the District to eliminate the full-time equivalent (FTE) of the classified services as specified below:

POSITION	SITE	FTE
Clerical Assistant III	Berkeley High School	0.47
Instructional Assistant ECE	Various School Sites	6.42
Instructional Technician – EDP	King Middle School	0.18

NOW, THEREFORE, BE IT RESOLVED that as of July 12, 2010, the classified positions set forth above shall be discontinued to the extent herein above set forth.

BE IT FURTHER RESOLVED that the Superintendent or his designee is authorized and directed to give notices of lay-off to all affected employees not later than 45 days prior to the effective date of the lay-off as set forth above.

The foregoing Resolution was passed and adopted at a meeting of the Board of Education on May 26, 2010, by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

_____
Clerk, Board of Education
BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 26, 2010
SUBJECT: Charter Petition for REALM Middle School and REALM High School

BACKGROUND INFORMATION:
Revolutionary Education and Learning Movement (REALM) has resubmitted petitions to operate both a middle school and a high school charter school in the Berkeley Unified School District.

In accordance with Ed. Code 47605b, the Berkeley Unified School District held a public hearing on the provisions of the charters on April 14, 2010, and considered the level of support for the petitions by teachers employed by the district, other employees of the district and parents. The Board was initially scheduled to vote on whether or not to grant the requested charters at its meeting on May 12, 2010, but District staff requested and received an agreement from the petitioner to extend this timeline until this meeting in order to allow staff to conduct a thorough review of the petitions.

The Board must approve or deny the petitions based on state guidelines, which are defined in the Education Code. The evaluation of the proposals must include an examination of the sixteen required elements and four conditions which are listed below.

The Charter School Petition must contain reasonably comprehensive descriptions of these sixteen elements:

Educational Program	Measurable Pupil Outcomes
Outcome Measurement	Governance Structure
Employee Qualifications	Health and Safety of Pupils
Racial and Ethnic Balance	Admission Requirements
Annual Audit	Student Discipline
STRS or Social Security	Student Attendance Alternatives
Return Rights to District	Employee Dispute Resolution
Collective Bargaining	Procedures for Closing

In addition, the petition must verify that the charter school will meet the following four conditions.

- A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

- A charter school shall not charge tuition.
- A charter school shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.
- A charter school shall admit all students who reside in California who wish to attend (up to the school's capacity based upon space, staff, or charter school policy).

The Board may not deny a charter unless it makes factual findings, specific to the particular petition, that:

1. The charter school presents an unsound education program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the four conditions listed above.
5. The petition does not contain reasonable comprehensive descriptions of the required sixteen elements.

The staff and the District's legal counsel have reviewed the charter petitions, and the reports of their findings are provided under separate cover. The District is required to respond to the written petitions based on the criteria specified above, and thus the reports only cite those areas where the petitions fail to meet the criteria. The staff reports are not intended to offer judgments on the value or need of charter schools.

Based on the information contained in the reports, staff is recommending that the Board deny the Charter Petitions from REALM. The petitions do not contain reasonably comprehensive descriptions of some of the required elements; in addition, the petitioners for the high school are unlikely to successfully implement the program set forth in the petition.

If the Board denies the charters, the petitioners may elect to revise and resubmit the petitions to the District. Staff is prepared to review revisions and present them to the Board at the earliest opportunity. Another public hearing would not be required. The petitioners also have the option to submit the petitions to the Alameda County Board of Education, which must then conduct its own review and render a decision on the petitions within 60 days of receipt. If they are denied at the county level, the petitioners may submit the petitions to the State Board of Education.

Copies of the staff reports have been provided under separate cover. Additional copies of the petitions and proposed charters are available for review in the Superintendent's Conference Room.

POLICY/CODE
Ed Code 47605b
Board Policy 0424.4

FISCAL IMPACT
The charter school will have a negative fiscal impact on the district beginning in the 2011-2012 school year. The extent of the impact would be determined by the agreements reached between the charter school organizers and the District. However, according to Charter Law, no consideration can be given to the potential fiscal impact on a District when approving or denying the charter; therefore this should have no bearing on the Board's decision.

STAFF RECOMMENDATION
Deny the Charter Petition for REALM Middle School as the petition does not contain reasonably comprehensive descriptions of some of the required elements.
Deny the Charter Petition for REALM High School as the petition does not contain reasonably comprehensive descriptions of some of the required elements and the petitioners are unlikely to successfully implement the program set forth in the petition.

BERKELEY UNIFIED SCHOOL DISTRICT

DATE: May 26, 2010
TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
SUBJECT: Superintendent's Proposed Budget Reductions

BACKGROUND INFORMATION

This report is to inform the Board of Education of the Superintendent's recommendation of proposed budget reductions. The Superintendent has received and reviewed recommendations from staff and the Superintendent's Budget Advisory Committee. The Superintendent's Budget Advisory Committee (SBAC) reconvened in February 2010 to provide feedback and a list of recommendations for budget reductions to the Superintendent. The composition of the committee includes 16 voting members representing community and employee organizations and 5 non-voting members including staff and members of the Board.

Based on the Governor's May Revision of the 2009-2010 current year budget and the 2010-2011 proposed budget the District's projects the budget reduction target to be $3.14 million in Unrestricted General Fund revenue for Fiscal Year 2010-11. Staff and the Superintendent's Budget Advisory Committee recommended budget reductions, additional revenue due to increased ADA revenue and use of restricted funds through allowable state flexibility transfers totaling $3.16 million to meet this target.

The attached summary reports contain the staff's and the Superintendent Budget Advisory Committee's recommendations which are being updated as of this writing and will be forwarded to the board on Tuesday May 25, 2010.

The Board meeting dates for the remainder of this year's budget process is as follows:

June 9th	Approval of Preliminary Budget for 2010-2011
June 23rd	Approval of Final Budget for 2010-2011

FISCAL IMPACT

Proposed fiscal impact is reduction of General Fund expenditures and transfer of State flexibility totaling $3.16 million

STAFF RECOMMENDATION

Discuss information on proposed budget reductions.

Summary of Proposed Reductions by Department - FY 2010-2011

Department	Category	Staff Recommendation	Committee Recommendation	Superintendent Recommendation
Business Services	Professional Consulting	39,000	39,000	0
	Furniture/Classroom Equipment	30,000	30,000	0
	Outside Printing	10,000	10,000	0
	Other Supplies	1,000	1,000	0
	Travel and Conferences	1,000	1,000	0
	Savings from RFP for audit services	21,000	21,000	0
	Postage	10,000	10,000	0
Human Resources	Professional Consulting	46,900	46,900	0
	Other Supplies	10,000	10,000	0
	Travel and Conference	4,000	4,000	0
Personnel Commission	Professional Consulting	8,000	8,000	0
	Other Supplies	2,000	2,000	0
Transportation	Vendor Reductions	18,200	18,200	0
	Fuel	10,000	10,000	0
	Equipment	7,000	7,000	0
	Elimination of 1/2 year rent	265,650	265,650	0
Technology	Professional Consulting	30,000	30,000	0
	Charge all Programs for Xerox	85,000	85,000	0
Education Services Assistant Superintendent	Hourly Teacher/Fringe Benefits	17,100	17,100	0
	Other Supplies	25,000	25,000	0
	Outside Printing	1,000	1,000	0
	Professional Services	17,850	17,850	0
Admissions	Classified Overtime	5,700	5,700	0
Student Services	Hourly Teaching & Fringe	17,100	17,100	0
	Other Supplies	3,000	3,000	0
Superintendent's Office	Other Supplies	6,000	6,000	0
	Travel and Conferences	4,000	4,000	0
	Legal Fees	25,000	25,000	0
	Cell Phone	4,000	4,000	0
Board	Travel and Conferences	2,000	2,000	0
	Professional consulting	9,000	9,000	0
	Legal Fees	1,500	1,500	0
Public Information	Professional consulting	17,833	17,833	0
Special Education	Professional Consulting	40,000	40,000	0
	Legal Costs	89,097	89,097	0
Other	Elimination of balance of City payment (Final Year)	45,000	45,000	0
	New Lighting, rate reductions, energy efficiency	50,000	50,000	0
	Reduction of one staff development day (Furlough) **(See Note A)**	300,000	0	0
	Charge for Transportation - Athletics/Fieldtrips	75,000	75,000	0
	Additional Tier III Sweep - School Library Improvement Grant	75,000	75,000	0
	Additional Tier III Sweep - Instructional Materials	75,000	75,000	0

Summary of Proposed Reductions by Department - FY 2010-2011

Department	Category	Staff Recommendation	Committee Recommendation	Superintendent Recommendation
	Additional Tier III Sweep - CAHSEE	42,907	42,907	0
	Partial Tier III Sweep - Summer School Funding	100,000	100,000	0
	Additional Tier III Sweep - Summer School Funding	100,000	0	0
Other (Cont'd)	Tier III Sweep- Staff Development Programs	100,000	100,000	0
	Charge release time for SDC teachers to BSEP CSR monies	68,000	68,000	0
	Use 75% of revenue earned on ADA increase as ongoing revenue	690,000	690,000	0
Adult Education Tier III Sweep				
	For Frail Elderly (nursing homes) Program - Classes Shortened from 1.5 to 1.0 hours per week and 6 sections combined	27,300	27,300	0
	Increase Fees from $225 to $450 per class	0	0	0
	For Adults with Disabilities Program- All Class maintained but Shortened by reduction of some classes by 1 hour	42,900	42,900	0
	Increase Fees from $225 to $450 per class	0	0	0
	Life-Long Learning (Older Adults excluding Frail Elderly) - Classes Shortened, sections combined cutting 76 hours with 73.5 hours remaining	148,200	148,200	0
	Increase Fees from $30 per year to $60 - 20 per class required	35,250	35,250	0
	Inter City Services- reduction in hours to be comparable to BAS and charge a fee of $50 per quarter	75,000	75,000	0
Staffing Reductions	Classified Reductions (See Attached)	172,375	91,779	0
	Certificated Reductions (See Attached)	0	22,798	0
	Transfers to Other Funding Sources (See Attached)	54,951	54,951	0
	TOTAL BUDGET REDUCTIONS AND REVENUE ENHANCEMENTS	**3,160,813**	**2,703,015**	**0**

(A) The staff's recommendation of a reduction of two staff development/work days requires negotiation with all bargaining unions. The staff's alternative recommendation is as follows.

Other	Tier III Sweep- 1.0 FTE State Funded Counselors	60,000	0	0
	Tier III Sweep- More Instructional Materials Funding	75,000	0	0
	Elimination of Clerical Specialist - Admin in Human Resources	69,546	0	0
	Elimination of Middle School Vice Principal at King Middle School	107,917	0	0
	TOTAL	**312,463**	**0**	**$ -**

Proposed Reductions for Staffing - FY 2010-2011

Classified Reductions Department	Position	Status	FTE	Staff Recommendation	Committee Recommendation	Superintendent Recommendation
Business Services	Senior Accountant	Open	1.00	$67,239	$67,239	$0
Business Services	Accounting Technician	Open	1.00	57,940	$57,940	$0
Business Services	Senior Accountant- Child Development	add	-0.45	-33,400	-$33,400	$0
Human Resources	Clerical Specialist - Admin	Filled	1.00	$0	$0	$0
Student Services	Student Welfare/Attendance	Filled	0.50	$0	$0	$0
Berkeley High School	Maintenance Supervisor	Open	1.00	$80,596	$0	$0
	Subtotal		**5.55**	**$172,375**	**$91,779**	**$0**
Certificated Reductions Department	**Position**	**Status**	**FTE**	**Staff Recommendation**	**Committee Recommendation**	**Superintendent Recommendation**
King Middle School	Middle School Vice Principal	Filled	0.80	0	$0	$0
Student Services	Change Director to a Manager	Open	1.00	0	22,798	$0
	Subtotal		**1.80**	**$0**	**$22,798**	**$0**
Transfer to Other Funding Sources Department	**Position**	**FTE**	**Other Funding Sources**	**Staff Recommendation**	**Committee Recommendation**	**Superintendent Recommendation**
Student Services	Assistant Superintendent Education Serv	0.10	Categorical	19,451	19,451	0
Student Services	Administrative Coordinator	0.10	Categorical	7,032	7,032	0
Purchasing	Storekeeper	0.50	Cafeteria Fund	28,468	28,468	0
	Subtotal			**$54,951**	**$54,951**	**$0**

Other Funds

Nutrition Services	Storekeeper- Nutrition Services	Filled	0.53	28,553	$0	$0

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Ed. D., Assistant Superintendent, HR
DATE: May 26, 2010
SUBJECT: "Sunshine" of Proposal to Negotiate with Local 21

BACKGROUND INFORMATION
BUSD is proposing to negotiate the implementation of furlough days for the 2010-2011 school year with the International Federation of Professional & Technical Engineers, Local 21, AFL-CIO. BUSD considers these furlough days possible alternatives to other cost-cutting measures such as layoffs as we continue to seek ways to adjust to forced reductions in the overall operating budget of the District.

The "Sunshine" clause of the Rodda Act (Senate Bill 160, 1975) requires that proposals for negotiations be presented for public comment at a publicized school board meeting.

This is presented for information only. It will be brought to a public hearing at the next Board meeting.

POLICY/CODE
BUSD Board Policy (BP 4143.1, 4243.1)

FISCAL IMPACT
None at this time.

STAFF RECOMMENDATION
Receive this proposal for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa van Thillo, Ed. D., Assistant Superintendent, HR
DATE: May 26, 2010
SUBJECT: "Sunshine" of Proposal to Negotiate with UBA

BACKGROUND INFORMATION

BUSD is proposing to negotiate the implementation of furlough days for the 2010-2011 school year with the Union of Berkeley Administrators. BUSD considers these furlough days possible alternatives to other cost-cutting measures such as layoffs as we continue to seek ways to adjust to forced reductions in the overall operating budget of the District.

The "Sunshine" clause of the Rodda Act (Senate Bill 160, 1975) requires that proposals for negotiations be presented for public comment at a publicized school board meeting.

This is presented for information only. It will be brought to a public hearing at the next Board meeting.

POLICY/CODE

BUSD Board Policy (BP 4143.1, 4243.1)

FISCAL IMPACT

None at this time.

STAFF RECOMMENDATION

Receive this proposal for information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 26, 2010
SUBJECT: Accept Pearson Language Central for K-5 ELD Adoption Consideration – First Reading

BACKGROUND INFORMATION:
This spring, the District convened an English Language Development (ELD) Adoption Team to review the state approved ELD materials for K-5 and select the best option for BUSD. The team was comprised of 24 members, including six administrators, six literacy coaches, eleven teachers, and the facilitator, Alison Kelly, a Teacher on Special Assignment who has been guiding faculties in implementing ELD instruction daily.

After reviewing district English Learner (EL) data and analyzing our current ELD program, the team identified components that are important to serve Berkeley's EL students effectively. (The list is attached.) Teachers then reviewed the state approved ELD programs to identify those that would best meet the language development needs of English Learners (K-5) in BUSD. Four publisher representatives met with the team to give short presentations and answer questions. Following an initial review, the committee members solicited feedback from teachers at their sites, and all K-5 teachers were invited to examine the program materials which were on display for two weeks. On May 7, the team agreed unanimously to recommend to the Board Language Central, published by Pearson Prentice Hall, for K-5 ELD adoption consideration.

Language Central is designed to provide English Learners with up to one hour of ELD instruction each day to help ensure that they acquire proficiency in English as quickly, efficiently and effectively as possible. Language Central is directly aligned with Pearson's English Language Arts (ELA) program, providing a scope and sequence for grade level standards in ELA. In addition, Pearson's middle school programs have been adopted by the Board for use in grades 6-8 in BUSD, and the use of Language Central in K-5 would make the transition between the elementary and middle schools easier for EL students.

The committee perceived the Pearson materials to be most relevant and effective option because they appear to be aligned with the practices emphasized in the Teachers College Reading and Writing Program, the curricular approach advocated by Lucy Calkins. For example, there's a

strong emphasis on oral production leading to reading comprehension and written language. ELD lessons incorporate explicit oral practice of function, form, and fluency so that students develop greater comprehension skills in oral and written language. The delivery of instruction includes appropriate scaffolding to build background knowledge and develop vocabulary and new concepts. Since Language Central aligns closely with grade level standards in listening, speaking, reading and writing, EL students are better prepared for Language Arts instruction in the whole class setting. At each grade level, Language Central is broken down into five proficiency levels to target specific language needs for each child. The design of Language Central directly supports the differentiation of grade specific content and language benchmarks, providing sites with greater flexibility for grouping students at each grade level based on their EL student population.

The ELD Adoption Team recognized additional strengths of Language Central that addressed specific needs for ELD instruction in BUSD. The program includes frequent and formative assessments differentiated by language proficiency, grade, and reading levels. Resources within the program outline the cultural and linguistic differences of EL students, increasing the cultural competence of teachers as they work with students from diverse backgrounds. The team found the layout of the teacher's guide easy to follow and appreciated the organization of the five-day lesson plan: Day 1 introduces the weekly concept and academic vocabulary; Day 2 focuses on word analysis, phonics, fluency and genre; Day 3 presents the functions and forms of language and how they relate to comprehension; Day 4 covers grammar and language conventions; and Day 5 revisits the weekly concept and vocabulary through a writing activity.

Teachers who participated on the ELD Adoption Team observed that the Language Central program could also serve native English speaking students who require differentiated instruction for academic language development in listening, speaking, reading, and writing.

The recommended books and related materials will be on display in the Superintendent's Conference Room for the next two weeks. The books are being presented at this meeting for consideration and will be brought to the Board meeting on June 9th for adoption.

POLICY/CODE
Board Policy 6161.1
Education Code Section 60002, 60040-60048, 60200

FISCAL IMPACT

Approximately $200,000 from State Instructional Materials funds will be needed to purchase these materials

STAFF RECOMMENDATION
Receive Pearson Literature California Reading and Language and Pearson Language Central for adoption consideration – first reading.

BUSD Lens for ELD Adoption (K-5)
Spring 2010

CRITICAL COMPONENTS	IMPLICATIONS FOR ADOPTION
Recognition of cultural & linguistic differences of EL students Understanding the home culture & language	Some English phonemes don't exist in other languages. Cultural thought patterns & learning styles effect how ELs progress. Differences exist in written language, e.g., characters v. letters, left to right v. right to left v. top to bottom, use of accents, tildes, apostrophes, etc.
Critical benchmarks for passing from CELDT level 3 to level 4	The majority of ELs in BUSD plateau at CELDT level 3 for several years. They require targeted instruction to address their specific language needs in order to meet reclassification criteria and become fully proficient in English.
ELA & ELD alignment e.g., strategies, benchmarks, assessments	Materials align with Teachers College Reading and Writing Project: "Best Practices" in literacy development.
Development of background knowledge to increase reading comprehension	Curriculum includes interactive resources and activities, graphic organizers, video vignettes, songs, chants, discovery learning, etc.
"Teacher friendly" lesson planning	Teachers aren't required to seek out additional support materials in order to use the curriculum. Curriculum is easy to understand and follow without extensive time for preparing each lesson.
Scope & sequence for grammar	Writing mechanics continues to be an area of weakness in student writing.
Assessments: formative & frequent	Teachers need to analyze student outcomes in order to make adjustments to their teaching and group students effectively for targeted instruction.
Professional development	Time, format, presenters, district wide, site-based, ongoing collaboration, etc.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 26, 2010
SUBJECT: 2009 API Rankings

BACKGROUND INFORMATION:
The CDE has released the statewide and similar school ranks for all schools based on schools' 2009 API scores. This information shows where a school ranks based on its API score on a scale of one (low) to ten (high) compared with other schools statewide as well as compared with 100 other schools that have similar demographic characteristics. These rankings are primarily based on student performance on the California Standards Tests. The rankings from the previous year are included in parentheses for comparison.

School	State Rank		Similar Schools Rank	
Cragmont	8	(8)	8	(9)
Emerson	8	(7)	8	(8)
Jefferson	8	(8)	8	(10)
LeConte	3	(4)	2	(4)
Malcolm X	7	(8)	9	(10)
John Muir	6	(8)	4	(10)
Oxford	9	(8)	10	(9)
Rosa Parks	3	(4)	1	(3)
Thousand Oaks	7	(6)	3	(6)
Washington	6	(5)	4	(4)
Whittier/Arts Magnet	7	(6)	5	(3)
King	6	(7)	3	(2)
Longfellow	6	(7)	8	(7)
Willard	6	(5)	5	(2)
Berkeley High	***		***	
B-Tech	1	(1)	N/A	

Berkeley High School did not receive any rankings because it does not have a current API score due to a lack of student participation on the 2009 STAR tests. The API score for Berkeley Technology Academy is based on fewer than 100 valid STAR test results, so this school is not given a similar school ranking.

In order to establish a list of similar schools, the CDE calculates for each school a School Characteristics Index, which includes various demographics such as, student mobility, student ethnicity, percentage of English learners, percentage of

reclassified fluent-English-proficient (RFEP) pupils, percentage of students participating in the free or reduced price lunch program, percentage of teachers fully credentialed, percentage of pupils qualified for Gifted and Talented Education, and percentage of pupils with disabilities. The purpose of the similar schools ranking is to allow schools to look at their academic performance compared to other schools that have some of the same opportunities and challenges.

The rankings indicate mixed results for the district, with six schools gaining one level on the statewide rankings and six schools losing one level or two compared to the previous year. In the similar school rankings, all three middle schools made gains; the results for the elementary schools are mixed, particularly compared to last year when all eleven elementary schools made gains.

In general, any discrepancy between the statewide ranks and the similar schools rankings causes concern for site and District staff. When schools receive a lower ranking in comparison to similar schools than statewide, it raises questions about curricular and instructional practices, use of time, and academic priorities at sites. These are issues that are addressed in the Site Plans, which will be brought to the Board for approval next month.

More information about the rankings can be found at: api.cde.ca.gov.

POLICY CODE
Ed Code 52051, 52052

FISCAL IMPACT
None

STAFF RECOMMENDATION
Receive the 2009 API Rankings for information.