

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

BOARD OF EDUCATION – MEETING AGENDA*

Wednesday, April 23, 2008

Call to Order The Presiding Officer will call the Meeting to Order at **6:00 pm**, recess to Closed Session at **6:05 p.m.** and reconvene in Public Session by **7:30 p.m.**

Roll Call

Members Present:

John T. Selawsky, President
Nancy Riddle, Vice President
Joaquin J. Rivera
Karen Hemphill
Shirley Issel
Rio Bauce ** - Student Director

Administration:

Superintendent William Huyett, Secretary
Javetta Cleveland, Deputy Superintendent
Neil Smith, Assistant Superintendent of Educational Services
Lisa Udell, Assistant Superintendent of Human Resources

Prior to Closed Session, as necessary, staff/employee comments are taken per Government Code Section 54957

Recess to Closed Session (Government Code Sections 3549, 1(d), 54956.9(a) and 54957) and Education Code Section 49819(c)

- a) Conference with Legal Counsel – Existing Litigation/Anticipated
- b) Consideration of Student Expulsions
Student Case No. 0708-18-030393 - Expulsion
- c) Collective Bargaining
- d) Public Employee Discipline/Dismissal /Release/Evaluation
- e) Public Employment /Appointment
- f) Liability Claims
- g) Property Acquisition

* 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 April 23, 2008

Recognition

National Board Certified Teachers

Teaching and Learning

Jason Lustig, Principal, King Middle School and teachers Ian Bleakney, Jacob Disston, Kathleen Giustino, Nancy King, David Stephens and Marlo Warburton: Improving Communication and Learning Through a New Grading System at King

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.

	PAGE
<u>General Services</u>	
1.1-C Resolution No. 08-57 Approval of Resolution Opposing Aerial Spray Program	<u>Board Member Recommendation:</u> 9 Approve Resolution opposing the California Department of Education Food and Agricultural Aerial Spray Program to Eradicate the Light Brown Apple Moths
<u>Personnel Services</u>	
2.1-C Approval of Personnel Report	23 <u>Staff Recommendation:</u> Approve Personnel Report No. 08-09 that tracks personnel changes throughout the District
<u>Educational Services</u>	
3.1-C Approval of Adult Education Carl D. Perkins Vocational and Technical Education Act	<u>Staff Recommendation:</u> 31 Approve the Adult School's application for the 2008-2009 Adult Education Carl D. Perkins Vocational and Technical Education Act Grant (separate cover)
3.2-C Approval of Overnight Field Trips	<u>Staff Recommendation:</u> 32 Approve overnight field trips consistent with district policies and procedures
3.3-C Approval of One Time Money Site Grants	<u>Staff Recommendation:</u> 34 Approve changes to One Time Grant Funds site plans for B Tech, Emerson and Independent Study
3.4-C Approval of Non Public School Change of Placements	<u>Staff Recommendation:</u> 38 Approve change in non public school placements for special education students
3.5-C Approval of California Interscholastic Federation Representatives	<u>Staff Recommendation:</u> 42 Approve designation of representatives to California Interscholastic League

3.6-C Approval of Carl Perkins Career and Technical Application	<u>Staff Recommendation:</u> Approve the Carl Perkins Career & Technical Application for funding for Berkeley High School	45
 <u>Business Services</u>		
4.1-C Approval of Contracts and Purchase Orders	<u>Staff Recommendation</u> Authorize the Purchasing Manager or Deputy Superintendent to execute contracts and purchase orders	47
4.2-C Approval of Increase in Contracts	<u>Staff Recommendation:</u> Approve increase in contracts for interpreting and consulting services to provide language interpreting services for deaf students	48
4.3-C Approval of Gifts/Donations	<u>Staff Recommendation:</u> Accept the donations and gifts to the District and request staff to extend letter of appreciation	50
4.4-C Approval of Listing of Payroll Warrants	<u>Staff Recommendation:</u> Approve listing of payroll warrants issued in March 2008	51
4.5-C Approval of Warrants	<u>Staff Recommendation:</u> Approve listing of warrants issued in March 2008	54
4.6-C Approval of Plan for Copier Contract	<u>Staff Recommendation:</u> Review and approve the RFP process for District Copier Service effective October 1, 2008	57
 <u>Facilities Services</u>		
5.1-C Resolution No. 08-54 Approval of Authorization to Solicit Bids	<u>Staff Recommendation:</u> Approve authorization to reject and re advertise to solicit bids for the BHS G&H building heating controls	58
5.2-C Resolution No. 08-53 Approval to Award Bid	<u>Staff Recommendation:</u> Approve award of bid for the replacement of BHS Donahue Gym sound system	60

5.3-C Resolution No. 08-56 Approval to Award Bid	<u>Staff Recommendation:</u> Approve award of bid for the construction of transportation facility at 1325 Sixth Street	62
5.4-C Resolution No. 08-55 Approve Resolution re Demolition	<u>Staff Recommendation:</u> Approve Resolution to accept the demolition of King CDC and Franklin Parent Nursery	65

ACTION ITEMS

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

Personnel Services

8:15 pm 2.1-A District Proposals for UBA	<u>Staff Recommendation:</u> Allow public comment on district proposals for Union of Berkeley Administrators' (UBA) new contract	67
8:17 PM 2.2-A District Proposals for Local 21	<u>Staff Recommendation:</u> Allow public comment on district proposals for International Federation of Professional & Technical Engineers, Local 21, AFL- CIO's new contract	69
2.3-A Resolution No. 08-49 Approval of Elimination of Specified Classified Positions	<u>Staff Recommendation:</u> Approve elimination of specific classified positions for 2008-09	71

Educational Services

3.1-A Approval of the BSEP Planning and Oversight Committee and School Governance Bylaws	<u>Staff Recommendation:</u> Approve BSEP Planning and Oversight Committee and School Governance Councils (SGC)Bylaws	74
3.2-A Approval of BSEP Planning and Oversight Committee Recommendation for Expenditures	<u>Staff Recommendation:</u> Approve BSEP Planning and Oversight Committee recommendation for expenditures of the BSEP Class Size Reduction Funds in FY 2009	106

Business Services

4.1-A Approval of Reorganization of Nutrition Services	<u>Staff Recommendation:</u> Approve and authorize the reorganization discussed and approve the creation of new positions to present to the Personnel Commission	110
---	---	------------

Facilities

5.1-A Approval to Proceed with South of Bancroft Plan	<u>Staff Recommendation:</u> Approve South of Bancroft plan and approval to hire Baker Vilar Architects for design	112
--	---	------------

8:30pm

5.2-A Approval of Schematic Design	<u>Staff Recommendation:</u> Approve schematic design of Longfellow Annex	115
---------------------------------------	--	------------

5.3-A Approval of Facilities Plan	<u>Staff Recommendation:</u> Approve facilities plan update as information	119
--------------------------------------	---	------------

CONFERENCE ITEMS

These items are submitted for advance planning and to assist the Board in establishing future agenda items. The Board may, however, take action.

INFORMATION ITEMS

These items are intended to keep the Board informed on various District business matters, which do not require action, by the Board.

Educational Services

3.1-I Student National Origin Report (SNOR)	<u>Staff Recommendation:</u> Receive information on Student National Origin Report (SNOR)	122
--	--	------------

3.2-I R-30 Language Census Report	<u>Staff Recommendation:</u> Receive information on R-30 Language Census Report	124
--------------------------------------	--	------------

Facilities Services

5.1-I Facilities Plan Update	<u>Staff Recommendation:</u> Receive and accept Facilities Plan update as	126
---------------------------------	--	------------

information

ADDITIONAL ACTION ITEM

Approve Minutes of 04-09-08

**EXTENDED PUBLIC TESTIMONY
ANNOUNCEMENTS**

2008 Board of Education Meeting Dates

May 14 May 28 June 11 June 25 August 20 September 10	September 24 October 22 October 29 November 12 December 10 - organizational
---	--

ADJOURNMENT

**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: Board of Education
FROM: John T. Selawsky, President, Board of Education
DATE: April 23, 2008
SUBJECT: Resolution No. 08-57 in Opposition to Aerial Spray Program

BACKGROUND INFORMATION

The California Department of Food and Agriculture (CDFA) and the United States Department of Agriculture (USDA) are planning to conduct an aerial spraying program to eradicate the Light Brown Apple Moth in nine California counties, including Alameda County, starting this summer. The Light Brown Apple Moth is native to Australia and can impact more than 2,000 plant species. The pest destroys, stunts or deforms young seedlings, including cypress, redwood and oak trees, spoils the appearance of ornamental plants, and injures citrus, grapes, and deciduous fruit tree crops – all of which can negatively impact California's forest and agricultural resources.

Many Alameda County local governments as well as private citizens have expressed concerns that the aerial spraying of CheckMate, an encapsulated artificial pheromone product, will have negative impacts on public health. Complaints have been lodged by the cities of Albany, Berkeley, and Oakland. These cities have adopted resolutions opposing the planned aerial spraying.

In addition, there are five different State Assembly bills (including one from Emeryville's representative, State Assemblymember Loni Hancock) to either ban/limit or require additional reviews/authorization before aerial spraying occurs, especially around urban/residential areas. There are also several lawsuits in process against the CDFA for a similar aerial spraying conducted in the Santa Cruz/Monterey area.

Information from the Pesticide Action Network North America about the aerial spraying of pheromones, a chronological summary of how the issue has evolved as a concern and resources for additional information are attached to this report. In addition, a news release/fact sheet prepared by the CDFA is attached to this staff report for information.

POLICY/CODE

None

FISCAL IMPACT

None

BOARD MEMBER RECOMMENDATION

Approve Resolution No. 08-57 opposing the California Department of Food and Agriculture (CDFA) and the United States Department of Agriculture (USDA) Aerial Spray Program and transmit the Resolution to the Governor of California, California School Boards Association (CSBA), the California Department of Food and Agriculture (CDFA) and the United State’s Department of Agriculture (USDA)

RESOLUTION NO. 08-57

RESOLUTION OF THE BERKELEY UNIFIED SCHOOL DISTRICT BOARD OF DIRECTORS OPPOSING THE CALIFORNIA DEPARTMENT OF FOOD AND AGRICULTURE AERIAL SPRAY PROGRAM TO ERADICATE THE LIGHT BROWN APPLE MOTHS

WHEREAS, the Light Brown Apple Moth (LBAM) is a pest subject to Federal and State quarantine and eradication orders; and

WHEREAS, the California Department of Food and Agriculture (CDFA) plans to begin a LBAM aerial spraying program in Alameda County and surrounding areas in August 2008; and

WHEREAS, the State has claimed an emergency exemption under the California Environmental Quality Act CEQA in order to begin the LBAM aerial spraying program without conducting environmental review based on an emergency exemption; and

WHEREAS, the State has confirmed that it will begin preparation of an Environmental Impact Report after the new aerial spraying program has begun; and

WHEREAS, CDFA has stated that no physical crop damage has been attributed to LBAM; and

WHEREAS, the State has relied almost entirely on its own scientists to address public concerns about the LBAM spray program and has not employed independent outside experts to evaluate and support the program or address issues in a direct and impartial manner; and

WHEREAS, the CDFA LBAM program sprays pesticides in microscopic plastic capsules that pose unknown inhalation risks; and

WHEREAS, modern Integrated Pest Management (IPM) relies on least-toxic, environmentally sensitive control methods; and

WHEREAS, least-toxic control options are available for LBAM, including physical and cultural practices such as cleanup of plant debris where moth larvae over winter, use of natural predators, parasites, and insect diseases; introduction of sterile male moths; and use of pheromone sticky traps; and

WHEREAS, aerial and other blanket pesticide applications have repeatedly been shown in the past to upset natural ecosystem balance in unpredictable and often catastrophic ways; and

WHEREAS, the planned CDFA LBAM program spray program sprays pesticides in microscopic plastic capsules that pose unknown inhalation risks; and

WHEREAS, the United States Department of Agriculture (USDA) maintains that the pheromone pesticide poses only “minimal risk to human health”, but acknowledges that it is considered a “slight to moderate dermal irritant” and does present some very low toxicity” {see Treatment Program for Light Brown Apple Moth in Santa Cruz and Northern Monterey Counties, California (September 2007, pages 10-121); and

WHEREAS, aerial spraying disproportionately affects vulnerable populations such as those who work and play outdoors, those with the recognized disability of multiple chemical sensitivity, and those in the homeless population who have no option for protection from the spray or receipt of written notification of spray dates; and

WHEREAS, the District’s schools and facilities include playgrounds, playing fields, organic gardens, and open space that will be sprayed as part of the eradication program; and

WHEREAS, the District’s physical education, organic gardening, and recreational programs rely upon access to these outdoor areas; and

WHEREAS, the Berkeley Unified School District has significant numbers of students as well as teachers and other District staff who suffer from asthma, allergies, multiple chemical sensitivities, and other immune disorders; and

WHEREAS, LBAM aerial spraying in the Santa Cruz and Monterey areas resulted in the spraying of numerous residents and pets and hundreds of reports of health effects, now, be it

RESOLVED, that the Berkeley Unified School District Board of Directors hereby opposes the California Department of Food and Agriculture’s (CDFA) planned aerial spray program to eradicate the Light Brown Apple Moth (LBAM) and requests that the CDFA protect the health and welfare of the residents and natural environment of Alameda County by immediately shifting its LBAM control methods to least-toxic Integrated Pest Management methods as those listed above, and be it further

RESOLVED, that the Berkeley Unified School District Board of Directors will join with neighboring jurisdictions, including other School Districts as well as local governments to oppose the spray and requests that the Alameda County School Board and other local school districts take a similar stand against the proposed spraying, and be it further

RESOLVED, that the Berkeley Unified School District Board of Directors supports the State Senate resolution and various State Assembly bills opposing the spray, and be it further

RESOLVED, that Berkeley Unified School District Board of Directors directs staff to notify the Governor, California School Board Association and media of these actions.

ADOPTED, by the Berkeley Unified School District Board of Directors at a regular meeting held Wednesday, April 23, 2008 by the following vote:

AYES: _____

NOES: _____ **ABSENT:** _____

EXCUSED: _____ **ABSTAINED:** _____

PRESIDENT

ATTEST:

CLERK OF THE BOARD

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Lisa Udell, Ed.D. Assistant Superintendent, Human Resources
 Alan Levinson, Director, Classified Personnel
DATE: April 23, 2008
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT 08-09
 Following is Human Resources Report 08-09 which reports details of personnel assignments, employment, and terminations.

CERTIFICATED EMPLOYEES						
NAME	POSITION	LOCATION	BUDGET	FTE & SALARY	FROM	TO
<u>RETIREMENT</u>						
Vern Spohn	Teacher	BHS		1.00 FTE	6/15/08	
<u>RESIGNATION</u>						
Nathaniel Lewis	Teacher	BHS		1.00 FTE	4/3/08	
Gabrielle Winer	Teacher	BHS		1.00 FTE	6/13/08	
Zoe Kalkanis	Teacher	Arts Magnet		0.28 FTE	4/16/08	
<u>TEMPORARY TEACHER</u>						
Eric Bankston	Teacher	Cragmont	General Fund	.40/I-01	10/4/07	6/13/08
Jesse Feldman	Teacher	BHS	General Fund	.60/I-01	3/3/08	6/13/08
<u>STIPEND – NATIONAL BOARD CERTIFICATION</u>						
Ian Bleakney	Teacher	District	General Fund	NTE \$1661.00	5/1/08	
Jacob Disston	Teacher	District	General Fund	NTE \$1661.00	5/1/08	
Kathleen Giustino	Teacher	District	General Fund	NTE \$1661.00	5/1/08	
Nancy King	Teacher	District	General Fund	NTE \$1661.00	5/1/08	
David Stephens	Teacher	District	General Fund	NTE \$1661.00	5/1/08	
Marlo Warburton	Teacher	District	General Fund	NTE \$1661.00	5/1/08	

CERTIFICATED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	FTE & SALARY	FROM	TO
<u>LEAVE OF ABSENCE WITHOUT PAY</u>						
Daniel Appel	Teacher	BHS	General Fund	1.00 FTE	8/25/08	6/12/09
Cathy Campbell	Teacher	District	General Fund	1.00 FTE	8/25/08	6/12/09
Linda Carr	Teacher	BHS	General Fund	0.40 FTE	8/25/08	6/12/09
James Dopman	Teacher	BHS	General Fund	1.00 FTE	8/25/08	6/12/09
Carol Dorf	Teacher	BHS	General Fund	0.40 FTE	8/25/08	6/12/09
Belen Garrido	Teacher	Cragmont	General Fund	0.48 FTE	8/25/08	6/12/09
Susan Katz	Teacher	Cragmont	General Fund	1.00 FTE	8/25/08	6/12/08
Maria Kostick	Teacher	Arts Magnet	General Fund	1.00 FTE	8/25/08	6/12/09
Dorothy Liu	Teacher	BHS	General Fund	1.00 FTE	8/25/08	6/12/09
Gretchen Montoya	Teacher	BHS	General Fund	0.20 FTE	8/25/08	6/12/09
George Palen	Teacher	BHS	General Fund	0.20 FTE	8/25/08	6/12/09
Amy Rosenbaum	Teacher	Special Education	General Fund	1.00 FTE	8/25/08	6/12/09
Madeline Scott	Teacher	BHS	General Fund	0.30 FTE	8/25/08	6/12/09
Jody Sokolower	Teacher	BHS	General Fund	1.00 FTE	8/25/08	6/12/09
<u>REDUCED WORKLOAD LEAVE</u>						
Charna Ball	Teacher	Special Education	General Fund	0.40 FTE	8/25/08	6/12/09
Nancy Isakssen	Teacher	BHS	General Fund	0.40 FTE	8/25/08	6/12/09

CERTIFICATED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	FTE & SALARY	FROM	TO
William Joyce	Teacher	Special Education	General Fund	0.20 FTE	8/25/08	6/12/09
John Poole	Teacher	Malcolm X	General Fund	0.50 FTE	8/25/08	6/12/09
Douglas Powers	Teacher	BHS	General Fund	0.40 FTE	8/25/08	6/12/09
Larry Stefl	Teacher	King	General Fund	0.20 FTE	8/25/08	6/12/09
Jan Vlahos	Teacher	Special Education	General Fund	0.50 FTE	8/25/08	6/12/09
Marilyn Siegel	Teacher	Malcolm X	General Fund	0.40 FTE	8/25/08	6/12/09
Donna Van Noord	Teacher	BAM	General Fund	0.50 FTE	8/25/08	6/12/09

Page 3 of 8

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
<u>RESIGNATION</u>							
Karreima Sanders	Instructional Tech. (Cooking)	Longfellow				3/28/08	
Karreima Sanders	Instructional Specialist (Cooking)	Malcolm X				3/14/08	
<u>PROBATIONARY</u>							
Robert Castillo	V&E Mechanic	Transportation	BB Parcel/ Transportation	50/1	1.0 FTE \$21.03	4/11/08	10/10/08
Blake Crowley	Instructional Tech. (After School)	Washington	Special Ed.	34/1	.43 FTE \$14.41 hr	12/7/07	6/6/08
Jenipher Innes	Instructional Assistant (Special Education)	Le Conte	Special Ed.	31/1	.80 FTE \$13.38 hr	4/14/08	12/26/08
Michael Rivera	Maintenance Engineer	Maintenance	Maintenance	54/1	1.0 FTE \$23.23 hr	4/14/08	10/13/08
Glenn Robinson	Custodian I	King	General Fund	32/1	1.0 FTE \$13.48 hr	4/14/08	10/13/08
Tara Spears	Instructional Tech. (After School)	Washington	21 st Century	34/1	.67 FTE \$14.41 hr	4/11/08	12/26/08
Fooroozan Toofan	Accounting Tech.	Special Ed.	Special Ed.	43/1	1.0 FTE \$18.00 hr	4/7/08	10/6/08
Tenniel Walker	Instructional Tech. (After School)	Le Conte	21 st Century	34/1	.53 FTE \$14.41 hr	4/11/08	12/26/08
<u>PROVISIONAL</u>							
David Luu	Program Coordinator	Berkeley High	BSEP	52/1	.53 FTE \$22.51 hr	4/7/08	6/30/08
<u>AVAILABLE SUBSTITUTES</u>							
Cornelius Brown	Facilities Security Worker	Maintenance	General Fund	44/1	NTE 7.5 hrs/day \$18.10 hr	2/4/08	6/13/08
Terrilyn Foreman	Food Service Assistant	All District	Child Nutrition	26/1	NTE 7.5 hrs/day \$11.61 hr	3/14/08	6/13/08
Chester Miller	Food Service Assistant	All District	Child Nutrition	26/1	NTE 7.5 hrs/day \$11.61 hr	3/20/08	6/13/08

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
<u>TEMPORARY/HOURLY/LIMITED TERM</u>							
Danielle Adams	Tutor	Le Conte	Title I	N/A	12 hrs/wk \$11.91 hr	2/7/08	6/13/08
Mays Al Hansan	Student Worker	Adult School	Adult School	N/A	20 hrs/wk \$8.00 hr	3/3/08	6/13/08
Lisa Anderson	Noon Director	Jefferson	General Fund	N/A	8 hrs/wk \$11.91 hr	1/14/08	6/13/08
Lizzette Arroyo	Tutor-Specialty (EDP)	Longfellow	21 st Century	31/1	7 hrs/wk \$13.38 hr	2/1/08	6/13/08
Kathryne Banks	Tutor-Specialty (EL)	Washington	Eng. Lang.	31/1	34 total hrs \$13.38 hr	2/19/08	6/13/08
Victoria Benevidas	Tutor-Speciality (EL)	Washington	Eng. Lang.	31/1	34 total hrs \$13.38 hr	2/19/08	6/13/08
Raven Burton	School Safety Officer	Longfellow	21 st Century	44/1	10 hrs/wk \$18.10 hr	3/18/08	6/13/08
Norma Cano-Contreras	Clerical Assistant	Assessment Office	General Fund	30/1	6 total hrs \$13.06 hr	3/17/08	6/13/08
Jessica Chichportich	Instructional Tech. (After School)	Emerson	LRN SAFE	34/1	25 hrs/wk \$14.41 hr	2/28/08	5/16/08
Felix Chinchilla	Tutor-Specialty (EL)	Washington	Eng. Lang.	31/1	34 total hrs \$13.38 hr	2/19/08	6/13/08
Heather Chou	Tutor-Specialty (Music)	Le Conte	BSEP	31/1	6 hrs/mth \$13.38 hr	1/31/08	6/13/08
Da Ron Davis	Student Worker (Workability)	Berkeley High	Special Ed.	N/A	10 hrs/wk \$8.00 hr	2/1/08	6/13/08
Dashaija Floyd	Student Worker (Workability)	Berkeley High	Special Ed.	N/A	15 hrs/wk \$8.00 hr	10/1/07	6/30/08
Michael Fullerton	Tutor-Specialty (ELL)	King	EIALEP	N/A	10 hrs/wk \$8.00 hr	3/18/08	6/30/08
Dylan Goodman	Student Worker	Berkeley High	General Fund	N/A	20 hrs/wk \$8.00 hr	11/7/07	6/13/08
Guillermina Gonzalez	Instructional Assistant	Parent Outreach	BSEP	29/1	70 total hrs \$12.75 hr	1/9/08	6/30/08
Hiromasa Haneda	Student Worker	Adult School	Adult School	N/A	20 hrs/wk \$8.00 hr	2/15/08	6/30/08

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
Kyenan Hardy	Student Worker (Workability)	Berkeley High	Special Ed.	N/A	10 hrs/wk \$8.00 hr	3/1/08	6/30/08
Anna Marie Herrera	Instructional Assistant	Parent Outreach	BSEP	29/1	70 total hrs \$12.75 hr	1/9/08	6/30/08
Jesus Ibarra-Rivera	Tutor-Specialty (ELL)	Berkeley High	BSEP	31/1	20 hrs/wk \$13.38 hr	2/1/08	6/13/08
Jesus Ibarra-Rivera	Tutor-Specialty (CAHSEE)	Berkeley High	BSEP	31/1	20 total hrs \$13.38 hr	3/1/08	6/13/08
Paula Israel	Interpreter for the Deaf	John Muir	BSEP	45/5	6 total hrs \$23.08 hr	3/8/08	3/16/08
Brandi James	Student Worker (Workability)	Berkeley High	Special Ed.	N/A	15 hrs/wk \$8.00 hr	2/1/08	6/30/08
Reyna Jasso	Tutor-Specialty (Bilingual)	Le Conte	EIALEP	31/1	12 hrs/wk \$13.38 hr	4/7/08	6/5/08
Thomas Kelly	Student Worker (Workability)	Berkeley High	Special Ed.	N/A	10 hrs/wk \$8.00 hr	2/1/08	6/30/08
Richard Law	School Bus Driver	Transportation	Transportation	42/1	35 hrs/wk \$17.24 hr	2/27/08	6/13/08
Cindy Louie	Clerical Assistant	Accounting	General Fund	30/1	105 total hrs \$13.06 hr	3/17/08	6/13/08
Jean Love	School Bus Driver	Transportation	Transportation	42/5	15 hrs/wk \$21.03 hr	2/7/08	6/13/08
Robert Marosi	Instructional Specialist (Garden)	Washington	Calif. Nut. Network	51/1	30 hrs/wk \$21.96 hr	3/10/08	9/30/08
Jaya Mehia	Tutor-Specialty (EL)	Washington	Eng. Lang.	31/1	34 total hrs \$13.38 hr	2/19/08	6/13/08
Gina Mendoza	Student Worker (Workability)	Berkeley High	Special Ed.	N/A	12 hrs/wk \$8.00 hr	2/1/08	6/13/08
Cypress Molfino	Interpreter for the Deaf	John Muir	Special Ed.	45/5	6 total hrs \$23.08 hr	3/8/08	3/16/08
Priscilla Munoz	Instructional Assistant	King	EIALEP	29/1	14 total hrs \$12.75 hr	3/11/08	4/29/08
Tonya Newstetter	Tutor-Specialty (EL)	Washington	Eng. Lang	31/1	34 total hrs \$13.38 hr	2/19/08	6/13/08

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
Helen Opper	Tutor-Specialty (After School)	Longfellow	21 st Century	31/1	10 hrs/wk \$13.38 hr	2/4/08	5/22/08
Daniel Palau	Instructional Assistant	Thousand Oaks	BSEP	29/1	34 total hrs \$12.75 hr	1/7/08	6/13/08
Melissa Panlasigui	Tutor-Specialty (Music)	All District	BSEP	31/1	4 hrs/wk \$13.38 hr	2/14/08	6/13/08
Grace Park	Tutor-Specialty (EL)	Washington	Eng. Lang	31/1	34 total hrs \$13.38 hr	2/11/08	6/13/08
Jose Reynaga	Tutor-Specialty (AP Project)	Berkeley High	BSEP	31/1	17 total hrs \$13.38 hr	1/20/08	6/13/08
Jose Reynaga	Tutor-Specialty (CAHSEE)	Berkeley High	CAHSEE	31/1	15 total hrs \$13.38 hr	2/1/08	6/13/08
Esther Rojas-Soto	Tutor-Specialty (CAHSEE)	Berkeley High	CAHSEE	31/1	20 total hrs \$13.38 hr	3/1/08	6/13/08
Sarafina Rom	Tutor-Specialty (CAHSEE)	Berkeley High	CAHSEE	31/1	15 total hrs \$13.38 hr	11/7/07	2/28/08
Grace Park	Tutor-Specialty (EL)	Berkeley High	Eng. Lang.	31/1	15 total hrs \$13.38 hr	2/1/08	6/13/08
Michelle San Jose	Instructional Tech. (After School)	John Muir	LRN SAFE	34/1	10 hrs/wk \$14.41 hr	2/1/08	6/13/08
Florentino Soria	Tutor-Specialty (Bilingual)	King	EIALEP	31/1	15 hrs/wk \$13.38 hr	2/29/08	6/13/08
Betty Spillman	Instructional Assistant	Parent Outreach	BSEP	29/1	70 total hrs \$12.75 hr	1/9/08	6/30/08
Chana Trahan, Jr.	Student Worker (Workability)	Berkeley High	Special Ed.	N/A	10 hrs/wk \$8.00 hr	2/1/08	6/13/08
Meresa Tucker	Tutor-Specialty (EL)	Washington	Eng. Lang	31/1	34 total hrs \$13.38 hr	2/19/08	6/13/08
Jason Walker	Instructional Tech. (After School)	Arts Magnet	After School	34/1	5 hrs/wk \$14.41 hr	3/3/08	6/13/08
Tonya Warren	Instructional Tech.	Longfellow	LRN SAFE	34/1	6 hrs/wk \$14.41 hr	2/19/08	6/13/08
Jonquisha Williams	Student Worker (Workability)	Berkeley High	Special Ed.	N/A	15 hrs/wk \$8.00 hr	2/1/08	6/13/08

CLASSIFIED EMPLOYEES

NAME	POSITION	LOCATION	BUDGET	CLASS RANGE STEP	FTE & SALARY	FROM	TO
Ginger Wu	Tutor-Specialty (After School)	Longfellow	21 st Century	31/1	10 hrs/wk \$8.00 hr	3/15/08	6/13/08
Sam Xu	Student Worker Workability	Berkeley High	Special Ed.	N/A	15 hrs/wk \$8.00 hr	2/1/08	6/13/08
Amielle Zemach	Instructional Specialist (Enrichment)	King	BSEP	51/1	5 hrs/wk \$21.96 hr	1/29/08	5/30/08
<u>STIPENDS</u>							
Adrian Anderson	Coach (Boys Basketball)	Longfellow	After School	N/A	\$600.00	11/1/07	3/30/08
Charles Blackwell	Coach (Boys Basketball)	Longfellow	After School	N/A	\$600.00	11/1/07	3/30/08
Terrell Boone	Coach (Boys Basketball)	Longfellow	After School	N/A	\$600.00	12/1/07	4/1/08
Shira Warren	Coach (Softball)	Longfellow	After School	N/A	\$600.00	3/1/08	5/31/08
<u>WORKING EVENING SHIFT, DIFFERENTIAL, ATTENDANT DUTIES, OR AS CONFIDENTIAL EMPLOYEE</u>							
Dinesh Kumar	Custodian I	Berkeley High	General Fund	32/1	7 hrs @ 5% differential \$.67 hr	5/21/07	

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Margaret Kirkpatrick, Principal, Adult School
DATE: April 23, 2008
SUBJECT: Adult Education Carl D. Perkins Vocational and Technical Education Act

BACKGROUND INFORMATION

The Department of Education has made Carl D. Perkins Vocational and Technical Education Act funds available for noncompetitive grants. The purpose of the Carl D. Perkins Act is to develop more fully the academic, vocational and technical skills of secondary and postsecondary students by funding the development of challenging academic standards and to promote the development of services that integrate academic, vocational, and technical instruction. Every year the Adult School must submit a new application in order to qualify for the funds, and this request is for approval for the application for School Year 2008-2009.

POLICY/CODE

Carl D. Perkins Vocational and Technical Education Act of 1988, Public Law 105-332

FISCAL IMPACT

The grant allocates \$115,807 to Berkeley Adult School, based on the number of eligible students. There is no cost to the Adult School general fund.

STAFF RECOMMENDATION

Approve the Adult School's application for the 2008-2009 Adult Education Carl D. Perkins Vocational and Technical Education Act grant.

CAREER TECHNICAL EDUCATION APPLICATION FOR FUNDING
Carl D. Perkins Career & Technical Education Improvement Act of 2006

LOCAL EDUCATIONAL AGENCY Berkeley Unified School District, Berkeley Adult School	COUNTY-DISTRICT (CD) CODE: 01=61143	PROGRAM YEAR 2008-2009
--	---	----------------------------------

ADDRESS OF LEA: 2134 Martin Luther King Jr. Way Berkeley, CA 94701	Return Original and One Copy To: Secondary, Postsecondary, and Adult Leadership Division California Department of Education 1430 N Street, Suite 4503 Sacramento, CA 95814 Attention: Russ Weikle
--	---

ALLOCATION AMOUNT: \$	CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> XX Sec. 132 – Adult/ROCP	BOARD APPROVAL DATE: Pending
------------------------------	--	-------------------------------------

PERKINS COORDINATOR: Thomas Orput TITLE: Vice Principal	Telephone Number: 510-644-8973 Ext: FAX Number: 510-644-6784 Email Address: Thomas_orput@Berkeley.k12.ca.us
--	---

PERKINS COORDINATOR'S ADDRESS:
 Berkeley Adult School, 1701 San Pablo Avenue, Berkeley, CA 94702
 (If different from LEA address above)

NAME OF LEA SUPERINTENDENT OR ADMINISTRATOR:
 William Huyett, Superintendent

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the assurances contained in the LEA's application are accepted as the basic conditions in the operations of this program for local participation and assistance.

PRINTED NAME OF SUPERINTENDENT OR AUTHORIZED AGENT: Javetta Robinson	TITLE: Deputy Superintendent
---	------------------------------------

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED AGENT:	DATE:
--	-------

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

REVIEWED AND RECOMMENDING SUBSTANTIAL APPROVAL:

DATE:

REVIEWED AND RECOMMENDED FOR APPROVAL BY:

DATE:

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 100-SP (1/08)

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Perkins Act requires local agencies to implement strategies to overcome barriers that are lowering special population student rates of access to, or success, in CTE programs assisted with the funds. Additionally, these programs must be designed to enable special populations to meet the performance level targets established for the programs, and provide the activities needed to prepare special population students for high skill, high wage, or high demand occupation that will lead to self-sufficiency.

This form confirms that the LEA coordinators/administrators responsible for the administration of each of the programs associated with the special population groups has reviewed and approved the 2008-2009 application for Perkins funds. Each Special Population category MUST be signed by the designated administrator or certificated representative of the LEA responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Thomas Orput _____ Title Vice Principal _____

Signature _____ Date _____

Limited English Proficient (LEP) (English Learner Coordinator/Administrator)

Printed Name Joan Lehman _____ Title Vice Principal _____

Signature _____ Date _____

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Thomas Orput _____ Title Vice Principal _____

Signature _____ Date _____

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

Printed Name Thomas Orput _____ Title Vice Principal _____

Signature _____ Date _____

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

Printed Name Thomas Orput _____ Title Vice Principal _____

Signature _____ Date _____

Displaced Homemaker (Title IX Coordinator/Administrator)

(Required only on Section 132 applications)

Printed Name Thomas Orput_____

Title Vice Principal_____

Signature _____

Date_____

SECTION I: ASSURANCES AND CERTIFICATIONS

General Assurances

California Department of Education General Assurances required for grants supported by state and federal funds.

Note: By signing the grant application and including a copy of this document with it, the authorized official agrees to the assurances presented here. No signature should be placed on this page.

Discrimination

As the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 United States Code [USC] sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (29 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.

Costs

As the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 Code of Federal Regulations (CFR) Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable to my entity.

I further certify that the applicant will comply with the expenditure requirements set forth in the federal Education Department General Administrative Regulations (EDGAR) contained in Title 34 of the CFR.

Records

As the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used. (Please Note: This record maintenance and accessibility requirement may be modified by program-specific documents associated with the grant award notification.)

Applicable Law

As the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause.

The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Berkeley Unified School District _____

Name of Program: Berkeley Adult School _____

Printed Name and Title of Authorized Representative: William Huyett, Superintendent _____

Signature: _____ Date: _____

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

- 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Berkeley Adult School

1701 San Pablo Avenue

Berkeley, CA 94702

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Berkeley Unified School District

Name of Program: Berkeley Adult School _____

Printed Name and Title of Authorized Representative: William Huyett, Superintendent _____

Signature: _____ Date: _____

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Berkeley Unified School District_____

Name of Program: Berkeley Adult School_____

Printed Name and Title of Authorized Representative: William Huyett, Superintendent_____

Signature: _____ Date: _____

SECTION II: PERKINS ASSURANCES AND CERTIFICATIONS

Carl D. Perkins Career & Technical Education Improvement Act of 2006 special assurances required for funding.

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs. **[Perkins IV, Section 134(b)(6)]**
2. In compliance with Office of Vocational and Adult Education (OVAE) Program Memorandum 99-11, local agencies receiving Perkins IV funds for CTE programs for adults will be represented on the Local Workforce Investment Board (WIB); enter into a Memorandum of Understanding with the local WIB relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and the methods for referral; make available the core services that are applicable to Career Technical Education Improvement Act of 2006 (Perkins IV) through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and use a portion of the Perkins IV funds (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.
3. The eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. **[Perkins IV, Section 317(a)]**
4. The eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. **[Perkins IV, Section 317(b)(1)].**
5. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. **[Perkins IV, Section 317(b)(2)].**
6. Nothing in the Act shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. **[Perkins IV, Section 316]**
7. The eligible recipient will ensure that students who are economically disadvantaged, students of limited English proficiency, and students with special needs are assisted to succeed with support services such as counseling, English-language instruction, child care, and special aids. **[CFR 403.190(A)(2)(II)(b)]**
8. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of funds

1. Funds made available under the Perkins Act for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. **[Perkins IV, Section 311]**
2. All of the funds made available under this Act will be used in accordance with the requirements of this Act. **[Perkins IV, Section 6]**
3. No funds made available under the Perkins Act shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. **[Perkins IV, Section 314]**
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the 7th grade except that equipment and facilities purchased with funds under the Perkins Act may be used for such students. **[Perkins IV, Section 315]**
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. **[Perkins IV, Section 122(c)(12)]**
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in the California State Plan for Carl D. Perkins CTE will be limited to programs as described in the local plan that (a) begin no earlier than grade seven; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher, and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of this Perkins Act, Title I, and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. **[Perkins IV, Section 122(c)(11)]**

Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.
2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. **[Perkins IV, Sections 131(f)(2) and 132(a)(3)(B)]**

Local Plan Requirements

Eligible recipients desiring financial assistance under Perkins IV shall in accordance with requirements established by the State submit a Local Plan to the State prior to October 31, 2008. The Local Plan shall cover the same period of time as the State Plan and describe how each funded program sequence will meet the requirements established in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and the 2008-2012 State Plan and shall:

1. Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title.
2. Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113.
3. Describe how the eligible recipient will--
 - (A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);
 - (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in--
 - (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (ii) career and technical education subjects;
 - (C) provide students with strong experience in, and understanding of, all aspects of an industry;
 - (D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
 - (E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
4. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).
5. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted

in understanding, the requirements of this title, including career and technical programs of study.

6. Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.
7. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.
8. Describe how the eligible recipient will
 - (A) Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.
 - (B) Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.
 - (C) Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
9. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
10. Describe how funds will be used to promote preparation for non-traditional fields.
11. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
12. Describe efforts to improve--
 - (A) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - (B) The transition to teaching from business and industry.

Perkins Requirements of Local Programs Assisted with Perkins funds

Eligible recipients will ensure that each of the following nine Perkins IV section 135(b) requirements are being met in each program in which Perkins IV funds are used.

1. Provide activities that strengthen students' academic and career and technical skills through the integration of academics with career and technical education (CTE) programs in a **coherent sequence of courses**, such as career and technical programs of study to ensure students' learning.
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including **offering not less than one career and technical program of study** described in section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry.
4. Develop, improve or expand the use of technology in vocational and technical education, which *may* include;
 - training of career technical education personnel, to use state-of-the-art technology, which may include distance learning
 - providing career technical education students with the academic, and career and technical skills that lead to entry into the technology fields; or
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs
5. Provide professional development programs consistent with section 122 to teachers, counselors, and administrators that include:
 - the effective integration and use of challenging academic and career technical education provided jointly with academic teachers;
 - effective teaching skills based on research that includes promising practices;
 - effective practices to improve parental and community involvement;
 - effective use of scientifically based research and data to improve instruction;
 - Support of education programs for teachers of career technical education students, to ensure that such teachers stay current with all aspects of an industry;
 - Internship programs that provide relevant business experience; and
 - Programs designed to train teacher specifically in the effective use and application of technology to improve instruction.
6. Develop and implement evaluations of the career technical programs carried out with these funds including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand, and modernize quality career technical education programs.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Provide activities to prepare special population students enrolled in career technical education programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

State Established CTE Quality Criteria Requirements of Programs Assisted with Perkins IV funds

Perkins IV Section 135(b)(8) requires each CTE program assisted with the funds to provide services and activities that are of sufficient size, scope, and quality to be effective. The 2008-2012 California State Plan for CTE identifies thirteen planning, organization, and instructional elements determined by the state to be critical to high quality CTE programs. These elements are incorporated into the following required criteria requirements of all programs assisted with the funds.

Curriculum, Instruction and Assessment

- Curriculum and assessment are aligned with the California CTE Model Curriculum Standards and Framework and Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies;
- Instruction is standards-based, sufficient in duration, current and relevant, and develops the knowledge, attitudes, and skills currently required for entry into careers in the program area;
- A comprehensive assessment system is used to measure student competence in the application of CTE and academic knowledge and skills required in the program area; and
- The program provides for certification of students who achieve industry-recognized skill and knowledge requirements.

Leadership and Citizenship Development

- Each program includes a career technical student organization or alternative leadership activity that is integral to instruction and is supported by the administration of the local education agency. Alternative leadership activities must be designed to provide students with (a) effective leadership skills; (b) increased confidence in themselves and their work; (c) enhanced character, citizenship, volunteerism, and patriotism; (d) an understanding of the importance of a healthy lifestyle; (e) an understanding of the need to strive for excellence in scholarship; and (f) an awareness of the importance and relevance of the career cluster addressed by the CTE program.
- Leadership, citizenship, and interpersonal skills instruction in teamwork, communications, human relations, and social interaction is provided through the program.

Practical Application of Occupation Skills

- Each program provides practical application and experiences through actual or simulated work-based learning assignments.

Qualified and Competent Personnel

- Each program is staffed by qualified CTE teachers, meaning teachers who;
 - a. Possess a standard secondary, single subject or designated subject credential that authorizes the teaching of the CTE courses(s) to which they are assigned, and
 - b. Can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.

Facilities, Equipment, and Materials

- Facilities, equipment, and materials are comparable to those currently used by business and industry.
- Facilities and equipment are purchased or modified, as needed, to accommodate the needs of special population students.

Community, Business, and Industry Involvement

- Program has an advisory committee which includes business and industry representatives that meets at least once annually to provide relevant advice and support on current and changing labor markets, current industry standards and practices, emerging technical skills, curriculum content and student outcomes, and job placement.

Career Guidance

- Career guidance activities are ongoing and include the dissemination of career opportunity and career path information to students, parents, and counselors.
- CTE instruction includes career planning, employability skills, and articulation options, and provides students with information relevant to their career path goals.
- Career guidance activities provide students, parents, and counselors with information on nontraditional careers in program area.

Program Promotion

- Planned activities are conducted to promote the program to all concerned groups, including students of all ability levels, parents, counselors, site and district administrators, postsecondary agencies and representatives from business and industry.
- Activities are conducted to improve the articulation and alignment of the program with instruction provided by feeder school and advanced education and training opportunities.

Student Support Services

- Program provides for full participation of special population students, meaning that special population students are provided with the additional services needed for success.

Program Accountability and Planning

- Program improvements are developed and implemented based on an analysis of prior-year program accountability data, including the (a) number of students enrolled in the program (including the enrollment of special population students), (b) number and percent of program completers, (c) number and percent of secondary program completers who receive diplomas, (d) number of completers placed in the military, further education/training, or employment, and (e) number of nontraditional program concentrators and completers.

The undersigned certifies that the requirements of the Perkins Act, the State Plan, the use of funds, local program requirements and the ten quality indicators as stated above will be met for the 2008-2009 program year in coordination with the local plan and that written documentation or specified data will be on file, provided to the State as requested, and available for future monitoring and compliance reviews.

William Huyett

 Printed Name of Authorized Representative

Superintendent _____
 Title of Authorized Representative

 Signature of Authorized Representative

 Date

SECTION III (SECONDARY): **Assessment of Career Technical Education programs.**

Section 123(b) of the Perkins Act requires states to conduct an annual evaluation of the progress and efforts recipients are making toward achieving the core indicator performance levels established for the State's CTE programs. This section of the application is used to collect the required information and evidence on the efforts being taken or planned by the LEAs to achieve the State-established performance levels. (Core indicator data can be found on the Perkins website at <http://www.cde.ca.gov/ci/ct/pk/forms.asp>)

Instructions: For each Core Indicator:

- Review the definition, and State-established level of performance for 2006-2007.
- Provide your agency's performance level for each core indicator in each year in the chart below. Check "yes" if your agency met/exceeded the State-established level of performance for each indicator and "no" for those indicators not met.
- Use the improvement plan worksheet (next page) to describe the actions being taken and/or planned by your agency to improve the performance level in that core indicator.

Core Indicator	Definition	LEA Level 2004/05	LEA Level 2005/06	LEA Level 2006/07	Difference 2005/06 2006/07	State Level 2006/07	90% or more of the State level
1S1 Academic Attainment	Numerator: Number of 12 th Grade CTE Program Completers earning a high school diploma by June 30 Denominator: Number of 12 th Grade CTE Program Completers	%	_____ %	_____ %	_____ %	85.75%	<input type="checkbox"/> Yes <input type="checkbox"/> No
1S2 Skill Attainment	Numerator: Number of Secondary CTE Program Completers Denominator: Number of Secondary CTE Concentrators	%	_____ %	_____ %	_____ %	48.34%	<input type="checkbox"/> Yes <input type="checkbox"/> No
2S1 High School Completion	Numerator: Number of 12 th Grade CTE Program Completers earning a high school diploma by June 30 Denominator: Number of 12 th Grade CTE Program Completers	%	_____ %	_____ %	_____ %	85.75%	<input type="checkbox"/> Yes <input type="checkbox"/> No
3S1 Total Placement	Numerator: Number of 12 th Grade CTE Program Completers placed in Military, Advanced Education/Training, or Employment Denominator: Number of 12 th Grade CTE Program Completers	%	_____ %	_____ %	%	78.21%	<input type="checkbox"/> Yes <input type="checkbox"/> No
4S1 Nontrad Participation	Numerator: Sum of Secondary Males and Females enrolled in nontraditional industry sector programs Denominator: Sum of Secondary Males and Females enrolled in all sector programs	%	%	_____ %	_____ %	48.78%	<input type="checkbox"/> Yes <input type="checkbox"/> No
4S2 Nontrad Completion	Numerator: Sum of Secondary Males and Females that complete nontraditional industry-sector CTE programs Denominator: Sum of Secondary Males and Females enrolled in nontraditional industry-sector CTE programs	%	_____ %	_____ %	_____ %	50.68%	<input type="checkbox"/> Yes <input type="checkbox"/> No

SECTION III (ADULT):

Section 123(b) of the Perkins Act requires states to conduct an annual evaluation of the progress and efforts recipients are making toward achieving the core indicator performance levels established for the State's CTE programs. This section of the application is used to collect the required information and evidence on the efforts being taken or planned by the LEAs to achieve the State-established performance levels. (Core indicator data can be found on the Perkins website at <http://www.cde.ca.gov/ci/ct/pk/forms.asp>)

Instructions: For each Core Indicator:

- Review the definition, and State-established level of performance for 2006-2007.
- Provide your agency's performance level for each core indicator in each year in the chart below. Check "yes" if your agency met/exceeded the State-established level of performance for each indicator and "no" for those indicators not met.
- Use the improvement plan worksheet (next page) to describe the actions being taken and/or planned by your agency to improve the performance level in that core indicator.

Core Indicator	Definition	LEA Level 2004/05	LEA Level 2005/06	LEA Level 2006/07	Difference 2005/06 2006/07	State Level 2006/07	90% or more of the State level
1A1 Academic Attainment	Numerator: Number of Adult CTE Program Completers Denominator: Number of Adult CTE Program Concentrators	<u>83.55</u> %	<u>56.42</u> %	<u>62.34</u> %	<u>5.91</u> %	52.73%	x <input type="checkbox"/> Yes <input type="checkbox"/> No
1A2 Skill Attainment	Numerator: Number of Adult CTE Program Completers Denominator: Number of Adult CTE Program Concentrators	<u>83.55</u> %	<u>56.42</u> %	<u>62.34</u> %	<u>5.91</u> %	52.73%	x <input type="checkbox"/> Yes <input type="checkbox"/> No
2A1 High School Completion	Numerator: Number of Adult CTE Program Completers Denominator: Number of Adult CTE Program Concentrators	<u>83.55</u> %	<u>56.42</u> %	<u>62.34</u> %	<u>5.92</u> %	52.73%	x <input type="checkbox"/> Yes <input type="checkbox"/> No
3A1 Total Placement	Numerator: Number of Adult CTE Program Completers placed in Military, Advanced Education/Training, or Employment Denominator: Number of Adult CTE Program Completers	<u>94.23</u> %	<u>80.91</u> %	<u>75.95</u> %	<u>-4.95</u> %	67.41%	x <input type="checkbox"/> Yes <input type="checkbox"/> No
4A1 Nontrad Participation	Numerator: Sum of Adult Males and Females enrolled in nontraditional industry-sector CTE programs Denominator: Sum of Adult Males and Females enrolled in all industry-sector CTE programs	<u>48.28</u> %	<u>42.58</u> %	<u>40.27</u> %	<u>-2.31</u> %	62.90%	<input type="checkbox"/> Yes x <input type="checkbox"/> No
4A2 Nontrad Completion	Numerator: Sum of Adult Males and Females that complete nontraditional industry sector CTE programs Denominator: Sum of Adult Males and Females enrolled in nontraditional CTE industry-sector programs	<u>85.63</u> %	<u>54.96</u> %	<u>57.04</u> %	<u>2.08</u> %	53.93%	x <input type="checkbox"/> Yes <input type="checkbox"/> No

PLAN TO IMPROVE CORE INDICATOR PERFORMANCE LEVELS

In accordance with the local program improvement requirement established in Section 123(b), eligible recipients (LEAs) of Perkins IV funds must achieve no less than 90 percent of each of the annual agreed-upon core indicator performance levels. Eligible recipients who fail to achieve the annual 90 percent requirement for any of the core indicators must develop and implement a program improvement plan for meeting the requirement the succeeding year.

Instructions: *The LEA must provide responses to questions 1 and 2 below for each core indicator for which it failed to achieve 90 percent of the established State performance level for the 2006-07 program year, as evidenced by the “no” responses in the final column on pages 16 or 17.*

1. Describe the reasons for not meeting the State established levels of performance.
Berkeley Adult School did not meet the state standard for non-traditional enrollment because of the following reason:
 1. efforts to recruit additional males into health programs fell short of goals.

2. Describe the actions being taken and/or planned by your agency to increase the level of performance in each core indicator not meeting the State established level. How are these proposed actions likely to result in performance level improvement?

The following actions are being taken:

- Increase recruitment of men in health programs through presentations at local One Stop, job fairs, and local high school.
- Increase recruitment of men into health programs by recruiting at English as a Second Language and high school diploma programs at Berkeley Adult School

SECTION IV: Identification of required Program of Study and program sequences to be assisted with the 2007-2008 funds

Requirement for Local participation in programs assisted with Section 131 funds: As a condition of receiving section 131 funds, LEAs must be actively involved in the delivery of CTE programs, meaning that an LEA must provide at least one CTE sequence of courses that includes at least one district-funded course. Additionally, LEAs must provide at least one course in each industry sector assisted with the funds. The course may be introductory or advanced and though not necessarily integral to the sequence of courses being assisted with the funds, must be clearly integral to one or more of the sequences of courses offered in the industry sector. While it is expected that most LEAs will be able to comply with these requirements in the 2008-09 program year, full implementation of the requirement will be delayed until the 2009-2010 program year to provide districts with the additional time needed to add additional courses or revise existing courses.

Program of Study Requirement: LEAs seeking assistance with Perkins IV funds are required to link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than one CTE Program of Study. A program of study as described in section 122(1)(A);

- Incorporates secondary education and postsecondary education elements;
- Includes coherent and rigorous content, aligned with challenging academic standards, and relevant career technical content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Program of Study Description: Describe how the appropriate courses of not less than one career technical education Program of Study will be offered during the 2008-09 school year. Include the name of the Program of Study, the efforts made to articulate the secondary program with the postsecondary program, and the industry-recognized credential, certificate, or degree that will be achieved.

Program of Study name: _____

Description:

CTE PROGRAM SEQUENCE EXAMPLES

Identification of the Sequence of Courses

A complete sequence consists of at least two CTE courses, one of which MUST be a completion (capstone) course, and encompass a total of at least 300 hours of instruction.

Please Note: ROCP multi-hour courses may qualify as a complete sequence only if the course meets all the requirements of the Perkins Act, the hour requirement of a sequence listed above, and provides students with the skills necessary to receive entry-level employment in the targeted career area. Adult programs offering sequential units encompassed within a single training or retraining course can qualify as a complete sequence as long as the sequential units total at least 300 hours of instruction.

These and additional examples of program sequences can be found in the Career Technical Education Framework for California Public Schools approved by the State Board of Education in January, 2007. A copy of the framework can be found at <http://www.sonoma.edu/cihs/cte/pdf/>.

Cabinetmaking and Wood Products

<i>CTE Introductory Courses</i>	<i>CTE Concentration Courses</i>	<i>CTE Capstone Courses</i>
<ul style="list-style-type: none"> • Exploring Technology • Technology Core • Wood Technology 	<ul style="list-style-type: none"> • Woodworking 1 • Woodworking 2 	<ul style="list-style-type: none"> • Cabinetmaking • Furniture Design

Arts, Media and Entertainment

<i>CTE Introductory Courses</i>	<i>CTE Concentration Courses</i>	<i>CTE Capstone Courses</i>
<ul style="list-style-type: none"> • Introduction to Design and Media Arts • Introduction to Digital Graphics • Film and New Media • Introduction to Design 	<ul style="list-style-type: none"> • Two-Dimensional Design • Animation • Internet Publishing • Filmmaking • Computer Graphics • Broadcast Journalism 	<ul style="list-style-type: none"> • Digital Animation • Three-Dimensional Modeling • Video Production • Cinematography • Computer Game Design • Technical Writing • Advertising Art

Food Science, Dietetics, and Nutrition

<i>CTE Introductory Courses</i>	<i>CTE Concentration Courses</i>	<i>CTE Capstone Courses</i>
<ul style="list-style-type: none"> • Home Economics Careers and Technology Comprehensive Core I • Home Economics Careers and Technology Comprehensive Core II 	<ul style="list-style-type: none"> • Food for Health and Fitness • Food Technology and Nutrition • Food Science (Chemistry of Foods) 	<ul style="list-style-type: none"> • Careers in Food Science, Dietetics, and Nutrition • Food Science and Dietetics

Business Financial Management

<i>CTE Introductory Courses</i>	<i>CTE Concentration Courses</i>	<i>CTE Capstone Courses</i>
<ul style="list-style-type: none"> • Business Communication • Computer Applications • Exploratory Business • Financial Literacy Intro to Business 	<ul style="list-style-type: none"> • Marketing • Accounting • Financial Occupations • Stocks, Bonds and Investments • Insurance Services 	<ul style="list-style-type: none"> • Business Statistics • Financial Management • Virtual Enterprise • Entrepreneurship

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: Health _____ Occupational Program Title: Health _____

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration	
	Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Medical Office Services-Clinical Medical Assistant and Administrative Medical Assistant		x	x	x			Yes	280
Nursing Services-Certified Nurse Assistant and Home Health Aide		x	x	x			Yes	190
Other Health Services-Pharmacy Technical		x	x	x			Yes	160
							Yes No	
							Yes No	
							Yes No	

Indicate the amount expected to be directly expended in this sequence \$ _____

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

The Berkeley Adult School Allied Health Programs are very beneficial to the Berkeley community. The students fulfill a need to the community, especially the older adult population, while they become qualified for a meaningful career. The curriculum is directly aligned to State licensure and industry standards and is continuously updated. We have data and regularly receive feedback on the high rate of

job placement success of our graduates. The symbiotic relationship between long term care facilities and our Certified Nurse Assistant course is one example of how our students, while completing the practical requirements of their course of study, benefit the infirmed by offering supervised care on a daily basis for a prolonged period of time.

Our completion rate for these programs is well above average (90%). The enrollment data is strong throughout the school-year and the ratio of students (at least 50%) that qualify in the “special populations” category is also higher than in other programs.

SECTION V: Identification of budget expenditures for the 2008-2009 funds

As stated in Section 135(a) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, “each eligible recipient that receives the funds shall use such funds to improve CTE programs.” **This means all planned expenditures must be directly related to improving CTE programs.**

The following factors must be considered when expending Perkins funds:

- As stated on page 16, core indicators shall be addressed, and where there are deficiencies, funds shall be expended for program improvement to meet the State established level of performance.
- Funds shall be expended only in approved programs (those programs for which the LEA superintendent/director has signed assurances as meeting all of the established criteria and only those programs included in the LEA’s approved 2008-2012 Local Plan are eligible for Perkins funding).
- Capital outlay expenditures (any single item over \$5,000) must be approved by the State **prior** to purchase. Any funds expended for Capital outlay must be deducted from the total allocation before calculating the 5% allowed to administer the grant.

Instructions: *Provide a detailed description of all other expenditures listed on the Budget and Expenditure Schedule (CDE 101-A) that were not described in the previous section. The description should include a thorough explanation of how these expenditures will improve the CTE program.*

Program Year 2008-2009
BUDGET AND EXPENDITURE SCHEDULE

Local Educational Agency (LEA): _____

CD Code: _____

Authorized Signature: _____

Total Allocation:
Indirect Cost Rate:

Select One

- ORIGINAL BUDGET
 END-OF-YEAR CLAIM
 REVISION DATE:

Funding Source and Purpose:

- Section 131 Secondary
 Section 132 ROCP and Adult
 Section 112 State Institutions

Object of Expenditure Classifications		(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Research Evaluation & Data Development	(E) Guidance & Counseling	(F) Transportation & Child Care For Participants	(G) Administration or Indirect Costs (Must not exceed 5% of total expenditure)	(H) Total
1000	Certificated Salaries								
2000	Classified Salaries								
3000	Employee Benefits								
4000	Books/ Supplies								
5000	Services/ Operating Expenditures								
6000	Capital Outlay								
7000	Indirect Costs								
	Total								

1. Heading: Enter the name of the local education agency (district) applying for funding. Enter county and district code numbers (CD Code).
2. Enter the total allocation amount and the agency's indirect cost rate as a percent.
3. Identify "Original Budget," "End-of-Year Claim," or "Revision" by checking the appropriate box.
4. Check the appropriate box for the funding source/purpose (only one per page).
5. Object of Expenditure Classifications and Funding Categories.
 - Enter the proposed/actual expenditures for the funding source checked.
 - Refer to the current *California School Accounting Manual* for clarification of object of expenditures 1000 through 7000.
 - Please note that a single capital outlay of more than \$5,000 requires prior approval from the Department of Education.
 - A maximum of 5% of Perkins funds may be budgeted/expended for direct and/or indirect costs (Column K) less any funds expended on capital outlay.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 23, 2008
SUBJECT: Overnight Field Trip Requests

BACKGROUND INFORMATION

The following overnight field trip is being presented for ratification:

Petaluma Adobe Historic State Park, Petaluma, CA, April 22 - 23, 2008
Approve participation of forty (40) fourth grade students, two (2) teachers, and thirteen (13) other adults from Cragmont Elementary School on a two-day, one-night field trip to Petaluma Adobe Historic State Park. The group will depart Cragmont Elementary at 9:30 a.m. on Tuesday, April 22, and return at 4:00 p.m. on Wednesday, April 23, 2008. This field trip will enable students to participate in a living history program, experiencing examples of life and activities from the California Rancho Period. The total cost for this trip is \$800. Funding is being provided through parent donations and grant funds. No student will be denied access based on ability to pay. Requested by Don Vu, Cragmont Principal.

The following overnight field trip requests are being made:

Junior State of America Statewide Convention, Santa Clara, CA, April 25 – 27, 2008

Approve participation of twenty-four (24) students, two (2) teachers and one (1) other adult from Berkeley High School on a three-day, two-night field trip to the Junior State of America (J.S.A.) Statewide Convention in Santa Clara. Students will depart the Amtrak station on Friday, April 25, after school and return Sunday, April 27, 2008. The field trip will enable students in the J.S.A. Club the opportunity to focus on politics and debate with over 1,000 students from all over Northern California. Gender specific accommodations will be provided at the Santa Clara Marriott Hotel, four to a room. The cost for this trip is \$135 including accommodations and Amtrak transportation. Funding is being provided by parents. Alternate funding for students, if needed, is available through the J.S.A. Chapter, including chapter funds and fundraising. No student will be denied access based on ability to pay. Requested by Vernon Walton, Vice Principal, Berkeley High School.

C.I.F. State Track Event, Cerritos, CA, May 30 - 31, 2008

Approve participation of up to six (6) athletes and two (2) other adults from Berkeley High School on a two-day, one-night field trip to the C.I.F. State Track Event in Cerritos. The field trip will enable students to participate in athletic track and field competition. The exact number of participating athletes is not known until one week before contest. Secure, gender specific accommodations are still to be determined. Participants will be

using private transportation to and from the event. Requested by Pasquale Scuderi, Vice Principal, Berkeley High School.

POLICY/CODE

Education Code 35330

Board policy 6153

FISCAL IMPACT

As indicated above.

STAFF RECOMMENDATION

Approve the overnight field trips consistent with the District Policies and instructional programs.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 23, 2008
SUBJECT: Amendments to Plans for Expenditure of Discretionary Block Grant Site Funds

BACKGROUND INFORMATION

The Board approved site plans for the expenditure of one-time site discretionary funds on April 25, 2007. These funds are intended to be used for any one time educational purpose, such as, instructional materials, classroom and library supplies and materials, educational technology, deferred maintenance, one-time expenditures designed to close the achievement gap, and professional development. At three sites, the School Governance Councils have recently submitted amendments to the original plans, which must be approved by the Board. The revisions from Emerson Elementary School, Berkeley Technology Academy and Independent Study are included with this document. The amended plan for Berkeley High School will be presented at the next Board meeting.

POLICY/CODE

AB 1805, SB 1131

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve the Amendments to Plans for Expenditure of Discretionary Block Grant Site Funds.

Berkeley Technology Academy

One Time Site Block Grant

April 5, 2008

Victor Diaz, Principal

The School Governance Council met on March 26, 2008 and discussed the one time site block grant.

1. B-Tech is eligible for a three-year 21st Century Grant starting in 2008-09, and it seems highly likely that the school will qualify. Of the one time funds, \$3,200 was allocated for contracted services with Hatchuel Tabernik Associates, the grant writer responsible for preparing the grants for all the BUSD K-8 schools applying for 21st Century grants.
2. The SGC has decided to use the remaining balance of \$5357.00 on tutoring due to the following:
 - A high number of students that have not passed the California High School Exit Exam
 - An increase in the number of students not eligible for a high school diploma and are therefore needing to take the California State Proficiency Exam or the GED in the summer
 - An increase in the number of students with very few credits.

This will total \$8,557.00 in One Time Funds for B-Tech.

Berkeley Unified School District



EMERSON ELEMENTARY SCHOOL

2800 Forest Avenue, Berkeley, CA 94705-1309 (510) 644-6890

PRINCIPAL

Susan D. Hodge

To: Berkeley Board of Education

From: Susan Hodge, Principal, Emerson Elementary School

RE: "One Time" Money Request

Date: 4/11/08

The Emerson Elementary School Governance Council requests to use the remainder of the carry over funds from the "one time allocation" to fund the purchase of desks and chairs necessary for a new upper grade classroom. We were originally planning to purchase outdoor tables for our gardening program with these funds but were subsequently able to procure them through a grant.

Carryover funds include: \$2549.77 in one time money

Cost of chairs and desks: \$3129.48

Remaining cost of \$549.71 will be covered with State and Federal funds.

Independent Study Discretionary School Site Block Grant

2007-2008 Revised

A. Furniture Replacement	\$ 1050.00
Locking file cabinets, ergonomic chairs, white boards	
B. Technology Equipment and Accessories	\$3843.00
Computers and software	
C. Instructional and Curricular Materials	\$3000.00
9-12th Text Books, Science Materials, Math Materials, Language (French and Spanish) support material	

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Elaine Eger, Manager of Special Education
DATE: April 23, 2008
SUBJECT: New Non-public School Placements for Special Education Students

BACKGROUND INFORMATION

Below are new and change of placement non-public school contracts for Special Education students. A brief description of the rationale for each placement is included.

A. New Non-public school placement at Children's Learning Center

Student's DOB 4/15/1994

This former Willard Middle School eighth grader has been qualified for Special Education services under the Emotionally Disturbed category for some time. She currently qualifies for AB 3632 through Alameda County Mental Health and is receiving outpatient services. The IEP team recommended a non-public school placement based on an escalation of inappropriate and self-endangering behaviors in a middle school environment, which persisted even after numerous behavioral interventions. Student is currently enrolled at Children's Learning Center, Alameda.

Duration: 2/11/08 to 6/30/08
Daily rate: \$165.00 x 84 days = \$13,860.00
Total: \$13,860.00

B. New Non-public school placements at Stars High School

The following students have been placed at Stars High School. One of the students has moved into a group home located within Berkeley Unified School District. The student already had a day treatment designation upon arrival in BUSD.

Student's DOB 5/13/1991

This 16 year old female student has transitioned back from a residential treatment center where she was unilaterally placed by her parents. Her "stepped-down" level of care has been approved by her IEP team and AB 3632 to day treatment status. She is currently enrolled at Stars High School in San Leandro.

Duration: 2/5/08 to 6/30/08

Daily rate:	\$155.00 x 85 days =	\$13,175.00
Total:		\$13,175.00

Student's DOB 12/4/1990

This 17 year old male student is a ward of Solano County, and was recently placed in a Berkeley Level 12 group home by Solano County Social Services. He qualifies for Special Education services as Emotionally Disturbed. He is currently eligible for AB 3632 services through Solano County Mental Health. His IEP calls for residential placement. The student is currently being considered for placement at an NPS day treatment facility at Stars High School.

Duration:	4/1/08 to 6/30/08	
Daily rate:	\$155.00 x 58 days =	\$ 8,990.00
Total:		\$ 8,990.00

C. New Non-public school placement at Center for Education of the Infant Deaf

Student's DOB 1/10/2005

This pre-school student moved into Berkeley from West Contra Costa USD, where she was receiving infant services, immediately after her third birthday. She qualifies for Special Education services under the category of Mentally Retarded and Deaf/Hard of Hearing. She has been placed in the CEID Program by her IEP team.

Duration:	1/11/08 to 6/30/08	
Daily rate:	\$158.00 x 117 days =	\$18,486.00
OT svcs -	23 hrs. x \$80 =	1,840.00
Lang./speech	23 hrs. x \$94 =	2,162.00
Total:		\$22,488.00

D. New Non-public school placement at Seneca Center

Student's DOB 3/19/1992

This student, who qualified for Special Education under the Emotionally Disturbed category, was originally referred to Alameda County Mental Health services in June 2006 after a suicide attempt and two hospitalizations. Although he was approved for day treatment on 9/30/06, general and Special Education staff at Berkeley High School have worked extensively with him for nearly a year and one-half. Despite numerous interventions, including case management within a small school setting, counseling through the BHS Health Center, and schedule changes, the student has not been successful. His documented history of disruption and dangerous behaviors on the BHS campus requires

placement at a small, structured, therapeutic facility. He has been placed at Seneca Center in San Leandro.

Duration: 3/5/08 to 6/30/08
Daily rate: \$158.00 x 70 days = \$11,060.00
Total: \$11,060.00

E. Change of non-public school placement at Children's Learning Center

The following student had been placed in a residential placement, but due to improved emotional stability a change in level of service to a less restrictive environment was recommended. Placement costs for this student will be ameliorated by the transfer of residential treatment costs already budgeted to the new placement fees.

Student's DOB 9/30/1994

This eighth grade student is transitioning back from a residential setting subsequent to a wilderness program. He qualifies for Special Education services under the category of Emotionally Disturbed. An AB 3632 assessment has recommended him for day treatment. The IEP team has recommended placement at Children's Learning Center, Alameda, where he currently attends.

Duration: 3/10/08 to 6/30/08
Daily rate: \$165.00 x 70 days = \$11,550.00
Total: \$11,550.00

F. Change of Non-public school placement at Milhous School, Nevada City

The following student had been placed in a day treatment setting, but due to deterioration in emotional stability and for mental health and physical safety, a change in level of service to a more restrictive environment was recommended. Placement costs for this student will be ameliorated by the transfer of day treatment costs already budgeted to the new placement fee.

Student's DOB 7/19/1993

This non-public school day treatment center student was recently re-evaluated for Change in Level of Care through Alameda County Mental Health (from day treatment to residential care), and at the request of Berkeley School District due to severe, aggressive behaviors endangering other students and staff. Additionally, he requires a heightened level of care in order to maintain him at his current day treatment setting. The day treatment facility was unable to sustain the level of care that he required. Residential

care has been recommended and will be partially funded by AB 3632. Placement has been effected at Milhous School, Nevada City.

Duration: 2/13/08 to 6/30/08
Daily rate: \$189.52 x 91 days = \$17,246.32
Total: \$17,246.32

POLICY/CODE

Education Code: 56365(a), 56361(e), 56366

FISCAL IMPACT

\$98,369.32 in expenses to the General Fund.

STAFF RECOMMENDATION

Approve the non-public school placement for these students.