

**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**

**SPECIAL BOARD OF EDUCATION  
MEETING AGENDA\***

Wednesday, January 16, 2008

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

Roll Call

Members Present:

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

Administration:

Superintendent Michele Lawrence, Secretary  
Javetta Robinson, 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
- 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](http://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***

**CALL TO ORDER**

**Report Closed Session actions**

Approve Agenda

Approve the Special Meeting Agenda of  
January 16, 2008

**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  
Superintendent's Report  
Board Members' Reports

**INFORMATION ITEM**

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

**PAGE**

**Educational Services**

3.1-I  
Presentation of Student Assessment Data  
and CBEDS Report

Staff Recommendation:  
Receive information on student  
data presented by the Educational  
Services staff

**CBEDS REPORT  
under separate  
cover**

**EXTENDED PUBLIC TESTIMONY  
ANNOUNCEMENTS**

**2008 Board of Education Meeting Dates**

January 23	June 25
February 13	August 20
February 27	September 10
March 12	September 24
March 26	October 8
April 9	October 22
April 23	November 12
May 14	December 10 - <b>organizational</b>
May 28	

**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:** Michele Lawrence, Superintendent  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
PJ Hallam, Director, Department of Assessment  
**DATE:** January 16, 2008  
**SUBJECT:** Executive Summary of Student Assessment Data

### **BACKGROUND INFORMATION**

Staff will present an overview of the District's assessment results using multiple measures, including the California Standards Tests (CST), California High School Exit Examination (CAHSEE), California Achievement Test (CAT6), California English Language Development Test (CELDT), Advanced Placement (AP) tests, College Board SAT, BUSD writing and reading assessments, BUSD report card grades, and Noyce Math Assessment Collaborative (MAC) tests. The data have been disaggregated by grade level, ethnicity, gender, socio-economic status, and English learner status. In addition, data for two years or more have been included for many of the measures listed above.

In a similar manner, each site has prepared its own Data Analysis as a component of its Site Plan. These three year plans, with common district goals and objectives, were developed in 2006 and will continue to be implemented through 2009. The data now being examined should serve to measure the attainment of the goals. While the data for each site are too extensive to include with this report, copies of sites' Conclusions from Data Analyses are attached.

In compiling the District report, staff has tried to make the data comprehensible for the Board and the public. The use of multiple measures can give a good perspective on student achievement, but the availability of masses of detailed information can overwhelm instead of providing useful direction for school leaders. On the other hand, the State's reliance on a single measure has not been helpful, reducing all of the education in the schools to a few scores. What staff has attempted to do here is to provide enough information to measure the progress of the district and to pinpoint specific problems to be addressed.

The new Director of Assessment was hired in mid-August, and has provided expertise in interpreting the numbers to target and evaluate our interventions. However, the examination of data has prompted additional quests for more data. For this reason, an "Addendum" of additional data of interest to stakeholders has been included in this year's Board Report.

To understand the context for the assessment results, staff examined trends in enrollment in the District.

- 1) Overall, the composition of the district by race/ethnicity is changing slightly as measured by trends at elementary enrollment. Latino student population has increased to 19.3% at the K-5 level, compared to 16.8% district wide, and the percentage of African-American students has decreased to 26% at the elementary level, compared to 29% district wide. The Asian, White and Multi-Ethnic student populations remain approximately the same district wide, at about 7%, 30% and 16% respectively.
- 2) Overall, just less than half of BUSD's students in elementary and middle schools have participated in the National School Lunch Program (NSLP) during the past three years.
- 3) Overall, more than one-fourth of the students speak a language other than English: 15 percent of students are English learners, another 5 percent are former English learners who are now Reclassified-Fluent English Proficient (R-FEP), and another 6 percent are fluent in English (FEP). Almost three-quarters of the students speak only English.
- 4) Overall, 9 percent of students in BUSD are identified as having some disability other than a speech or language impairment and receive special education services for that disability. The proportion of students identified with disabilities peaks in the middle school grades and then declines among the high school students.
- 5) The student characteristics described above have considerable overlap, which may help interpret performance results. For example, overall there are huge racial/ethnic disparities in participation in NSLP. Whereas only a small proportion of white students participate, a large proportion of African-American and Latino students participate. Thus differences among students in racial/ethnic categories represent to some degree differences in family income levels. Another example is the high percentage of Latino students who are English learners (EL) – more than half – compared to the small proportion of African-American and White students who are EL. Thus what appears to be racial/ethnic differences also reflects language issues.

## KEY OBSERVATIONS:

A summary of the key observations from the data is given here.

1. API scores show continuing improvement. A review of the API scores since 1999 indicates that the average API score for the three middle schools is at its highest point in 2007.
2. In general, students who have been in the District longer perform better than other students on the CST.
3. The achievement scores of African American students are significantly lower than those of Asian, White and Multi-Ethnic students on multiple measures. Further, the achievement rate of African American students declines at higher grade levels more so than those of other ethnicities.
4. Latino student achievement scores are significantly lower than the scores of Asian, White and Multi-Ethnic students across multiple measures. However, this gap narrows considerably when scores from Latino non-English speaking students are separated from those of Latino students who are fluent in English.
5. When economic status is held constant, students of color perform less well than their white classmates.
6. With almost one out of six students identifying as multi-ethnic or “decline to state”, a precise analysis of student achievement by ethnicity becomes more difficult. These students are not included with any ethnic group in the disaggregated data and, as a group, are relatively high performing.
7. While middle school math remains a challenge, some improvement was noted. BUSD increased the percentage of students in Algebra from 68% in 2005-06 to 81% in 2006-07, well above the state level of 49%.
8. At K-8, results from district-wide multiple measures, such as the reading and writing assessments and report card grades, were generally consistent with each other and with CST results. At 9-12, the lack of common assessments makes overall evaluation of the educational program difficult.
9. Increased instructional efforts to improve the performance of students assessed as Far Below Basic or Below Basic are necessary, as schools have demonstrated limited success in raising these students’ scores, particularly at the secondary level.
10. There was a 31% increase in the number of AP tests taken at BHS, from 1,414 to 1,846, and the number of individual students who scored 3 or higher in the AP exams increased by more than 50% for both white and non-white students.

The data have pointed to areas in curriculum and instruction that are in need of improvement. With this information, the District staff has been designing and/or implementing the following programs, all of which have

been included in “Our Call to Action for Providing a Quality Education,” an outline of the key initiatives the District has identified as critical to student success.

- Staff is implementing the Math Plan approved by the Board last spring, designed to improve performance in math at the middle school, specifically in algebra. Components of the plan include:
  - (1) identification of the key standards that will lead to success in Algebra II, which is required for UC/CSU admission;
  - (2) emphasis on integrating algebraic concepts in the elementary school math curriculum, where appropriate, to prepare students for middle school math;
  - (3) development of formative assessments in grades 4-8 which can be used to guide instruction and identify interventions;
  - (4) increased and on-going professional development for teachers in grades 4-8 that includes on-site coaching, collaboration, and support from the Noyce Foundation;
  - (5) a class size of 20 in all seventh and eighth grade math classes;
  - (6) the adoption of a new math textbook series that will support this initiative.
  
- All sites are focusing on teaching writing, specifically expository or academic writing, through district wide strategies, including:
  - (1) the use of Lucy Calkins’ writing model at K-5 and a district-developed academic writing handbook in grades 6-8 in order to develop an articulated district wide instructional approach to writing;
  - (2) the identification of three genres at each grade level that will be assessed district wide and the use an assessment wall to monitor the progress of every student;
  - (3) posting model sample papers, student writing and the steps of the writing process; and
  - (4) professional development, including coaching, for teachers and administrators.
  
- The District is expanding professional development opportunities for teachers and administrators in culturally and linguistically responsive teaching strategies, building upon the lessons learned through GLAD training, in order to help educators capitalize on the thinking and learning styles associated with African-American and Latino students, through the work of Dr. Sharroky Hollie, for example. The District is also sponsoring a parent education program for African-American and Latino parents designed to increase their involvement in their students’ education and their leadership in the schools.



- For those students who are demonstrating specific academic difficulties, the District will continue to implement the Universal Learning Support System to provide services to students as soon as the need becomes apparent. In addition, the middle and high schools will provide counseling services for students who are not achieving on the CST or not passing the CAHSEE and involve their families in creating a plan for intervention.
- The District continues to support professional development for teachers in the small schools and programs at BHS; the professional development is focused on subject area knowledge and pedagogy to enable teachers to address effectively the diverse needs of students in their classes.
- The District continues to provide a lower class size, counseling services, and technology to support the transformation of B-Tech, which has resulted in a greater focus on academic achievement for students who have not been successful in the mainstream.
- The District recently adopted new texts in K-8 history/social studies and science; these new texts are designed to engage students more fully in the content and assist teachers in aligning the District's curriculum more closely with State standards.
- The District is improving and expanding the pre-school program, since the discrepancy in scores between students who are economically disadvantaged and those who are not is apparent when students enter Kindergarten. Renovated facilities will allow for a larger enrollment, and professional development for the pre-school teachers will enable them to help more students develop the skills required to be successful in school.
- The Department of Assessment, Evaluation and Research is developing and expanding the use of diagnostic assessments to improve instruction and to increase the District's capacity to use data to make program decisions that will result in improved student achievement.

While this report is focused only on academic achievement, it is important to acknowledge that academic achievement is but one element of student learning and development and only a part of a complete system of educational accountability. The District's comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically

inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders. Our primary goal is to enable every student to reach his or her academic potential, but we do this in the larger context of educating the whole child.

**POLICY/CODE**

Ed Code 60600 et seq.  
Board Policy 6162.5 and 6162.51

**FISCAL IMPACT**

None

**STAFF RECOMMENDATION**

Receive for Information.

## **Glossary**

- AMAO: Annual Measurable Achievement Objectives, used for English Language Learners
- API: Academic Performance Index, a California measure of accountability for schools
- AYP: Adequate Yearly Progress, a California accountability measure for federal NCLB compliance
- CAHSEE: California High School Exit Exam, a requirement for high school graduation in California
- CAT/6: California Achievement Test, Sixth Edition, a standardized norm-referenced assessment
- CELDT: California English Language Development Test, which assesses students' reading, writing, speaking and listening skills, given annually to all EL students
- CST: California Standards Test, the primary standardized achievement test in California, given annually to students from 2nd to 11th grade
- ELA: English Language Arts
- ELL: English Language Learners, sometimes just EL (English Learner)
- GLAD: Guided Language Acquisition Design, a research based model for teaching English Learners that has proven to be effective in teaching all students
- MAC: Mathematics Assessment Collaborative, an organization that publishes an annual assessment of grade level problem solving skills aligned to the national math standards and scored with a rubric
- NCLB: No Child Left Behind
- Noyce: a Bay Area Foundation committed to supporting improved math education in more than 30 school districts
- NSLP: National School Lunch Program, which provides free and reduced price meals to qualified students
- SAT: formerly the Scholastic Assessment Test, offered by College Board, often required on applications for college admissions
- SAT/9: Stanford Aptitude Test, Ninth Edition, a precursor to the CAT/6, no longer given in California
- STAR: Standardized Testing and Reporting, the umbrella for all the required state tests, including CST, CAT/6, CAHSEE, and CELDT.
- STS: Standardized-based Tests in Spanish, multiple choice tests for Spanish-speaking English learners or for students receiving instruction in Spanish