

BERKELEY PUBLIC SCHOOLS
Meeting Location: 1231 Addison Street, Berkeley CA 94702
Phone: (510) 644-8764

BOARD OF EDUCATION – MEETING AGENDA

Wednesday, May 20, 2015

BOARD OF EDUCATION

Judy Appel, President
Beatriz Leyva-Cutler, Vice President
Karen Hemphill, Director/Clerk
Josh Daniels, Director
Ty Alper, Director
Jesse Barber, Student Director, BHS
Carlos Ku-Ceja, Student Director, BTA

STAFF

Donald E. Evans, Ed.D., Superintendent/Secretary
Javetta Cleveland, Deputy Superintendent
Pasquale Scuderi, Asst. Supt., Educational Services
Delia Ruiz, Asst. Supt., Human Resources
Lyzanna Chairez, Recorder

BOARD OF EDUCATION REGULAR MEETING AGENDA

The Presiding Officer will call the meeting to order at 5:30 p.m. before the Board Recesses to Closed Session. The Regular Meeting will convene by 7:30 p.m.

Closed Session

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

CLOSED SESSION PUBLIC TESTIMONY

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 5:30 p.m. will be given priority.** Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **15 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

1. Student Discipline Matters
Student Expulsion – Case No. 1415-13-112097
2. Collective Bargaining: Lead Negotiator: Legal Counsel Roy Combs
BFT, UBA and Local 21 Negotiations
3. Conference with Legal Counsel – Anticipated Litigation
PERB Case No. SF-CE-3027-E: Brian Crowell vs. Berkeley Unified School District (pending)
4. Public Employee Discipline/Dismissal/Release/Evaluation
Separation Agreement for Certificated Employee

5. Conference with Legal Counsel – Existing Litigation (Government Code section 54956.9(a))
Names of Case:
OCR Complaint - 09-15-1095

7:00 – 7:30 p.m. –Winners of Cesar Chavez Essay contest will read their winning essays

2nd: Jing Li-Chou, Thousand Oaks
3rd: Luca Adnan Mirza, Jefferson
4th: Emily Lim, Thousand Oaks
5th: Jaedyn Tang-Gordy, Thousand Oaks
6th: Ava Zlatchin, MLK
7th: Alysha Smith, Longfellow
7th: Caitlin Brown from King (most creative)
8th: Victoria Munoz, Longfellow

Approve Regular Meeting Agenda of May 20, 2015

Report on Closed Session

OPEN SESSION PUBLIC TESTIMONY (1st opportunity)

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 7:15 p.m. will be given priority.**

Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **30 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

Union Comments: Representatives from each union are given the opportunity to address the Board on any issue, 5 minutes per union. (Order rotates).

_____ Berkeley Federation of Teachers (BFT)
_____ Berkeley Council of Classified Employees (BCCE)
_____ International Fed. Of Professional and Technical Engineers (Local 21)
_____ Union of Berkeley Administrators (UBA)

Committee Comments: Representatives from District committees that include members of the public are given the opportunity to address the Board on any issue. 5 minutes per committee.

_____ BSEP Planning & Oversight Committee
_____ Measure I Construction Bond Oversight Committee
_____ Measure H Oversight Committee
_____ Parent Advisory Committee (LCAP))
_____ District EL Advisory Committee
_____ PTA Council
_____ Audit Committee

BOARD MEMBER AND SUPERINTENDENT COMMENTS

Board members and the Superintendent are given the opportunity to address any issue.

CONSENT CALENDAR – approval requested

| | | |
|----|--|-----------|
| 1 | Approval of Human Resources Report | 12 |
| 2 | Approval of Contracts and Purchase Orders | 14 |
| 3 | Approval of Listing of Warrants Issued in April 2015 | 15 |
| 4 | Approval of Payroll Warrants Issued in April 2015 | 17 |
| 5 | Acceptance of Gifts and Donations | 19 |
| 6 | Approval of Resolution No. 15-070 for Intra-Budget Year-End Transfers | 20 |
| 7 | Approval of Job Description for Compliance Officer and Title IX Coordinator | 23 |
| 8 | Elimination/Reduction and Addition of Specified Classified Positions | 27 |
| 9 | Approval of Meal Price Increase for 2015-16 | 29 |
| 10 | Approval of Out of State Travel and Overnight Field Trip | 31 |
| 11 | Accept New Textbooks for Berkeley High School in Chicano Literature | 33 |
| 12 | Accept New Textbooks for IB Biology | 34 |
| 13 | Approve a Contract with Seven Islands Painting to Paint the Exterior of Longfellow Middle School | 35 |
| 14 | Approve a Contract with Ojo Technology to Install Surveillance Cameras and Public Address Systems at Multiple Sites | 37 |
| 15 | Approval of an Agreement to Purchase Replacement Furniture And Furniture for Newly Added Classrooms with Multiple Vendors | 39 |
| 16 | Approve a new list of Pre-Qualified Contracts for Projects Above \$3 Million | 40 |
| 17 | Approval of Contract with Bay Construction, Inc. for the Jefferson Grounds Improvement Project | 41 |
| 18 | Approval to Award the Contract to Strawn Construction, Inc. for the Modernization Project at Willard Middle School; Approve an Increase to the Project Budget | 42 |
| 19 | Approval a Contract with Vila Construction for the Modernization of LeConte Elementary School | 45 |
| 20 | Approval of School Safety Plan for Berkeley High School | 47 |
| | | |

| | | |
|----|--|-----------|
| 21 | Proposal to Install Automated External Defibrillators, Develop Emergency Action Plans, and Provide CPR/AED Training for Staff at King, Willard and Longfellow Middle Schools and Jefferson Elementary School | 49 |
|----|--|-----------|

ACTION ITEMS

| | | |
|---|--|-----------|
| 1 | 9:00 p.m. Public Hearing Approval of Resolution for Grades K-12 Textbooks and Instructional Materials Compliance for Fiscal Year 2014-15 | 52 |
| 2 | Approval of Facilities Master Planning and Community Outreach Process; Consideration to Move Forward with RFP Process | 54 |
| 3 | 2211 Harold Way Development in Berkeley High School Zone | 55 |

DISCUSSION ITEMS

| | | |
|---|--|------------|
| 1 | Draft of Local Control and Accountability Plan (LCAP) | 56 |
| 2 | First Reading –Board Policy 5111 and Administrative Regulation 5111.1 - Enrollment | 108 |
| 3 | First Reading – Board Policy 1312.3 - Uniform Complaint Procedure | 115 |
| 4 | First Reading – Administrative Regulation 1312.3 – Uniform Complaint Procedure | 123 |
| 5 | Information on the Governor’s Budget (May Revision) | 137 |

INFORMATION ITEMS

| | | |
|---|---|------------|
| 1 | Action Steps to Address Sexual Harassment | 138 |
| 2 | Facilities Plan Update | 141 |

OPEN SESSION PUBLIC TESTIMONY (2nd opportunity)

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in for the earlier open session public testimony will be given priority.** Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **15 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

Extended Board Member and Superintendent Comments. Board members and the Superintendent are given the opportunity to address any issue.

Adjournment

Berkeley Unified School District Mission:

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District Vision:

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged partners in their child's education who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

BOARD MEMBER INFORMATION

| | Office Hours Dates & Times | Office Hours Location | Priority (Primary) | Priority (Secondary) |
|---|---|---|---|---|
| Beatriz Leyva-Cutler (BL) Beatrizleyvacutler @berkeley.net 510-644-6550 | 2nd Thursday 4:00-6:00 | Casa Latina (1801 San Pablo Ave.) | Family Engagement | Common Core State Standards |
| Josh Daniels (JD) joshdaniels @berkeley.net 510-213-8683 | 2nd Saturday 1:00 | Take 5 (3130 Sacramento St.) | Planning for Next BSEP Measure | Local Control & Accountability Plan |
| Judy Appel (JA) judyappel @berkeley.net 510-644-6550 | 2nd Saturday 1:00 After March 3rd Saturday | Café Leila (1724 San Pablo Ave.) | Common Core State Standards | Family Engagement |
| Ty Alper (TA) tyalper@berkeley.net 510-698-1905 | 4th Sunday 3:00 – 5:00 | Casa Latina (1801 San Pablo Ave.) | TBD | TBD |
| Karen Hemphill (KH) karenhemphill @comcast.net 510-644-6550 | 2nd Saturday 10:00-11:30 | Café Leila (1724 San Pablo Ave.) | Local Control & Accountability Plan | 2020 Vision |
| Jesse Barber (JB) Jessebarber @students.berkeley.net 510-644-6550 | N/A | N/A | Student Engagement | N/A |
| Carlos Ku-Ceja (CK) Carloskuceja @students.berkeley.net 510-644-6550 | NA | N/A | Student Engagement | N/A |

We, the members of the Berkeley School Board, encourage members of the public to contact us and share your ideas, thoughts, and concerns regarding our schools. You can contact us individuals via email or phone as detailed above and/or you can attend any of the office hours detailed above. You can also email the entire School Board directly at BoardofEd@berkeley.net .

Nosotros, los miembros de la Mesa Directiva de Berkeley, animamos a los miembros del público a comunicarse con nosotros y compartir sus ideas, pensamientos y preocupaciones con respecto a nuestras escuelas. Puede comunicarse con nosotros individuos vía correo electrónico o teléfono, indicados más arriba, y / o puede asistir a cualquiera de las horas de oficina detalladas arriba. También puede enviar un correo electrónico directamente a toda la Mesa Directiva a BoardofEd@berkeley.net

2015 BUSD School Board Calendar
Regular Meeting Dates

| | | | |
|-------------------------|-------------|----|----|
| <i>January</i> | 14 | 28 | |
| <i>February</i> | 1 (Retreat) | 11 | 25 |
| <i>March</i> | 11 | 25 | |
| <i>April</i> | 8 | 22 | |
| <i>May</i> | 6 | 20 | |
| <i>June</i> | 3 | 10 | 24 |
| <i>July</i> | | | |
| <i>August</i> | 26 | | |
| <i>September</i> | 9 | 30 | |
| <i>October</i> | 14 | 28 | |
| <i>November</i> | 4 | 18 | |
| <i>December</i> | 9 | | |

2015 BOARD MEMBER COMMITTEE ASSIGNMENTS

To identify school board members by their initials, please see the "Board Member Information" page.

| | # | JA | BL | KH | JD | TA | JB | CKC |
|---|---|----|----|----|----|----|----|-----|
| 2x2 (deborahturner@berkeley.net) | 2 | X | X | | | | | |
| Audit (geraldinemorgan@berkeley.net) | 2 | X | | | | X | | |
| BSEP Planning & Oversight (natashabeery@berkeley.net) | 2 | | | | X | X | | |
| BTSA michellesinclair@berkeley.net | 1 | | | | | X | | |
| Capacity (pasqualescuderi@berkeley.net) | | | x | | | x | | |
| Construction Bond Oversight Committee (chanitastevenson@berkeley.net) | 1 | | | | X | | | |
| District EL Advisory Committee/EL Parent Advisory Committee (charitydamarto@berkeley.net) | 1 | | X | | | | | |
| Measure H/Maintenance Oversight Committee (TBD) | 1 | | | X | | | | |
| Parent Advisory Committee (Patriciasaddler@berkeley.net) | 2 | | X | X | | | | |
| Policy Committee (deborahturner@berkeley.net) | 2 | X | | | X | | | |
| PTA Council (president@berkeleypta.org) | 1 | | | | | X | | |
| Student Attendance Review Board (SARB) (susancraig@berkeley.net) | 1 | | X | | | | | |
| Supt Budget Advisory Committee (SBAC) (jaynitschke@berkeley.net) | 1 | | | X | | X | | |
| BOARD WORKGROUP ASSIGNMENTS | | | | | | | | |
| Alameda County School Boards Association (deborahturner@berkeley.net) | | | | x | | | | |
| BSEP Renewal Planning Workgroup (natashabeery@berkeley.net) | 2 | X | | | X | | | |
| Cesar Chavez Commemorative Workgroup (charitydamarto@berkeley.net) | 1 | | X | | | | | |
| Next District Strategic Plan Workgroup (donaldevans@berkeley.net) | 1 | X | | X | | | | |
| Project Labor Agreement Workgroup (TBD) | 1 | | | X | | | | |
| Restorative Justice/School Climate Committee (susancraig@berkeley.net) | | 1 | | | | | | |

2015 BOARD MEMBER SCHOOL SITE LIAISON ASSIGNMENTS

To identify school board members by their initials, please see the "Board Member Information" page.

| | JA | BL | KH | JD | TA | JB | CKC |
|--|----|----|----|----|----|----|-----|
| Berkeley Adult School (burrghuthrie@berkeley.net) | | | X | | | | |
| Berkeley Arts Magnet (renemolina@berkeley.net) | | | | | X | | |
| Berkeley High School (kristinglenchur@berkeley.net) | X | | X | | | X | |
| Berkeley Technology Academy (sheilaquintana@berkeley.net) | | | | X | | | X |
| Child Development Centers (mariacarriedo@berkeley.net) | X | | | | | | |
| Cragmont (hazellefortich@berkeley.net) | | X | | | | | |
| Emerson (susanhodge@berkeley.net) | | | | X | | | |
| Independent Study (edithsmiley@berkeley.net) | X | | | | | | |
| Jefferson (sonyamartin@berkeley.net) | | | | X | | | |
| John Muir (audreyamos@berkeley.net) | | X | | | | | |
| King (janetlevenson@berkeley.net) | X | | | | | | |
| LeConte (veronicavalerio@berkeley.net) | | X | | | | | |
| Longfellow (marcosgarcia@berkeley.net) | | | | | X | | |
| Malcolm X (alexhunt@berkeley.net) | | | X | | | | |
| Oxford (bethrhine@berkeley.net) | | | | | X | | |
| Rosa Parks (pacofurlan@berkeley.net) | | | | | X | | |
| Thousand Oaks (jennifercorn@berkeley.net) | | x | | | | | |
| Washington (melstenger@berkeley.net) | | | X | | | | |
| Willard (debbiedean@berkeley.net) | | | | X | | | |

LCFF AND LCAP ACRONYMS

ADA: Average Daily Attendance – the average number of pupils actually attending classes for at least the minimum school day.

API: Academic Performance Index – a measurement of a school’s academic performance and progress.

BASE RATE: state funding allocated to districts under LCFF tied to ADA in grade spans K-3, 4-6, 7-8, and 9-12.

BSEP: Berkeley Schools Excellence Program – funds provided by a local (parcel) tax to the Berkeley Schools.

BUSD: Berkeley Unified School District

CATEGORICAL AID: Funds from the state or federal government for specialized programs such as special education and Gifted and Talented Education (GATE); or special purposes, such as transportation.

CCSS: Common Core State Standards - an education initiative adopted by California and 44 States detailing what K-12 students should know at the end of each grade.

CSR: Class Size Reduction – California provides funds for lower class sizes K-3; the BSEP measure provides additional funding.

CTE: Career Technical Education

COE: County Office of Education

DDF: District Defined Fund for LCAP Supplemental Programs

DELAC: District English Learner Advisory Committee

DISCRETIONARY: refers to funds with some flexibility in use.

EIA: Economic Impact Aid - State categorical aid for districts with concentrations of children who are bilingual, transient and/or from low income families. No longer used under LCFF, which instead uses supplemental and concentration grants.

EL: English Learner

ELPAC: English Learner Parent Advisory Committee (LCFF/LCAP)

FTE: Full Time Equivalent Teacher

FREE AND REDUCED LUNCH: In California public schools, a family of four with income at or below \$43,568 qualifies for reduced price meal, and under \$30,615 for free meals. This guideline defines “low-income” (**LI**) for purposes of the LCFF.

LCAP: Local Control and Accountability Plan- a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities

LCFF: Local Control Funding Formula – California’s new school finance model for allocation of state funding to local school districts.

PAC: Parent Advisory Committee (for LCFF/LCAP)

REVENUE LIMIT: Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.

SUBGROUPS: The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.

SUPPLEMENTAL FUNDING: Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate. The count must be “unduplicated”, meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.

WILLIAMS REQUIREMENTS/BASIC SERVICES – California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.

We agree to:

- Focus on the best interest of students
- Work together as a team
- Respect and listen to all options, opinions, and styles
- Actively participate in board meetings, committees, work groups and district events
- Come to meetings prepared and be fully present and engaged
- Be open to new ideas
- Exhibit positive body language, mannerisms, and tone of voice
- Engage in active listening; do not interrupt; avoid side conversations
- Disagree agreeably
- Assume good will
 - Begin on time and conduct business efficiently

TO: Donald Evans, Ed.D., Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: May 20, 2015
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT
 The following is submitted for approval.

| CERTIFICATED EMPLOYEES | | | | | | |
|---------------------------|--|----------------|------|---------------|----------------|--------------------|
| Name | Classification (Temporary, Probationary or Permanent) | Position | FTE | Location | Date (From) | Date (To) |
| <u>LEAVES</u> | | | | | | |
| Daly, Ashley | Permanent | Teacher | 0.20 | Berkeley High | 08/31/15 | 06/17/16 |
| Delgado, Kristen | Permanent | Teacher | 1.00 | Rosa Parks | 05/19/15 | 06/12/15 |
| | | | 0.55 | Rosa Parks | 08/31/15 | 06/17/16 |
| | | | 0.45 | Rosa Parks | 08/31/15 | 11/30/15 |
| Glenchur, Kristin | Permanent | Vice Principal | 1.00 | Berkeley High | 07/01/15 | 06/30/16 |
| Luft, Jana | Permanent | Teacher | 1.00 | Berkeley High | 08/31/15 | 06/17/16 |
| Simon-O'Neill, Colleen | Permanent | Teacher | 1.00 | Berkeley High | 08/31/15 | 11/24/15 |
| Thaman, Raquella | Permanent | Teacher | 1.00 | Berkeley High | 08/31/15 | 06/17/16 |
| | | | | | Intermittent | |
| <u>SEPARATIONS</u> | | | | | | |
| Brod, Julie | Probationary | Teacher | 0.08 | Thousand Oaks | 06/12/15 | |
| Nashelsky, Elana | Permanent | Teacher | 1.00 | Longfellow | 06/12/15 | |
| Poppas, Joseph | Probationary | Teacher | 0.20 | Berkeley High | 06/12/15 | |
| Rodney, Laurie | Permanent | Teacher | 1.00 | Berkeley High | 06/12/15 | |
| | | | | | | <i>Page 1 of 2</i> |

CLASSIFIED EMPLOYEES

| Name | Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent) | Position | FTE | Location | Date (From) | Date (To) |
|--|--|---|------------|--------------------------|------------------------|----------------------|
| <u>SEPARATIONS</u> | | | | | | |
| Ake, Hillary | Permanent | Library Media Tech, Elementary | 0.90 | Cragmont | 06/12/15 | |
| Crenshaw, Fabiana | Permanent | Instructional Technician, EDP | 0.40 | LEARNS at Arts Magnet | 04/30/15 | |
| <u>LEAVES</u> | | | | | | |
| Banks-Robinson, Angela | Permanent | School Bus Driver | 0.87 | Transportation | 05/11/15 | 05/31/15 |
| Coleman, Lolita | Permanent | Administrative Assistant | 1.00 | Risk Management | 04/27/15 | 05/24/15 |
| Jones, Lois | Permanent | Instructional Technician, EDP | 0.53 | LEARNS at Washington | 04/28/15 | 06/12/15 |
| Ruiz, Salvador | Permanent | Grounds Gardener | 1.00 | Maintenance | 04/22/15 | 05/08/15 |
| Salmond, Kenya | Permanent | Instructional Technician, EDP | 0.53 | LEARNS at Arts Magnet | 04/24/15 | 05/08/15 |
| <u>NEW HIRE/REHIRE</u> | | | | | | |
| Asis, Edwin | Probationary | Custodian I | 1.00 | Berkeley High | 05/01/15 | * |
| Chandra, Praneshwar | Probationary | Custodian I | 1.00 | Berkeley High | 05/01/15 | * |
| Cole II, Ray | Permanent | School Safety Officer | 1.00 | King Middle | 04/27/15 | |
| Martinez, Janielle | Probationary | School Bus Driver | 0.80 | Transportation | 04/21/15 | * |
| Murokami, Hitomi | Probationary | Instructional Assistant, Special Ed. Attendant | 0.80 | Cragmont | 05/04/15 | * |
| <u>NEW ASSIGNMENT</u> | | | | | | |
| Crenshaw, Fabiana | Probationary | Instructional Assistant, ECE | 0.80 | Franklin Preschool | 05/01/15 | * |
| <u>LIMITED TERM/PROVISIONAL</u> | | | | | | |
| Blasenheim, Marlee | Limited Term | Instructional Specialist, Garden | 0.39 | Longfellow | 04/28/15 | 06/12/15 |
| Mull, Warren T. | Provisional | Transportation Manager | 1.00 | Transportation | 03/24/15 | 04/13/15 |
| Mull, Warren T. | Limited Term | Transportation Manager | 1.00 | Transportation | 04/14/15 | 06/30/15 |
| Nelson, Charles | Provisional | School Bus Driver | 1.00 | Transportation | 04/27/15 | TBD |
| Younger, Kevin | Provisional | Payroll Supervisor | 1.00 | Payroll | 03/24/15 | 06/30/15 |
| *Upon completion of six work months | | | | | | |
| ** Upon completion of twelve work months | | | | | | |
| <i>Page 2 of 2</i> | | | | | | |

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: May 20, 2015
SUBJECT: Approval of Contracts/Purchase Orders for Services
Contracts

BACKGROUND INFORMATION

The District contracts with consultants or independent contractors who can provide valuable and necessary specialized services not normally required on a continuing basis. The following contract services are requested. Expenditures are within budget.

1. Ratification of payment to Dinelli Plumbing for emergency sewer replacement at Hopkins Pre school. The cost was \$25,806.82. To be paid from Measure H. Requested by Steve Collins.
2. Increase in contract of \$35,000 to One Source Engineering for service to District boilers. BOE authorized \$75,000 on June 11, 2014. Increase will bring current available to \$110,000 for FY 2015. To be paid from Measure H. Requested by Steve Collins.
3. Increase to Bay Area News Group, PO 150081 to provide additional advertisement of construction projects in the amount of \$10,000 for the Facilities Division for FY 2014-15 SY. The additional amount will increase the purchase order by \$10,000 for a total amount of \$30,000. To be paid from Measure AA. Requested by Timothy E. White.
4. Contract with Sound & Signal in the amount of \$25,000 to install a public address system at the Berkeley Adult School. To be paid from Measure H. Requested by Steve Collins.

POLICY/CODE

Public Contract Code: 20111
Board Policy 3310

STAFF RECOMMENDATION

Approve the contracts with Consultants or Independent Contractors as submitted.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pauline E. Follansbee, Director of Fiscal Services
DATE: May 20, 2015
SUBJECT: Approve Listing of Warrants issued in April 2015.

BACKGROUND INFORMATION

Each month the District writes several checks to vendors for services provided and goods received. The checks are written against both the Restricted and Unrestricted General Fund. The summaries of warrants for the month of April 2015 are attached for the Board's review.

POLICY/CODE

Educational Code Section 41010 et seq

FISCAL IMPACT

\$3,510,868.18 for the month of April 2015 from various funds.

STAFF RECOMMENDATION

Approve the monthly bill warrant list for the month of April 2015.

BERKELEY UNIFIED SCHOOL DISTRICT

District Bill Warrant - Accounting Department

BILL WARRANT FOR APRIL 2015

| FUNDS | AMOUNT |
|--------------------------------------|-----------------------|
| GENERAL FUND | \$1,751,829.41 |
| MEASURE BB FUND | \$206,490.10 |
| TRANS FUND | \$0.00 |
| SCHOOL ENRICHMENT FUNDS | \$153,613.45 |
| ADULT FUND | \$32,290.92 |
| CHILD DEVELOPMENT FUND | \$10,329.87 |
| CAFETERIA FUND | \$124,816.78 |
| DEFERRED MAINTENANCE FUND | \$0.00 |
| MEASURES A AND I (BOND FUNDS) | \$819,291.57 |
| SELF INSURANCE FUND | \$148,485.65 |
| PAYROLL/BENEFITS CLEARING | \$263,720.43 |
| TOTAL DISTRICT BILL WARRANT | \$3,510,868.18 |

Approved By :

PAULINE E. FOLLANSBEE
DIRECTOR OF FISCAL SERVICES

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pauline Follansbee, Director of Fiscal Services
DATE: May 20, 2015
SUBJECT: Approval of Payroll Warrants Issued in April, 2015

BACKGROUND INFORMATION

On a regular basis, the Board receives information on the total amount paid employees during a month. The attached represents a summary of pay warrants from various funds for the month of April 2015.

POLICY/CODE

Educational Code 41010 et seq.

FISCAL IMPACT

\$7,464,705.54 for April 2015 from various funds

STAFF RECOMMENDATION

Approve payroll payments made in April 2015.

**BERKELEY UNIFIED SCHOOL DISTRICT
DISTRICT PAYROLL – ACCOUNTING DEPARTMENT
April 2015**

| <u>COMPUTER GENERATED</u> | <u>AMOUNTS</u> |
|---------------------------|-----------------------|
| GENERAL FUND | \$5,962,796.23 |
| MEASURE BB FUND | \$181,352.94 |
| BSEP MEASURE A | \$607,161.66 |
| ADULT FUND | \$291,607.38 |
| CAFETERIA FUND | \$133,329.50 |
| CHILD DEVELOPMENT | \$255,558.01 |
| MEASURE A+AA (BOND FUND) | \$18,712.15 |
| SELF INS. FUND | \$14,187.67 |
| TOTALS | \$7,464,705.54 |

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

May 20, 2015

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: May 20, 2015
SUBJECT: Acceptance of Gifts/Donations

BACKGROUND INFORMATION

The Board may accept and utilize on behalf of the District gifts of money or property for a purpose deemed to be suited by the Board. The following donations have been presented to the District:

1. Wells Fargo Community Support Campaign donated \$928.87 to be utilized as needed for Rosa Parks School.
2. Box Tops donated \$2.90 to be utilized as needed for Rosa Parks School.
3. Berkeley Public Schools Fund donated \$3,000 for staff release pay for SI-RP Tech Pilot for Rosa Parks School.
4. Kenneth and Joyce Yabusaki donated \$39.29 to purchase school supplies for Rosa Parks School.
5. Negean Mahmoudi donated \$200; Antonia Torreblanca donated \$200; Rikki Moreno donated \$60 and Kate Mountain donated \$200 for a total donation of \$660 through the Kaiser Permanente Community Employee Giving Campaign to be utilized as needed for Rosa Parks School.
6. Libby McLaren from the class of '67 donated \$1,100 to be utilized as needed for John Muir School.
7. Berkeley Association of Realtors Youth Arts & Education Fund donated \$750 to be utilized as needed for Martin Luther King Middle School.

BOARD POLICY

BP 3290

FISCAL IMPACT

The District received a total \$7141.06 in donations.

STAFF RECOMMENDATION

Accept the donations to the District and request staff to extend letters of appreciation.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: May20, 2015
SUBJECT: Approval of Resolution for Intra-Budget Year-End Transfers

BACKGROUND INFORMATION

During the District's year end closing process, fiscal services staff ensures that expenditures for major objects (1000, 2000, etc) do not exceed budget by making the appropriate budget transfer between object codes. The California Education Code requires that budget transfers between major objects be approved by the Governing Board. It has been customary for the Board to grant staff the authority to make these transfers at year-end closing without obtaining approval for each individual transfer. These transfers will be within the current budget and will not include using funds from the District reserves without bringing forward a specific board item requesting the use of reserves for approval.

Staff will provide the Board will a report in September that includes the effects of any transfers made as part of the presentation of the Unaudited Actuals (closed books) the Board.

The education codes related to budget approvals required by the Governing Board are listed below:

42600. The total amount budgeted as the proposed expenditure of the school district for each major classification of school district expenditures listed in the school district budget forms prescribed by the Superintendent of Public Instruction shall be the maximum amount which may be expended for that classification of expenditures for the school year. Transfers may be made from the designated fund balance or the unappropriated fund balance to any expenditure classification or between expenditure classifications at any time by written resolution of the board of education of any school district governed by a board of education, when filed with the county superintendent of schools and the county auditor, or by written resolution of the board of trustees of any school district not governed by a board of education, when approved by the county superintendent of schools and filed with the county auditor.

A resolution providing for the transfers specified in this section shall be approved by a majority vote of the members of the governing board. Nothing in this section shall be construed as affecting Sections 42204 and 85112.

42601. At the close of any school year a school district may, with the approval of the governing board, identify and request the county superintendent of schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that, during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of Section 41301, the county superintendent of schools, with the consent of the governing board of the school district, may identify and make the transfers, and shall so notify the districts.

42602. Notwithstanding the provisions of Sections 42600 and 42610 or any provision of this code to the contrary, the governing board of any school district may, by a majority vote of its membership, and with the approval of the county superintendent of schools, budget and use any unbudgeted income provided during the fiscal year from any source.

POLICY/CODE

Education Code Sections 42600, 42601, and 42602

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve Resolution 15-070, giving staff approval to make year-end transfers within the budget for Fiscal Year 2014-2015.



**RESOLUTION NO. 15-070
FOR INTRA-BUDGET TRANSFERS
AT THE CLOSE OF SCHOOL YEAR 2014-15**

IT IS RESOLVED AND ORDERED by the Berkeley Unified School District Governing Board that pursuant to Education Code Section 3916, 42600, 42601 and 42602, delegate authority to the Deputy Superintendent (CBO) to make transfers between designated fund balance or the unappropriated fund balance and any expenditure classification or classification of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during school year 2014-15.

PASSED AND ADOPTED by the Governing Board on May 20, 2015 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Delia Ruiz, Assistant Superintendent for Human Resources
DATE: May 20, 2015
SUBJECT: Job Description for Compliance Officer and Title IX Coordinator

BACKGROUND INFORMATION

On May 6, 2015, the Board of Education approved the allocation of one full-time Compliance Officer and Title IX Coordinator. Attached is the job description that staff proposes for this position. Compared to the first version presented to the Board on May 6, 2015, this version includes recommended revisions. Among them is the clarification that the Uniform Complaint Procedures includes discrimination complaints, as well as additional details obtained from the April 2015 Office of Civil Rights' *Title IX Resource Guide*.

As indicated in the proposal presented to the Board on May 6, 2015, below is a tentative schedule for filling this position:

| | |
|-------|--|
| 05/06 | Board reviews job description |
| 05/20 | Board approves job description relative to duties and salary |
| 06/04 | Personnel commission approves the job description relative to minimum qualifications, skills, knowledge, and abilities |
| 06/05 | Personnel Commission staff post the position for 15 working days |
| 07/02 | Personnel Commission staff finish screening applications |
| 07/09 | Personnel Commission staff conduct first assessment |
| 07/20 | Personnel Commission staff conduct second assessment |
| 07/27 | Personnel Commission staff establish eligibility list |
| 07/31 | Staff interviews and recommends finalist for pre-employment processing |
| 08/10 | Process finalist for pre-employment |
| 08/15 | Candidate begins |

POLICY/CODE

Education Code Sections 35020, Board Policy 5145.7 and Title IX

FISCAL IMPACT

Approximately \$120,000 annually

STAFF RECOMMENDATION

Approve job description.

| | | | |
|--|--|-------------------|---|
| TITLE: | Compliance Officer and Title IX Coordinator | REPORTS TO: | Superintendent |
| DEPARTMENT/SCHOOL: | Superintendent's Office | CLASSIFICATION: | Classified Management, Non-Represented |
| FAIR LABOR STANDARDS ACT CLASSIFICATION: | Exempt | WORK YEAR: HOURS: | 12 months/Calendar XXXX 8 hours per day or duty days/hours as assigned |
| APPROVED: Board Commission | 05/20/15 06/04/15 | SALARY GRADE: | Classified Management Range 74 |

BASIC FUNCTION: Under direction of the Superintendent, work with minimal supervision to manage all aspects of Title IX compliance, uniform complaint regulations, formal complaint procedures, and informal complaint resolution. Collaborate with students, families, District employees, and state and federal agencies to ensure safe and welcoming learning and working environments for all members of our District community.

REPRESENTATIVE DUTIES: Incumbents may perform any of the essential functions listed below. This description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification.

Essential Functions

~Manage compliance with *Title IX of the Education Amendments of the 1972 Civil Rights Act* which prohibits discrimination on the basis of gender (sex), sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence, and stalking

~Manage compliance with Uniform Complaint Procedures that involve discrimination and state and federal programs that use categorical funds such as Adult Education, After School Education and Safety, Career Technical Education, Child Care and Development, Consolidated Categorical Aid, Foster Youth Services, Local Control Funding Formula and Local Control Accountability Plans, Nutrition Services, School Facilities, Special Education, Tobacco-Use Prevention Education, and Unlawful Pupil Fees

~Manage compliance with Williams Complaints related to instructional materials, teacher vacancies, teacher mis-assignments or facilities

~Manage compliance with all District complaint policies and procedures, such as anti-bullying or complaints against District policies, procedures, practices or personnel

~Receive, monitor, route, coordinate and track timely and compliant investigations of allegations of Title IX violations and other complaints and ensure prompt and fair resolutions

~Collect relevant facts related to reported Title IX incidents and assess whether a further review or investigation is necessary to ensure the safety of the impacted individual

~As a neutral party, investigate complaints; notify and interview complainants, respondents, and witnesses; obtain and review relevant documents; mediate, as appropriate; and issue factual findings and recommendations, as necessary

~Design guidelines for staff to ensure that staff communicate and observe consistent and appropriate confidentiality protections for incident reporters and complainants

~Develop investigation plans for each Title IX complaint and conduct investigations or train staff members to conduct investigations

~Review and ensure all District policies, procedures, protocols and practices are in compliance with Title IX regulations

~Train and provide direction and leadership to staff to serve as investigators, as appropriate

~Train and provide technical support and leadership to students and staff

~Provide training and technical assistance on school policies related to sex discrimination

- ~Provide technical expertise and support for the drafting and revision of policies and procedures relevant to workscope
- ~Develop a case management database to organize, manage and track complaints
- ~Write comprehensive reports of investigation with findings of fact and recommendation(s)
- ~Prepare statistical reports on the number, nature and disposition of complaints to identify patterns and make recommendations
- ~Collaborate with stakeholders to provide training for students and staff to ensure that students and staff are aware of options and resources to report and file complaints alleging sexual harassment, sexual assault, sexual misconduct and relationship violence
- ~Assess the adequacy of current training opportunities and programs, propose appropriate improvements, and develop programs such as assemblies and trainings to ensure that all members of District community are aware of obligations and rights under Title IX and other complaint policies
- ~Develop a method to survey the school climate and coordinate the collection and analysis of data
- ~Develop and disseminate educational materials and in-service training tailored to faculty, staff, and students
- ~Develop and maintain communication strategies (web, print, and media) related to prevention efforts, reporting procedures, and support services
- ~Promote institutional culture change related to gender-based violence and harassment, particularly regarding cyber harassment
- ~Perform other duties as assigned

KNOWLEDGE, SKILLS AND ABILITIES:

- ~Demonstrated knowledge of Title IX, Uniform Complaint Procedures, American with Disabilities Act, Rehabilitation Act of 1973 (specifically Section 504 compliance), and effective complaint resolution
- ~Ability to interpret and articulate relevant state and federal laws and regulations and District policies and regulations
- ~Ability to manage multiple, on-going and complex caseload of complaints and projects
- ~Strong presentation and facilitation skills with an emphasis on education and training for a variety of constituencies
- ~Ability to guide, advise and support the training and learning process with respect to Title IX compliance and complaint resolution
- ~Excellent mediation skills, analytical skills, problem-solving skills and organizational skills with attention to detail
- ~Ability to deal with confidential and sensitive information
- ~Ability to build relationships and collaborative partnerships across the District and state and federal agencies
- ~Demonstrated commitment to diversity and inclusivity and ability to work with a wide range of constituencies with diplomacy and tact
- ~Ability to act independently, take initiative and exercise sound judgment
- ~Ability to maintain accurate and organized records and prepare timely, accurate, clear reports

TRAINING, EDUCATION AND EXPERIENCE REQUIREMENTS:

Any combination of education, training and/or experience equivalent to: bachelor's degree in appropriate specialization (master's degree highly preferred); five (5) years of relevant experience; and demonstrated experience in conducting investigations and coordinating restorative justice systems

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License and vehicle insurability to comply with District requirements
Employment eligibility that may include fingerprints, tuberculosis and/or other employment clearance

WORKING CONDITIONS:

Fast-paced, office environment with constant interruptions; interactions with irate individuals; travel to conduct District business; evening, flexible and variable work hours

PHYSICAL AND MENTAL REQUIREMENTS:

Hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and supplies; lifting light objects

Mental acuity to collect and interpret data; evaluate, reason, define problems; establish facts, draw valid conclusions; make valid judgments and decisions

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: May 20, 2015
SUBJECT: Elimination/Reduction and Addition of Specified Classified Positions

BACKGROUND INFORMATION

Due to lack of work and/or lack of funds, the following classified positions in the District need to be eliminated/reduced.

| SITE | POSITION | ELIMINATE/ REDUCE | BUDGET | JUSTIFICATION |
|----------------------|------------------------------------|-----------------------|----------------|---|
| Early Childhood | Instructional Specialist II, Dance | 0.15 FTE 10 months | BSEP | SGC recommended change in program |
| Thousand Oaks | IA Bilingual | 0.60 FTE 10 months | BSEP & Title 1 | Reduce FTE due to decrease in program |
| Educational Services | Coordinator of Volunteers | 0.80 FTE 12 months | BPSF | BPSF's Board will no longer fund position |

In light of Education Code requirements, it is necessary for the Governing Board to set forth and act on the eliminations/reductions so that each employee affected can be timely notified as prescribed by law and collective bargaining agreements. We regret the hardship this notification process places on employees and the uncertainty of their future employment status.

To meet program needs, the following positions need to be added:

| SITE | POSITION | ADD | BUDGET | JUSTIFICATION |
|---------------|--------------|-----------------------|----------------|-------------------------------|
| Thousand Oaks | IA Bilingual | 0.50 FTE 10 months | BSEP & Title 1 | Add position with reduced FTE |

POLICY/CODE

Education Code Sections 45101, 45114, 45117, 45298, 45308

FISCAL IMPACT

Reduction in employee costs.

STAFF RECOMMENDATION

Approve Resolution.

**BOARD OF EDUCATION OF THE
BERKELEY UNIFIED SCHOOL DISTRICT
COUNTY OF ALAMEDA, STATE OF CALIFORNIA**

In the Matter of the
Elimination/Reduction and
Addition of Specified Positions of
the Classified Service

))
)) **RESOLUTION NO. 15-071**
) RESOLUTION TO ELIMINATE/REDUCE
AND ADD CLASSIFIED POSITIONS

WHEREAS, due to lack of work and/or lack of funds in the Berkeley Unified School District, the Board of Education hereby finds it necessary and in the best interest of the District to eliminate/reduce the following positions of the classified service as specified below:

| SITE | POSITION | ELIMINATE/REDUCE |
|----------------------|---------------------------------------|-------------------------|
| Early Childhood | Instructional Specialist II, Dance | 0.15 FTE 10 months |
| Thousand Oaks | Instructional Assistant, Bilingual | 0.60 FTE 10 months |
| Educational Services | Coordinator of Volunteers | 0.80 FTE 12 months |

NOW, THEREFORE, BE IT RESOLVED that as of the close of business **July 31, 2015** the positions set forth above shall be eliminated/reduced to the extent herein above set forth.

BE IT FURTHER RESOLVED that effective close of business **July 31, 2015** the following position be added to meet District needs:

| SITE | POSITION | ADD |
|---------------|---------------------------------------|-----------------------|
| Thousand Oaks | Instructional Assistant, Bilingual | 0.50 FTE 10 months |

BE IT FURTHER RESOLVED that the Superintendent or designee is authorized and directed to take appropriate employment actions in the designated positions effective the dates and as set forth above.

The foregoing Resolution was **passed** and **adopted** at a meeting of the Board of Education on **May 20, 2015** by the following vote:

AYES:
NOES:
ABSTENTIONS:
ABSENT:

Karen Hemphill
Clerk, Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, E.D.d., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
Marni Posey, Manager of Nutrition Services
DATE: May 20, 2015
SUBJECT: Meals Price Increase 2015-2016

INTRODUCTION

Nutrition Services continues to provide a program that positively impacts the overall health and well-being of our students. A healthy nutritious lunch is available to every student at every school so that students are prepared to learn at their fullest potential. The food served to our students is nutritious, fresh, tasty, and locally grown and reflects Berkeley's cultural diversity. Obesity and juvenile diabetes are increasingly common problems among our school age population. Healthy meals and increased education about the health benefits of eating well are effective ways to combat these conditions. Salad bars have been installed in all 16 of our schools. Universal breakfast has been implemented at all sites where each student receives a healthy breakfast each morning.

In fiscal year 2005-2006, the District began contributing \$565,000 in meals for the needy funding along with \$217,000 in base funding from the general fund to food services. At that time, Meals for the needy funding was part of the calculation of general fund revenue and was based on free and reduced student participation in the District's breakfast program. Starting in fiscal year 2007-2008, the District's universal breakfast program helped increase participation for the free and reduced priced meal students and therefore, generating an extra \$300,000 annually in meals for the needy funding. The full priced students and the reduced price students do not pay into the breakfast program, therefore, breakfast is free for all students. The transfer of the meals for needy program funding of \$865,000 and strong fiscal management eliminated the need for the District to contribute additional base funding from the general fund. The District contributed the full \$865,000 in revenue back to the food service program until 2011-2012 when the contribution was reduced to \$700,000 to offset State budget cuts. Food services have been able to manage the program with a reduced contribution from the General Fund due to greater participation and more efficient operations. The increased participation continues to grow the level of state and federal revenues that the District receives for its breakfast and lunch programs.

Increasing cost due to the fiscal impact of the compensation study, future negotiated salary increases and food will impact the program's ability to remain 100% self-sustaining. It is anticipated that there will be a 7 to 10% increase in food cost next year. This is based on the State's current water shortage which has increased local farmers cost and sharply curtailed availability of local products that we are accustomed to serving (rice, fresh fruit and vegetables).

This is forcing staff to have to purchase items at greater distances thereby raising the cost to the department. It would be fiscally prudent to increase the price of the meals to ensure the program continues to be self-sustaining.

Staff is requesting the Board to approve a 25¢ price increase of fully-paid lunches, 10¢ for child care meal prices and 13¢ for after school program effective July 1, 2015. While there are clear benefits to using fresh foods, the downside is the additional cost of healthy food. The increase in the meal price will allow Nutrition Services to continue providing quality food in all schools for all children. The last time the District increase the meal cost was in 2009-2010 by 25¢.

Lunch Prices Increased - 25¢ meal

- Elementary \$3.50
- Middle \$4.00
- High School \$4.50

Childcare Meal Prices Increased - 10¢ meal

- Breakfast \$2.22
- Lunch \$3.51
- Snack \$1.26

After School Snacks - Increased from 87¢ to \$1.00

There will be no financial impact to students receiving free or reduced price 40¢ lunches, which are subsidized by the federal government. This price increase will also not increase the government subsidy received by the District for free and reduced price lunches.

POLICY/CODE:

Education Code 38084

FISCAL IMPACT

The revenue to the District cafeteria fund is projected to increase by \$30,660 to \$35,000 annually for fully paid lunches, for childcare lunches \$24,000 annually and the after school lunches by \$8,000 annually.

STAFF RECOMMENDATION

Approve the recommendation to increase the meal prices as recommended.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Ed. Services
DATE: May 20, 2015
SUBJECT: Out of State Travel and Overnight Field Trip Request

BACKGROUND INFORMATION

The following overnight field trip request is presented for ratification:

Petaluma Adobe Historic State Park, Petaluma, CA, May 19- 20, 2015

Approve participation of twenty-four fourth grade students, one teacher and eight other adults from Cragmont Elementary School on a two-day, one-night field trip to Petaluma Adobe Historic State Park and Sonoma Mission. The group will depart Cragmont Elementary at 9:00 a.m. on Tuesday, May 19, and return at 2:00 p.m. on Wednesday, May 20, 2015. Students will participate in a living history program, experiencing examples of life and activities from the California Rancho Period. BUSD will provide transportation. Students will sleep in supervised, gender specific areas in the Fandango Room. The \$1,600 cost for this trip is being paid from parent donations. No student will be denied access based on inability to pay. Requested by, Hazelle Fortich, Cragmont Principal.

The following out-of-state trip request is being made:

Columbia University/Teachers College 2015 Summer Institute-August 10-14, 2015

Approve participation of six elementary TCRWP literacy coaches from multiple elementary school sites to attend the 2015 July Institute on the Teaching of Reading Conference in New York City. The institute is designed for educators and curriculum specialists who are committed to turning classrooms into richly literate reading and writing workshops. This training is relevant to the TCRWP programs at the elementary schools. All expenses for this conference: airline, hotel and registration have been pre-paid by the attendees who will seek reimbursement upon completion of the conference. (*The attendees are: Jen Adcock-Malcolm X, Jenn Pfotenhauer-Cragmont, Lauren Brollier-Oxford, Kate Kirkhuff-Rosa Parks, Mia Capporal-BAM, and Jeannie Wang-Emerson*)

The following overnight field trip is being requested:

Sempervirens Outdoor School, Santa Cruz, CA, May 26-29, 2015

Approve participation of Forty-four fifth grade students, 2 teachers and 2 other adults from John Muir Elementary School on a four-day, three-night field trip to Sempervirens Outdoor School, which provides a staff of trained adults to work with student groups. The group will depart John Muir Elementary at 9:00 a.m. on Tuesday, May 26, and return at 2:00 p.m. on Friday, May 29, 2015. Students will participate in hands-on standards-based science and field work and it will provide students with a social living experience that's centered around nature. BUSD will provide transportation. Students will sleep in gender specific cabins on the grounds. While there is no cost to the students, the cost of \$299 per student will be paid for entirely by the PTA field trip outdoor school fund and parent donations. No student will be denied access based on inability to pay. Requested by Audrey Amos, John Muir Principal.

POLICY/CODE

Education Code 35330
Board Policy 6153

FISCAL IMPACT

As indicated above.

STAFF RECOMMENDATION

Approve the out of state travel and overnight field trips consistent with the District Policies and instructional programs.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D. Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
DATE: May 20, 2015
SUBJECT: New Textbooks for Berkeley High School in Chicano Literature

BACKGROUND INFORMATION

The following books are requested for Chicano Latino Literature course:

Bless me, Ultima (1972) by Rudolfo Anaya. This novel is a coming-of-age piece that follows the life of a Mexican boy, Antonio, in New Mexico. Antonio has endured painful experiences that have to do with death and betrayal and has learned that he cannot stay a boy forever. In this literary work the themes of identity, belongingness, forgiveness, faith and living on borders (Mexico/US, religion/supernatural, childhood/adulthood) are explored. This classic, rich novel is what I would like to begin my course with because for many students, this is the first literary work written by a Latino author they will be exposed to and it also deals with a spectrum of issues that Latino community have dealt with for generations.

Enrique's Journey (2006) by Sonia Nazario. This novel is about a boy, Enrique, who takes a dangerous journey from Honduras to the US to be reunited with his mother. This is a text I would use for the immigration unit I teach. With this text, students will be able to read, analyze, reflect, and discuss the controversial topic of immigration.

POLICY/CODE

Board Policy 6161.1
Ed Code 60400

FISCAL IMPACT

\$1000.00

STAFF RECOMMENDATION

Adopt the new textbooks for Berkeley High.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D. Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
DATE: May 20, 2015
SUBJECT: New Textbooks for IB Biology (International Baccalaureate)

BACKGROUND INFORMATION

The following textbooks will be presented to the Board on May 9, 2015 for consideration, and they are now being recommended for adoption.

2014 Edition Biology Course Companion by Allott, Andrew and Mindorff, David
Berkeley High School recommending the use of this text to be used in SL Biology. This is an updated version of a text that had already been approved for use in this course. Next year the course syllabus has been revised and this edition of the textbook includes all of the revisions to the syllabus. This book contains the content and many types of practice that will help students to succeed in this class. The text has many examples of data-based questions, connections to the international perspective that IB requires, connections to the Theory of Knowledge course, and multiple short answer practice questions for students to study with. The book includes additional online resources for accessing answers to questions in the book as well as enrichment materials.

The textbooks will be on display in the Superintendent's Conference Room for the two weeks.

POLICY/CODE

Board Policy 6161.1
Ed Code 60400

FINANCIAL IMPACT

Total: \$4688.04

STAFF RECOMMENDATION

Adopt the new textbooks for Berkeley High School in IB Biology.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy E. White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Approve a Contract with Seven Islands Painting to Paint the Exterior of Longfellow Middle School

BACKGROUND INFORMATION

On March 25, 2015, the Board rejected all bids for the Malcolm X Stucco and Window Replacement and the Exterior Painting of Longfellow Middle School Project. The Board authorized staff to re-advertise the project with the exterior painting of Longfellow Middle School only. On April 29, 2015, six bids were received. All bids are qualified.

The base bid of the lowest responsible bidder is below budget. Staff is recommending that the project be awarded to the lowest bidder. The budget will have to split to recognize the costs of Malcolm X and Longfellow separately. The total project budget for construction was originally \$1,470,000. The estimated project budget for the Longfellow Painting project separately is \$180,000. There was bid savings in the amount of \$5,000.

POLICY/CODE

Public Contract Code 20110 – 20118 and 5100-5110

FISCAL IMPACT

Cost to be paid from the Measure I Bond.

STAFF RECOMMENDATION

Approve Seven Islands Painting to paint the exterior of Longfellow Middle School in the amount of \$175,000.

BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 15- 076

**Authorization to Award Contract for
Longfellow Middle School Exterior Painting and Waterproofing
Project 126.1401**

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Longfellow Middle School Exterior Painting and Waterproofing Project 126.1401. Bids were opened on April 29, 2015 at 1:00pm, and the following 6 bids were received and deemed qualified:

| CONTRACTOR | TOTAL BASE BID |
|---------------------------------------|----------------|
| Seven Island Painting Inc. | \$175,000 |
| OnPoint Construction | \$279,000 |
| Painting & Décor, Inc. | \$327,900 |
| Bay Construction Co. | \$411,600 |
| Omni Painting and Waterproofing, Inc. | \$416,500 |
| Everlast Builders, Inc. | \$970,000 |

WHEREAS, Seven Island Painting is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 126.1401 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of Seven Island Painting, for the Base Bid in the amount of \$175,000 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 20th day of May, 2015.

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy E. White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Approve a Contract with Ojo Technology to Install Surveillance Cameras and Public Address Systems at Multiple Sites

BACKGROUND INFORMATION

On March 25, 2015, the Board rejected all bids for the Installation of Cameras and Public Address Systems at Multiple Sites and authorized the re-advertisement of the project with a reduced scope. The original project included public address systems for Cragmont, Emerson, Hopkins, Rosa Parks, King, Washington, and Thousand Oaks; and camera systems at Cragmont, Emerson, Hopkins, Washington and Berkeley High School. Alternate 1 was for cameras at Thousand Oaks. The following scope of work was removed from the the project:

- Cragmont – Public Address and Camera Systems
- Hopkins – Public Address and Camera Systems
- Thousand Oaks – Camera Systems
- King Middle School – Public Address Systems

On April 29, 2015, three bids were received. All bids are qualified.

The base bid of the lowest responsible bidder is below budget. Staff is recommending that the project be awarded to the lowest bidder. The original budget for the contract was \$1,250,000. The reduced scope created significant savings of around \$370,000.

POLICY/CODE

Public Contract Code 20110 – 20118 and 5100-5110

FISCAL IMPACT

Cost to be paid from the Measure AA Bond.

STAFF RECOMMENDATION

Approve Ojo Technology, Inc. to install cameras and public address systems at multiple sites in the amount of \$879,186.79.

BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 15- 074

**Authorization to Award Contract for
Camera and Public Address at Multiple Schools Project 901.1401**

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Camera and Public Address at Multiple Schools Project 901.1401. Bids were opened on April 29, 2015 at 2:00pm, and the following 3 bids were received and deemed qualified:

| CONTRACTOR | Base Bid |
|---------------------------|-----------------|
| Ojo Technology | \$879,187 |
| VAS Security Systems Inc. | \$888,000 |
| Mike Brown Electric Co | \$1,153,347 |

WHEREAS, Ojo Technology is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 901.1401 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of Ojo Technology, for the Base Bid in the amount of \$879,187 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 20th day of May, 2015.

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy E. White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Approval of an Agreement to Purchase Replacement Furniture and Furniture for Newly Added Classrooms with Multiple Vendors

BACKGROUND INFORMATION

On January 13, 2013, The Board funded three years of replacement furniture expenditures. This year, we plan to do the following:

- Replace furniture at multiple sites;
- Provide additional furniture for Rosa Parks Elementary School and Jefferson Elementary to convert flex spaces into classrooms; and

School districts commonly purchase furniture via piggybackable bids. In this case, we would utilize Virco's US Communities Cooperative Bid (expires on December 31, 2017) to purchase student and teacher classroom furniture and Glendale bid P-16 (expires in February 2020) from Campbell Keller to purchase science tables and some classroom teacher furniture items. We will also create small purchase orders with Schiffler Equipment, Lakeshore Learning, Discount School Supply and Comseat, Inc. to purchase additional classroom furniture items.

POLICY/CODE

Public Contract Code 20118 and 20652.

FISCAL IMPACT

A cost \$125,000 to be paid from Measure I.

STAFF RECOMMENDATION

Approve a contract between BUSD and Virco in an amount not to exceed \$97,000 and with Campbell-Keller in an amount not to exceed \$20,000. Approve smaller purchases with Lakeshore Learning, Discount School Supply, Comseat and Schiffler Equipment Not to exceed a combined \$8,000.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy E. White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Approve a new list of Pre-Qualified Contractors for Projects Above \$3M

BACKGROUND INFORMATION

On January 14, 2015, the Board approved a list of prequalified contractors for all projects over \$3 million. The Code requires that contractors be given the opportunity to submit pre-qualification packets up to five days before a bid and that the contractors receive a response at least one day before bids are due. Five contractors requested pre-qualification packets and all were judged to meet the requirements. All contractors who are pre-qualified for projects greater than \$3 million are listed below, with the newly qualified contractors listed in bold:

- Alten Construction;
- Arntz Builders;
- **BHM Construction**
- D.L. Falk;
- **F&H Construction**
- Flint Builders, Inc.;
- **FRC, Inc.**
- **Gonsalves & Stronck, Inc.**
- Rodan Builders;
- **Strawn Construction, Inc.**
- Vila Construction;
- W.E. Lyons Construction; and,
- Zovitch and Sons, Inc.

POLICY/CODE

Public Contract Code 20111.5

FISCAL IMPACT

There were minimal legal and administrative expenses to create the pre-qualification questionnaire and to advertise for contractors.

STAFF RECOMMENDATION

Approve the list of pre-qualified contractors for projects estimated to be greater than \$3 million.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy E. White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Approve a Contract with Bay Construction, Inc. for the Jefferson Grounds Improvement Project

BACKGROUND INFORMATION

The Board approved the Jefferson Elementary School Grounds Project in March 2014. The scope includes a new synthetic turf field; trees and benches; a grass mound; irrigation improvements; non-mowed sod planting areas, small play house, renovated sand area; and required accessibility improvements.

The Division of the State Architect is also requiring additional accessibility and fire, life safety construction on the project. We are requesting an additional \$80,097 be added to the current project budget of \$689,300. This will bring the total project budget to \$769,397.

On April 30, 2015, two bids were received. Staff is recommending the award of the base bid plus alternates 1, 2, and 3 to Bay Construction, in the amount of \$577,065.

| CONTRACTOR | Base Bid | Alt 1 | Alt 2 | Alt 3 | TOTAL BASE BID plus Additive Alternates 1-3 |
|----------------------|-----------|----------|----------|----------|---|
| Bay Construction Co. | \$423,000 | \$68,215 | \$81,850 | \$4,000 | \$577,065 |
| Redwood Engineering | \$599,000 | \$71,000 | \$68,000 | \$10,000 | \$748,000 |

POLICY/CODE

Public Contract Code 20110 – 20118

FISCAL IMPACT

Increase to the project budget in the amount of \$80,097. Cost to be paid from the Measure AA Bond. .

STAFF RECOMMENDATION

Accept all bids and approve the award of the Base Bid and additive alternates 1, 2, and 3 to Bay Construction in the amount of \$577,065. Increase the project budget by \$80,097.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Approval to Award the Contract to Strawn Construction, Inc. for the Modernization Project at Willard Middle School
Approve an Increase to the Project Budget

BACKGROUND INFORMATION

On February 11, 2015 the Board approved the advertisement to solicit bids for this project. On April 21, 2015, five bids were received. There was a request from the apparent low bidder to withdraw their bid without forfeiting their bid bond. The apparent low bidder submitted a letter stating that he made an error in compiling his bid. Per Public Contract Code, sections 5100 – 5110, the awarding authority may relieve a bidder from his bid if the bidder provides documentation for the existence of each element contained in Section 5103.

BUSD staff has received such information and it establishes that:

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

The contractor made an entry error in its spreadsheet that resulted in a material difference to its bid price. In addition, a bid protest was received from the second low bidder claiming that the apparent low bidder was non-responsive. Since we are accepting the withdrawal of the apparent low bidder the bid protest is moot.

Staff is recommending award of the base bid and alternate 1. Alternate 1 replaces the skylight and Alternate 2, replaces the west and south elevations of the window C only. Alternate 3 replaces windows on the east and north elevations of the C Building. Alternate 4 replaces the projector in the Multipurpose Room. Alternates 5 and 6 replace roofs of building G and building D respectively. Despite the fact that the project is over budget, staff would like to award the base bid plus alternate #1.

FISCAL IMPACT

Cost to be paid from the Measure I Bond. There is a need to increase the project budget by \$460,000, which includes a small increase in the construction contingency. A portion of the increase is a result of inflation in

the past year. In addition it appears that the following may have also contributed to the bids:

1. Construction pricing in the Bay Area is rising significantly faster than anticipated.

STAFF RECOMMENDATION

Accept all bids waiving any minor irregularities, approve the relief of D.L. Falk to modernize Willard Middle School and award the contract to Strawn Construction in the amount of \$3,555,000. Approve a \$460,000 budget increase.

**BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 15-065**

**Authorization to Award Contract for
Willard Middle School Modernization Project 131.1401**

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for Willard Middle School Modernization Project 131.1401. Bids were opened on April 21, 2015 at 2:00pm, and the following 5 bids were received and deemed qualified:

| CONTRACTOR | Base Bid | Alt 1 | Alt 2 | Alt 3 | Alt 4 | Alt 5 | Alt 6 | TOTAL BASE BID plus Additive Alternates 1-6 |
|----------------------|-------------|----------|-----------|-----------|-----------|-----------|-----------|---|
| DL Falk Construction | \$2,750,000 | \$49,788 | \$224,933 | \$132,489 | \$38,000 | \$409,230 | \$226,150 | \$3,830,590 |
| Strawn Construction | \$3,505,000 | \$50,000 | \$148,000 | \$134,000 | \$86,000 | \$352,000 | \$177,000 | \$4,452,000 |
| BHM Construction | \$3,614,500 | \$26,000 | \$222,000 | \$125,000 | \$92,000 | \$236,000 | \$160,000 | \$4,475,500 |
| Rodan Builders | \$3,845,000 | \$61,000 | \$181,000 | \$178,000 | \$112,000 | \$424,000 | \$393,000 | \$5,194,000 |
| F&H Construction | \$4,620,000 | \$60,000 | \$225,000 | \$132,000 | \$32,000 | \$260,000 | \$260,000 | \$5,589,000 |

WHEREAS, DL Falk Construction, requested and is granted relief in accordance with Public Contract Code Sections 5100-5110; and

WHEREAS, Strawn Construction is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 131.1401 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of Strawn Construction, for the Base Bid and Alternates #1 in the amount of \$3,555,000 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 20th day of May, 2015.

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy E. White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Approve a Contract with Vila Construction for the Modernization of the LeConte Elementary

BACKGROUND INFORMATION

On June 25, 2014 the Board approved a project to modernize LeConte Elementary School. The project was budgeted for \$1,150,000. It included the replacement of interior drinking fountains, classroom sinks and their cabinets, handrails, elevator controls and signage to meet ADA requirements, painting the interior hallway walls, upgrade communication and security system, cafeteria floor replacement, install new power outlet at the existing library and security hardware. On February 11, 2015, the Board approved advertisement of the project. On April 20, 2015, three bids were received. A bid protest was received from the second low bidder claiming that the apparent low bidder was non-responsive. After consulting with legal, the bid from the apparent low bidder was deemed responsive.

Staff is recommending award of the base bid and additive alternate #2 for the amount of \$1,129,043 which includes adding heat rejecting film on the South facing windows in the hallways of the two-story classroom building. Alternate #1 was to refinish existing cabinets. Staff is not recommending this alternate.

Staff is recommending that the project be awarded to the lowest responsive bidder for the total amount \$1,129,043. There is around \$20,000 in bid savings.

POLICY/CODE

Public Contract Code 20110 – 20118 and 5100-5110

FISCAL IMPACT

Cost to be paid from the Measure I Bond. There is a need to decrease the project budget by a net of \$20,000 which includes bid savings and an increased amount of DSA fees of \$2,500.

STAFF RECOMMENDATION

Accept all bids waiving any minor irregularities, to modernize LeConte Elementary School in the amount of the base bid and alternate #2 for \$1,129,043. Award the Contract to Vila Construction for Base Bid and Alternate #2. Approve an approximate \$20,000 decrease.

BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION No. 15- 075

**Authorization to Award Contract for
LeConte Elementary School Modernization Project 118.1401**

WHEREAS, in accordance with Uniform Public Construction Cost Accounting procedures, bids were solicited for LeConte Elementary School Modernization Project 118.1401. Bids were opened on April 20, 2015 at 2:00pm, and the following 3 bids were received and deemed qualified:

| CONTRACTOR | Base Bid | Alt 1 | Alt 2 | TOTAL BASE BID plus Additive Alternates 1 and 2 |
|---------------------------|-------------|----------|----------|---|
| Strawn Construction Inc | \$1,348,000 | \$20,000 | \$20,000 | \$1,388,000 |
| Vila Construction Company | \$1,120,000 | \$35,864 | \$9,043 | \$1,164,907 |
| Angotti & Reilly Inc. | \$1,440,000 | \$24,000 | \$22,000 | \$1,486,000 |

WHEREAS, Vila Construction Inc. is the lowest bidder and is deemed to be responsive, responsible and qualified to complete the work according to the specifications in project number 118.1401 documents;

NOW, THEREFORE, BE IT RESOLVED that the bid of Vila Construction Inc. for the Base Bid and additive alternate 2 in the amount of \$1,129,043 be accepted; and the Deputy Superintendent and/or Purchasing Agent of this Board are hereby authorized to enter into a contract with said bidder for said amount in accordance with law.

PASSED AND ADOPTED by the Board of Education of the Berkeley Unified School District this 20th day of May, 2015.

AYES:

NOES:

ABSENT:

ABSTAIN:

Karen Hemphill
Clerk, Board of Education
Berkeley Unified School District

Public Contract Code: 20111
Board Policy: 3310

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Susan Craig, Director, Student Services
DATE: May 20, 2015
SUBJECT: Approval of School Safety Plan for Berkeley High School

BACKGROUND INFORMATION

Each California public school must have and maintain an individual Safety Plan at each site. This plan is a composite of various community, agency, and school resources to ensure proper response to any emergency. All BUSD sites, pre-school through adult school, have a Safety Plan.

All School Site Safety Plans have the following standard components, although individual plans and responses may differ from site to site:

- Directory of District and City Emergency Contact Information
- List of Safety Team Members
- Emergency Action Plans
- Overview of District and School Site Responsibility for Students to and from School
- Basic Actions for Safety Responses
- Responsibility and Duties for all District Staff
- Procedures for Disaster Preparedness, Emergency Drills and Evacuation
- Crisis Response Team Protocol:
 - Intruder Shooting and Hostage
 - Bomb Threats
 - Student Unrest
- Policies and Procedures for:
 - Sexual Assault or Offense to and from School
 - School and After-school Disturbances, Fights, or Assaults
 - Arrest of Student
 - Anti-Bullying Policy
 - Sexual Harassment Policy
 - Hate Motivated Behavior Policy
 - Child Abuse Reporting
 - Suicide Attempt
 - Staff Notification of Dangerous Students
 - Dress Code
 - Campus Supervision

- Selected Rules and Procedures for Student Discipline
- District Suspension and Expulsion Policies
- Exposure and Control of Bloodborne Pathogens
- Implementation Plan
- Structural Assessment and Review

2015 Safety Plan Goals

All BUSD Safety Plans include the following two District-wide strategies this year and one site-specific goal:

Goal 1: Armed Intruder Preparedness

Strategy: Review the ALICE armed intruder preparedness protocols with all staff and conduct a minimum of two school-wide lockdown drills which incorporate the ALICE protocols during the 2014-2015 school year. Lockdown drills will be conducted during the school day and during the after-school program.

Goal 2: School Climate

Strategy: The school will have a process in place to actively review discipline data with staff on a regular basis (monthly or more often) and use the discipline data to guide school-wide positive school climate initiatives (including PBIS, Toolbox in grades k – 6, mental health services, and Restorative Justice) and appropriate support for identified students.

Goal 3: Site Goal

Strategy: Each site developed a goal related to safety and school climate.

All sites have completed their Safety Plans and obtained approval from the School Governance Council and/or Site Safety Committee. The District granted the Berkeley High School Safety Committee additional time to develop the goals and strategies for the Safety Plan. A copy of Berkeley High School's Safety Plan has been placed in the Superintendent's Conference Room for review.

POLICY/CODE

Board Policy 3516

Education Code 32280-32289

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve the School Safety Plans

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Susan Craig, Ed.D., Director, Student Services
DATE: May 20, 2015
SUBJECT: Proposal to Install Automated External Defibrillators,
Develop Emergency Action Plans, and Provide CPR/AED
Training for Staff at King, Willard, and Longfellow Middle
Schools and Jefferson Elementary School

BACKGROUND INFORMATION

An Automated External Defibrillators (AED) is a portable device that delivers a shock to the heart to help restore normal heart rhythms or restart a stopped heart. AEDs can help prevent unnecessary deaths from sudden cardiac arrest (SCA). In the United States, SCA affects more than 300,000 people annually and is the leading cause of death each year, killing more people than breast cancer, lung cancer, and HIV/AIDS combined (as reported by the Sudden Cardiac Arrest Association). While most SCA deaths occur in adults, SCA is also the leading cause of death in young adults and can strike children who are engaged in normal school activities. SCA occurs in one of every 200 high schools annually.

Within the past five years, two East Bay high school athletes have died of SCA and an additional East Bay high school athlete collapsed of SCA and was resuscitated by a trained bystander. SCA must be treated within minutes for a successful outcome. Presently, more than 20 states and hundreds of schools now require AEDs. A Jefferson Elementary School student's life was recently saved by an AED when the student experienced SCA while on a school field trip.

Berkeley High School lost a senior basketball player on its home court to SCA 41 years ago, and another BHS student lost his life to SCA while playing ice hockey at Berkeley Iceland in 2004. Berkeley High School already has AEDs on its campus. Through the efforts of the Berkeley Athletic Fund, the high school's parent booster non-profit organization, 7 were placed on campus in the spring of 2014. The identified BHS AED Site Coordinator and the BHS athletic trainer check these AEDs monthly. The BAF, through Dr. Cindy Chang, current BAF president and BHS volunteer team physician, currently covers the majority of costs to certify all coaches (paid and volunteer) and the AD staff in First Aid and CPR/AED use. The School Safety Officers are certified in CPR/AED use, which is paid for by BUSD. Supplies to maintain the AEDs (e.g., new batteries, pads, etc.) are currently being paid for by BAF donations.

Six AEDs will be donated to BUSD (\$10,494.73) through a grant funded by Racing Hearts, a non-profit organization that increases awareness of and improves access to automated external defibrillators (AEDs). Five of the AEDs will be placed at middle schools and one AED will be placed at Jefferson Elementary School. In order to utilize the AEDs, select District staff will need to be certified in CPR/AED, the AEDs will need to be installed, an AED site coordinator will need to be identified at each school, a Medical Director identified, and emergency action procedures will need to be established.

District staff and BHS parent, Cindy Chang, M.D. (Team Physician, U.C. Berkeley and Chief Medical Officer, US Olympic Team, 2012) is proposing the following BUSD Middle School/Jefferson School AED Project for the Governing Board's consideration:

- In June 2015, the AEDS will be installed at the three middle schools and at Jefferson in carefully selected locations and Emergency Action Procedures will be posted. All staff at each school will be notified by email of the location(s) of the AEDs and how to use them.
- Physical Education Teachers and School Safety Officers at all three middle schools have already been CPR/AED certified, and afterschool staff are also certified in CPR/AED. Jefferson School is in the process of setting up CPR/AED certification training for staff. CPR/AED training will be provided (date TBD) for additional identified staff at the four schools. This training needs to be renewed every 2 years.
- The cost of maintaining each AED is approximately \$50 a year.
- An AED Site Coordinator will be identified at each site. Cindy Chang, M.D., will serve as the Medical Director and the Director of Student Services, Dr. Susan Craig, will serve as the District Coordinator for the project.

The District has reviewed risks and liabilities associated with installing AEDs in schools for the Board's consideration.

This proposal regarding the BUSD Middle School/Jefferson School AED Project is now being presented to the Board for approval.

The long-term goal for the District is to financially support the AED program for the entire District, to include eventually every elementary school as well as District buildings. This would include the maintenance of the AEDs and certification of identified staff including all the coaches at each school site.

POLICY/CODE

Board Policy 3516

Education Code 32280-32289

FISCAL IMPACT:

\$200 per year for AED maintenance and approximately \$1000 per year for CPR/AED certification.

STAFF RECOMMENDATION

Approve the BUSD Middle School/Jefferson School AED Project.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
DATE: May 20, 2015
SUBJECT: Resolution for Grades K-12 Textbooks and Instructional Materials
Compliance for Fiscal Year 2014-15

BACKGROUND INFORMATION

Education Code Section 60119 guidelines require the governing board to hold a public hearing at which the Board will determine, through a resolution, as to whether each pupil in each school in the district has sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in these subjects: English/language arts, including English language development; mathematics; science; history/social science; foreign language (if student is enrolled in a foreign language course); and health (if student is enrolled in a health course). The governing board shall also determine the availability of science laboratory equipment as applicable to science laboratory courses in grades 9 through 12.

Staff can certify to the Board that where there is a textbook needed in an academic subject, a textbook aligned with the state adopted curriculum framework is being provided. All students in Berkeley Unified have access to books and other instructional materials.

The annual Resolution continues to be required although the State no longer allocates specific funding for Pupil Textbooks and Instructional Materials.

The hearing tonight has been publicized as required, and the proposed Resolution is attached.

POLICY/CODE

Education Code Sections 60117 and 60119

FISCAL IMPACT

None

STAFF RECOMMENDATION

Approve the Resolution for Grades K-12 Textbooks and Instructional Materials Compliance for Fiscal Year 2014-2015.

BERKELEY UNIFIED SCHOOL DISTRICT

RESOLUTION FOR GRADES K-12 TEXTBOOKS AND INSTRUCTIONAL MATERIALS COMPLIANCE FOR FISCAL YEAR 2013-14

WHEREAS, the governing board is required to hold a public hearing at which the governing board shall encourage participation of parents, teachers, members of the community interested in the affairs of the school district, and bargaining unit leaders; and

WHEREAS, the governing board is required to make a determination, through a resolution, as to whether each pupil in the district has sufficient textbooks or instructional materials or both in English/language arts, mathematics, science, and history/social science; and

WHEREAS, the governing board is required to make a determination to whether each pupil enrolled in a foreign language or health course has sufficient textbooks or instructional materials; and

WHEREAS, these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education; and

WHEREAS, the governing board is also required to determine the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12; and

WHEREAS, the governing board is required to take action to ensure that each pupil has sufficient textbooks and instructional materials within two months of the beginning of the school year, if any insufficiencies are found;

THEREFORE, BE IT RESOLVED that the Berkeley Unified School District held a public meeting on May 20, 2015 and fulfilled all requirements listed above and in Education Code 60119.

Passed and adopted this 20th day of May, 2015.

Karen Hemphill, Clerk
Board of Education

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy E. White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Approval of Facilities Master Planning and Community Outreach Process. Authorization to Solicit Request For Proposal for Services

BACKGROUND INFORMATION

Following the presentation on May 6, staff is requesting the Board to approve moving forward with a Request for Proposal (RFP) for a Comprehensive Facilities Master Plan; a plan that would include educational specifications and design guidelines.

During this presentation the board received a preliminary overview of the planning process, the contents of a facilities master plan, as well as such a plan's ability to inform ongoing decision making around facilities and housing in the context of the District's current and projected enrollment growth.

Subsequent to this presentation, the Board has requested that this item come back for a final decision.

POLICY/CODE

Public Contract Code 20110 – 20118

FISCAL IMPACT

Cost to be paid from the Measure I Bond. Budget to hire a consultant team is estimated to be between \$350,000 to \$500,000,

STAFF RECOMMENDATION

Provide direction as to the desired next steps or approve Request for Proposal for Comprehensive Facilities Master Plan, Educational Specifications, Design Guidelines, including the aforementioned, not excluding any other necessary information.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: 2211 Harold Way Development in Berkeley High School Zone

BACKGROUND INFORMATION

The Zoning Adjustment Board (ZAB) is considering adopting the Environmental Impact Report (EIR) draft of the 2211 Harold Way Development on May 14, 2015. The EIR draft contains mitigations associated with excess noise, air quality and increased traffic patterns.

The Berkeley High School Safety Committee and parents approached the governing board regarding the EIR because of the projects proximity to the high school.

The district has requested that the certification of the EIR be postponed until such time as the District can discuss issues around adequacy of the Environmental Impact Report.

The staff is requesting input from the board on how to address the EIR.

POLICY/CODE

FISCAL IMPACT

None know at this time.

STAFF RECOMMENDATION

Take Direction as given by Governing Board

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
Pat Saddler, Director, Programs and Special Projects
DATE: May 20, 2015
SUBJECT: Draft of Local Control and Accountability Plan (LCAP)

BACKGROUND

A second draft of the LCAP has been attached for Board review. The previous draft, presented at the Board Study Session on May 6, has been revised primarily based on comments by the Board, and Cabinet. It has been distributed to Parent Advisory Committee, Education Advisory Committee and District English Learner Advisory Council for feedback.

The state-mandated LCAP template is divided into these three sections:

1. Stakeholder Engagement;
2. Goals and Progress Indicators
3. Actions, Services, and Expenditures (A) for all pupils, ethnic subgroups, and students with disabilities, and (B) specifically for low-income students, English learners, and foster youth, including (C) a justification of the expenditure of supplemental funds for district-wide services, and (D) a calculation of the amount by which the district must improve or increase services for low income students, English learners, and foster youth beyond what is currently being offered.

The template continues to be a challenge to creating a document that is reader friendly and easily understood by the community, so the attached draft clusters the proposed goals and actions/services under three focus goals:

1. Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.
2. End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.
3. Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes and ready to learn.

The four-page chart that outlines the needs of our students, proposed goals, current services to address those goals, and proposed new services.

This agenda item is a continuation of the previous Board discussion. Staff is requesting that the Board again focus on Sections 2 and 3, and provide guidance on the following.

1. Do the proposed focus goals as well as the detailed goals reflect the District's priorities for services for all students as well as eligible students and subgroups?
2. Do the proposed programs, actions and services benefit our low-income students, English learners, and foster youth commensurate with the \$2.4 million in supplemental funding?
3. Are there any allocations of supplemental funds that cause you concern? Given that School Governance Councils are finalizing their Site Plans for 2014-15, it would be helpful to know whether each Board member supports the use of supplemental funds to support the actions identified in the plan for next year:

| | |
|---|-----------|
| o Teacher Coaches at sites for RtI2 | \$847,600 |
| o Math Coaches | \$204,000 |
| o Intervention Coordinator/Counselor at BHS | \$119,000 |
| o TSA to support and retain Teachers of Color | \$36,900* |
| o Contract with SEEDS for Restorative Practices | \$60,600* |
| o K-5 Literacy Coaches | \$218,000 |
| o AVID Program in Grades 7-12 | \$155,000 |
| o Middle / High School Bridge | \$300,000 |
| o ELD Teacher Coaches at sites | \$868,948 |
| o Contracts with Mental Health Support Agencies | \$200,000 |
| o Behavior Specialist to lead PBIS | \$40,180 |
| o Alive and Free Program and Lifelines | \$36,448 |
| o Site Coordinators for Family Engagement | \$325,708 |

Written comments from the PAC and DELAC on the attached LCAP, the second draft, are due to the Superintendent by **4:00p.m. on Friday, May 24, 2015**. Based on feedback from the Board, PAC and DELAC, staff intends to bring the final draft of the LCAP to the Board meeting on June 10, and there will be a formal public hearing on the LCAP Budget and the district's 2015-16 budget at that meeting. The final LCAP will be presented to the board at the June 24 board meeting.

POLICY/CODE

NA

FISCAL IMPACT

None at this time

STAFF RECOMMENDATION

Review and discuss the draft of the Local Control and Accountability Plan.

Berkeley Unified School District
2015-16

LCAP Preliminary Allocations

| School | Cal Pads Enrollment 14-15 | Unduplicated Students 14-15 | EL Students 14-15 | LCAP ELD FTE | LCAP RTI ² FTE | LCAP Lit Coach FTE | LCAP BRIDGE FTE | LCAP/ BSEP Parent Liaison FTE | LCAP Mental Health |
|------------------|---------------------------------|-----------------------------------|-------------------------|--------------------|---------------------------------|-----------------------------|-----------------------|--|--------------------------|
| Arts Magnet | 451 | 41.5% (187) | 14.4% (65) | 0.60 | 0.60 | 0.20 | | 0.60 | \$9,000. |
| Cragmont | 442 | 44.1% (195) | 12.4% (55) | 0.60 | 0.60 | 0.20 | | 0.60 | \$9,000. |
| Emerson | 302 | 39.7% (120) | 11.6% (35) | 0.40 | 0.40 | 0.20 | | 0.40 | \$9,000. |
| Jefferson | 393 | 33.1% (130) | 8.4% (33) | 0.40 | 0.40 | 0.20 | | 0.40 | \$9,000. |
| John Muir | 291 | 50.5% (147) | 10.7% (31) | 0.40 | 0.40 | 0.20 | | 0.40 | \$9,000. |
| LeConte | 348 | 56.9% (198) | 25.9% (90) | 0.80 | 0.60 | 0.20 | | 0.60 | \$9,000. |
| Malcolm X | 567 | 34.6% (196) | 9.5% (54) | 0.60 | 0.60 | 0.20 | | 0.60 | \$9,000. |
| Oxford | 302 | 40.7% (123) | 8.9% (27) | 0.40 | 0.40 | 0.20 | | 0.40 | \$9,000. |
| Rosa Parks | 448 | 36.2% (162) | 14.3% (64) | 0.60 | 0.60 | 0.20 | | 0.60 | \$9,000. |
| Thousand Oaks | 452 | 47.6% (215) | 21.9% (99) | 0.80 | 0.60 | 0.20 | | 0.60 | \$9,000. |
| Washington | 472 | 38.6% (182) | 9.7% (46) | 0.60 | 0.60 | 0.20 | | 0.60 | \$9,000. |
| Total | | | | 6.20 | 5.80 | 2.20 | | 5.80 | \$9,000. |
| King | 957 | 38.8% (371) | 9.2% (88) | 0.70 | 1.00 | | 0.60 | | \$9,000. |
| Longfellow | 510 | 53.1% (271) | 13.1% (67) | 0.60 | .60 | | 0.60 | | \$9,000. |
| Willard | 561 | 53.1% (298) | 6.8% (38) | 0.40 | .60 | | 0.60 | | \$9,000. |
| Total | | | | 1.70 | 2.20 | | 1.80 | | \$27,000. |

| School | Cal Pads Enrollment 14-15 | Unduplicated Students 14-15 | EL Students 14-15 | LCAP ELD FTE | LCAP RTI ² FTE | LCAP Lit Coach FTE | LCAP BRIDGE FTE | LCAP/ BSEP Parent Liaison FTE | LCAP Mental Health |
|---------|---------------------------------|-----------------------------------|-------------------------|--------------------|---------------------------------|-----------------------------|-----------------------|--|--------------------------|
| B- Tech | 84 | 78.6% (66) | 6.0% (5) | 0.20 | | | | | \$9,000. |
| BHS | 3185 | 31.7% (1010) | 6.2% (196) | 1.0+ | | | 1.2 | 1.0 | \$50,000. |
| Total | | | | 1.2 | | | | 1.0 | \$185,000. |

ED Services Staff Recommendations for LCAP 2015-16

1. Mental Health Partnerships (Trauma informed practices and Restorative practices will become a priority):
K-5 increase from \$ 5,000. To \$9,000
Middle School each \$9,000
BTA - \$9,000
BHS \$50,000 –
Restorative Practices- Pilot (to be defined in collaboration with Sam P.)
2. Teacher on Special Assignment – Recruitment, Retention and Equity - .60 - \$56,000
3. Super Science Saturday: \$40,000. – two sites Rosa Parks (for Rosa Parks, Oxford and Thousand Oaks students, as well as a few RP siblings that attend LeConte) and Malcolm X (for Malcolm X and John Muir students) for 1st-5th graders.

Super Science Saturdays is a program designed to serve BUSD students of color that are behind grade level in math. The purpose of the program is to provide non-traditional, enriching science and math opportunities to our students of color in an effort to close the achievement gap. Students' benefit from increased instructional time by meeting on Saturdays. The goals of the program are to:

- 1) spark an interest in STEM in students at an early age so that they are inspired to pursue degrees and careers in the sciences
- 2) increase computer proficiency in preparation for the upcoming computer-based state tests
- 3) provide students with more hands-on, positive experiences in science and math without the pressure of assessments
- 4) give families access to many Bay Area science institutions that are often out of the financial reach of our target demographic

4. SEEDS – Middle School – Restorative Practices -
\$ 60,600 – \$9,346 = \$51,254 (awaiting proposal)
Carryover Proposal: \$187,126
\$20,000 - TSA, Recruitment and Retention .60
\$51,254 – SEEDS Middle School RJ Program
\$40,000 – Super Science Saturday – STEM Program
\$70,000 - K-5 RJ Pilot
\$176,254 – Total

\$5,872 - potential balance

Berkeley Unified School District – Local Control Accountability Plan

Section 2

| | | |
|--------------------------------------|---|--|
| GOAL: | Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success. | Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 7X 8__X COE only: 9__ 10__ Local: Specify <u>2020 Vision</u> |
| Identified Need: | <p>Our Unduplicated Students Need Great Teachers: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies. Data Sources: Student Surveys, Focus Groups, and Literary Source: <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>, Gay, G</p> <p>Our Unduplicated Students Need Literacy and Math Skills: Grade-level proficiency in literacy and math in order to access curriculum and instruction Data Sources: Third Grade Data on Teachers College (Gap between Unduplicated Students and their peers). Literary Source: <i>Cultural Diversity and Education: Foundations, Curriculum, and Teaching</i>, Allyn and Bacon;</p> <p>Our Unduplicated Students College and Career Goals: College and career counseling and high school courses meaningfully connected to life goals Data Sources: Transcript Evaluation Service (TES), National School Clearinghouse and Course Access. Literacy Sources: <i>The Urgency of Now</i>, Schott Foundation for Public Education</p> <p>See Appendix J For full list of Research, Educational Theory and Appendix K for Baseline Data-Crosswalk for full resource of Research and Links to Data</p> | |
| Goal Applies to: | Schools: All K – 12 Schools and Preschools, Berkeley Adult School | |
| | Applicable Pupil Subgroups: English learners, Socio-economically disadvantaged, African-American, Latino, Special Education, High-risk | |
| LCAP Year 1: 2015 - 2016 | | |
| Expected Annual Measurable Outcomes: | <p>*Note: Exact numerical targets may change or be added once 2014-15 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.</p> <p>a) 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (<i>Basic Services, 1.a</i>). Metric: Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System (CALPADS)</p> <p>b) 100% of students in the school district has sufficient access to the standards-aligned instructional materials (<i>Basic Services, 1.B</i>). Metric: School Accountability Report Cards (SARC)</p> <p>c) 100% of school facilities are maintained in good repair (<i>Basic Services, 1.c</i>). Metric: School Accountability Report Cards (SARC)</p> <p>d) 90% ELA, Math and Science Teachers will be trained in CCSS/NGSS and fully implemented in the classroom (<i>State Standards, 2.a</i>). Metric: Professional Development Sign-in sheet and Professional Development Survey</p> <p>e) 75% of trained teachers will report site-level support in implementation of the state standards (<i>State Standards, 2.a</i>). Metric: Annual Professional Development Survey and CCSS / NGSS Peer-Observational Tool</p> <p>f) 80% or more students will meet 3rd Grade Level Reading Proficiency with specific subgroups targets as follows (for subgroups 7% more than prior year achievement) estimated at All: 80%+, EL: 59%, SED: 66%, AA: 64%, Latino: 65% and SPED: 46% (Local Priority: Teachers College Reading and Writing Project). Metric: Local CCSS Reading Assessment (TCRWP)</p> <p>g) The percentage of students meeting English Language Arts (ELA) proficiency in Gr 3 will be determined by the Smarter Balanced Assessment (SBA) proficiency level setting with the following annual growth targets (after year 1) as follows: - All: +5%, EL: +7%, SED: +7%, AA: +7%, Latino: +7% and SPED: +7%. (<i>Pupil Achievement, 4.a</i>). Metric: SBA in ELA (2014-15 Baseline Calculation to determine 2015-16)</p> <p>h) The percentage of students meeting Mathematics (Math) proficiency in Gr 8 will be determined by the Smarter Balanced Assessment (SBA) proficiency level setting with the following annual growth targets (after year 1) as follows: - All: +5%, EL: +7%, SED: +7%, AA: +7%, Latino: +7% and SPED: +7%. (<i>Pupil Achievement, 4.a</i>). Metric: SBA in Math (2014-15 Baseline Calculation to determine 2015-16)</p> <p>i) The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to, the Early Assessment Program, will be determined by using the levels set by Higher Education, after year one, the growth targets will be: All: +5%, EL: +7%, SED: +7%, AA:</p> | |

| <p>+7%, Latino: +7% and SPED: +7%. (Pupil Achievement, 4.g) Metric: SBA in ELA and Math (2014-15 Baseline Calculation to determine 2015-16)</p> <p>j) With the changes in the Academic Performance Index (API), the district score will reach 800 or above with the disproportionality between unduplicated pupils, our African-American and Latino students and students with disabilities will decrease with the API for each subgroup reaching 800 or above. (2015-16 Baseline Year – New API Calculation) (Pupil Achievement, 4.b)</p> <p>k) The overall percentage of students who have access to advanced placement classes and have passed an advanced placement examination with a score of 3 or higher will increase annually by 5% annually. (Pupil Achievement, 4.f.)</p> <p>l) 100% of unduplicated pupils and those with exceptional needs in 9th and 10th will have access to and enrollment in a broad course of study including programs and services developed and provided to the intervention group. (Course Access, 7 a, b, c)</p> <p>Metric: Transcript Evaluation Service (TES) Course Access Report</p> <p>m) 5% more unduplicated pupils and those in identified subgroups will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework (Pupil Achievement, 4.c; Pupil Outcomes, 8; Course Access a,b,c).. Metric: Transcript Evaluation Service (TES) Report Baseline Year.</p> <p>n) At least 90% or more of all students in the Class of 2015 Cohort will graduate and 7% more students in each subgroup will graduate annually: All: 90%+ EL, 84%, SED 88.3%, AA: 85.4%, Latino 90+%, SPED: 81.2% (Pupil Engagement: 5.e)</p> <p>Metric: Graduation Cohort Report (State Targets)</p> <p>o) At least 10% or less of all students in the Class of 2015 9-12 Cohort will dropout and 7% less students in each subgroup will dropout annually: All: -- 8.2%+ EL: -7%, SED: -10%, AA: -10%, Latino -8.5%, SPED: -16% (Pupil Engagement: 5.d) Less than 10 Middle School students will dropout annually. (Pupil Engagement: 5.c) Metric: Dropout Cohort Report (State Targets)</p> | | | |
|--|------------------|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 1.1 Continue to ensure all teachers are qualified and appropriately credentialed by providing Beginning Teacher Support and Assessment (BTSA) for all new teachers. Coordination will include be paired with the Teacher of Color Network Teacher on Special Assignment (See Action Step 2.4) | All K-12 Schools | <u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Focus on supporting teachers of color to provide role models for students of color, poverty and English Learners. | Expense: Contract for services, workshop costs, certificated salary and benefits Source: \$160,000 (LCFF Base). TBD |
| 1.2 Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including the integration of technology. Instructional Focus on the differentiation of instruction to meet the needs of our unduplicated pupils. | All K-12 Schools | <u>X</u> ALL ----- __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel Source: \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS) TBD |

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|--|-----------------------------------|---|--|
| <p>1.3 Provide on-going professional development (workshops, coaching, planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop).</p> | All K-12 Schools | <p><u>X</u> ALL</p> <p>-----</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel</p> <p>Source: \$56,000 in BSEP \$44,000 (Title I, Title II) TBD</p> |
| <p>1.4 Improve districtwide best practices in three-tier model of literacy instruction and intervention by providing additional RtI² teacher coaches to monitor and provide services to students. In middle school, Common Core Allocation will provide Literacy Coaches to compliment the RTI2 allocation to include a case-management model for Literacy.</p> | All Elementary, Middle Schools | <p><u>_</u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> x</u> Low Income pupils <u> x</u> English Learners</p> <p><u> x</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> x</u> Other Subgroups: <u>Focus on Unduplicated Students identified using multiple measures in Reading / Language Arts including the TCRWP, teacher formative assessments and a collaborative Student Study Team. Metric</u></p> | <p>Expense: Certificated salaries with an increase of .2 FTE from 14-15 at the Elementary Schools and 1.0, .6 and .6 at the Middle Schools (See Appendix K)</p> <p>Source: \$507,100 (LCFF Base) \$507,100 (BSEP) \$792,167 (LCFF Supplemental) \$55,433 (LCFF Suppl. In-direct) (DDF: 017) \$294,600 MS RS \$206,400 K-5 as per. enrollment</p> |
| <p>1.5 Support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of new international math pathway at the high schools by providing district level coaches to lead workshops, facilitate planning, and coaching. Training will include identifying unduplicated students and assuring the differentiation of curriculum based on their needs within the Math Pathway.</p> <p>1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS</p> | Districtwide: All K-12 Schools | <p><u>_</u> ALL</p> <p>-----</p> <p>With a focus on:</p> <p><u> x</u> Low Income pupils <u> x</u> English Learners</p> <p><u> x</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Expense: Certificated salaries</p> <p>Source: \$190,658 (LCFF Supplemental) \$13,342 (In-direct LCFF Suppl.) \$37,000 (BSEP PD) (DDF: 522) Potential location for one-time funds from Property Sales (Hillside) CCSS</p> |
| <p>1.6 Improve district wide, best practices in three-tier model of math instruction and intervention with additional RtI² (Response To Instruction and Intervention) teacher coaches to monitor and provide services to students. Middle School will be supporting Math Literacy.</p> | All Elementary, Middle Schools | <p><u>_</u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> x</u> Other Subgroups: <u>Unduplicated Students identified through the use of formative, summative assessments and teacher observation as struggling in mathematics</u></p> | <p>Expense: Certificated salaries</p> <p>See Item 1.4 for Source and Funding</p> |

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| 1.7 Continue differentiation of instruction with average class sizes of 24 students to 1 teacher (instead of 28 to 1) for 7 th and 8 th grade math classes to implement the new Common Core math curriculum by adding certificated staff. | Schoolwide: All Middle Schools | <u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Expense: Certificated salaries Source: \$147,500 (LCFF Base) Possibly expand size to average of 28 to 1 and use for Intervention TBD |
| 1.8 Provide teachers with the high-quality math intervention materials needed to support students struggling in math at middle and high school. | Schoolwide: All Middle and High Schools | <u>__</u> ALL ----- OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups: <u>Students identified through the use of formative, summative assessments and teacher observation as struggling in mathematics</u> | Expense: Instructional Materials Source: \$120,000 (LCFF Base) TBD |
| 1.9 Provide Science, Technology, Engineering and Math (STEM) activities outside the school day in Gr. 1-5 through the Supt. Super Science Saturdays in collaboration with the Lawrence Hall of Science. | Gr. 1-5 th : Rosa Parks (also inviting Oxford and Thousand Oaks Unduplicated Students) Malcolm X (for Malcolm X and John Muir) | <u>__</u> ALL ----- OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups: <u>Unduplicated Students of Color who have been identified using multiple measures as qualifying participants (needing support in Math and Science)</u> | Expense: Contract for services, Certificated hourly Source: \$30,000 (LCFF Base) \$40,000 (LCFF Supplemental) (LCFF Supp. Indirect) Need DDF |
| 1.10: Oversee college and career planning for high-risk students, increase access to college prep courses, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an intervention coordinator/counselor at BHS | Schoolwide: Berkeley High School | <u>__</u> ALL ----- OR: <u>x</u> __Low Income pupils <u>x</u> __English Learners <u>x</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: <u>Students as identified by a transitional rubric from Middle School to High School attached as an appendix, unduplicated students will be targeted</u> | Expense: Certificated salary Source: \$111,217 (LCFF Supplemental) \$7,783 (LCFF Supp. Indirect) (DDF: 523) |
| 1.11: Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts and California Pathways grant. | Schoolwide: Berkeley High School Berkeley Technology Academy Berkeley Adult | <u>__</u> ALL ----- OR: <u>x</u> __Low Income pupils <u>x</u> __English Learners <u>x</u> Foster Youth __Redesignated fluent fluent English proficient __Other Subgroups: <u>Students as identified by a transitional rubric from Middle School to High School</u> | Expense: Certificated salaries, materials and supplies Source: \$121,000 (LCFF Base), \$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$126,000 (CPT Grant) TBD |

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| <p>1.12 Provide targeted literacy intervention through small group and individual 1:1 instruction and teacher coaching/lesson modeling with one full time literacy coach for each K-5 school</p> | All Elementary Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: Students as identified as performing below grade-level in Reading targeting the unduplicated sub-groups and African-American and Latino Students.</p> | <p>Expense: Certificated Salaries</p> <p>Source: \$203,743 (LCFF Supplemental), \$14,257 (LCFF Supp. Indirect), TBD \$600,000 (BSEP) (DDF: 019)</p> |
| <p>1.13 Extend the school day with small group ELA and Mathematics instruction for students in grades K-12 before and after school with classroom teachers using research-based intervention practices.</p> | K-12 Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: Students as identified as performing below grade-level in Reading targeting the unduplicated sub-groups and African-American and Latino Students.</p> | <p>Will be funded in 2016-17</p> |
| <p>1.14 Prevent summer reading loss and use Common Core aligned ELA curriculum for the K-5 Summer School program.</p> | All Elementary Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> x </u>English Learners</p> <p><u> x </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: Students identified through TCRWP as needing support in Reading and Writing.</p> | <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: TBD \$93,000 (LCFF Base, Title I, EDC)</p> |
| <p>1.15 Expand AVID (Advancement via Individual Determination), which now includes 70% eligible students, to increase access to postsecondary education. AVID teachers and counselors will use the individual Transcript Evaluation Service (TES) Reports to monitor and communicate unduplicated student progress towards “On-Track” College and Career Readiness.</p> | Grades 7-12, All Middle and Berkeley High School | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> </u>English Learners</p> <p><u> x </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> x </u>Other Subgroups, African-American and Latino Students with a focus on unduplicated students</p> | <p>Expense: Certificated salaries, hourly curriculum development, stipends, travel conference, contracts for services</p> <p>Source: \$144,863 (LCFF Supplemental) \$10,137 (LCFF Supp. Indirect) (DDF: 948)</p> <p>No Additional Cost for TES</p> |

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| 1.16 Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring. | Grades 6-8 in Middle School and Berkeley High School | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u>_X_ Low Income pupils ___English Learners</u> <u>_x_ Foster Youth ___Redesignated fluent English proficient _x_ Other Subgroups, African-American, Latino and first generation college students not with a focus on unduplicated students identified using multiple measures</u></p> | <p>Expense: Certificated salaries, Contracts for services</p> <p>Source: \$280,380 (LCFF Supplemental), \$19,620 (LCFF Supp. Indirect) \$70,000 (City of Berkeley – HS Bridge) \$73,800 (BSEP) (DDF: 951)</p> |
| 1.17 For Low Income, English Learners and Foster Youth: Provide summer school for high school students not on track to graduate | Berkeley High School, Berkeley Independent High School, Berkeley Technology Academy | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u>_X_ Low Income pupils _x_ English Learners</u> <u>_x_ Foster Youth x__Redesignated fluent English proficient _x_ Other Subgroups: Students not on track to graduate as identified by credits, grades or CAHSEE non pass rate.</u></p> | <p>Expense: Certificated salaries, classified salaries, materials and supplies</p> <p>Source: TBD \$56,200 (LCFF Base)</p> |

LCAP Year 2: 2016-17

| | | |
|--------------------------------------|---|--|
| Expected Annual Measurable Outcomes: | <p>*Note: Exact numerical targets may change or be added once 2015-16 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.</p> | |
| | <p>a) 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (<i>Basic Services, 1.a</i>). Metric: Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System (CALPADS)</p> <p>b) 100% of students in the school district has sufficient access to the standards-aligned instructional materials (<i>Basic Services, 1.B</i>). Metric: School Accountability Report Cards (SARC)</p> <p>c) 100% of school facilities are maintained in good repair (<i>Basic Services, 1.c</i>). Metric: School Accountability Report Cards (SARC)</p> <p>d) 90% ELA, Math and Science Teachers will be trained in CCSS/NGSS and fully implemented in the classroom (<i>State Standards, 2.a</i>). Metric: Professional Development Sign-in sheet and Professional Development Survey</p> <p>e) 75% of trained teachers will report site-level support in implementation of the state standards (<i>State Standards, 2.a</i>). Metric: Annual Professional Development Survey and CCSS / NGSS Peer-Observational Tool</p> <p>f) 80% or more students will meet 3rd Grade Level Reading Proficiency with specific subgroups targets as follows (for subgroups 7% more than prior year achievement) estimated at All: 80%+, EL: 66%, SED: 72%, AA: 70%, Latino: 71% and SPED: 53% (Local Priority: Teachers College Reading and Writing Project). Metric: Local CCSS Reading Assessment (TCRWP)</p> <p>g) The percentage of students meeting English Language Arts (ELA) proficiency in Gr 3 will be determined by the Smarter Balanced Assessment (SBA) proficiency level setting with the following annual growth targets (after year 1) as follows: - All: +5%, EL: +7%, SED: +7%, AA: +7%, Latino: +7% and SPED: +7%. (<i>Pupil Achievement, 4.a</i>). Metric: SBA in ELA (2014-15 Baseline Calculation to determine 2015-16)</p> <p>h) The percentage of students meeting Mathematics (Math) proficiency in Gr 8 will be determined by the Smarter Balanced Assessment (SBA) proficiency level setting with the following annual growth targets (after year 1) as follows: - All: +5%, EL: +7%, SED: +7%, AA: +7%, Latino: +7% and SPED: +7%. (<i>Pupil Achievement, 4.a</i>). Metric: SBA in Math (2014-15 Baseline Calculation to determine 2015-16)</p> | |

- i) The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to, the Early Assessment Program, will be determined by using the levels set by Higher Education, after year one, the growth targets will be: All: **+5%**, EL: **+7%**, SED: **+7%**, AA: **+7%**, Latino: **+7%** and SPED: **+7%**. (*Pupil Achievement, 4.g*) Metric: SBA in ELA and Math (2014-15 Baseline Calculation to determine 2015-16)
- j) With the changes in the Academic Performance Index (API), the district score will reach 800 or above with the disproportionality between unduplicated pupils, our African-American and Latino students and students with disabilities will decrease with the API for each subgroup reaching 800 or above. (2015-16 Baseline Year – New API Calculation) (*Pupil Achievement, 4.b*)
- k) The overall percentage of students who have access to advanced placement classes and have passed an advanced placement examination with a score of 3 or higher will increase annually by 5% annually. (*Pupil Achievement, 4.f.*)
- l) **100%** of unduplicated pupils and those with exceptional needs in 9th and 10th will have access to and enrollment in a broad course of study including programs and services developed and provided to the intervention group. (*Course Access, 7 a, b, c*)
Metric: Transcript Evaluation Service (TES) Course Access Report
- m) 5% more unduplicated pupils and those in identified subgroups will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework (*Pupil Achievement, 4.c; Pupil Outcomes, 8; Course Access a,b,c*).. **Metric:** Transcript Evaluation Service (**TES**) Report Baseline Year.
- n) At least 90% or more of all students in the Class of 2015 Cohort will graduate and 7% more students in each subgroup will graduate annually: All: **+90%+** EL, **+90%**, SED **+90%**, AA: **+90%**, Latino **+90%**, SPED: **88.2%** (*Pupil Engagement: 5.e*)
Metric: Graduation Cohort Report (State Targets)
- o) At least 10% or less of all students in the Class of 2015 9-12 Cohort will dropout and 7% less students in each subgroup will dropout annually: All: **--8.2%+** EL: **-7%**, SED: **-10%**, AA: **-10%**, Latino: **-8.5%**, SPED: **-10%** (*Pupil Engagement: 5.d*) Less than 10 Middle School students will dropout annually. (*Pupil Engagement: 5.c*) **Metric:** Dropout Cohort Report (State Targets)

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-----------------------------------|--|---|
| 1.1 Continue to ensure all teachers are qualified and appropriately credentialed by providing Beginning Teacher Support and Assessment (BTSA) for all new teachers. Coordination of BTSA will include the recruitment and retention of teachers of color to ensure that our unduplicated students and students of color have role-models. See Action / Services Step 2.4. | All K-12 Schools | <u>X</u> ALL ----- <u>OR</u> ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Students of Color ensuring that students have teacher role models.</u> | Expense: Contract for services, workshop costs, certificated salary and benefits Source: \$160,000 (LCFF Base) TBD |
| 1.2 Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including the integration of technology. | All K-12 Schools | <u>X</u> ALL ----- <u>OR</u> ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ | Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel Source: \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS) TBD |
| 1.3 Provide on-going professional development (workshops, coaching, planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop). | All K-12 Schools | <u>X</u> ALL ----- <u>OR</u> ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ | Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel Source: \$56,000 in BSEP \$44,000 (Title I, Title II) TBD |
| 1.4 Improve districtwide best practices in three-tier model of literacy instruction and intervention by providing additional RtI ² teacher coaches to monitor and provide services to students. In middle school, Common Core Allocation will provide Literacy Coaches to compliment the RTI2 allocation to include a case-management model for Literacy. | All Elementary and Middle Schools | <u>_</u> ALL ----- <u>OR:</u> <u>_x</u> Low Income pupils <u>x</u> English Learners <u>_x</u> Foster Youth ___ Redesignated fluent English proficient <u>_x</u> Other Subgroups: <u>Focus on Unduplicated Students identified using multiple measures in Reading / Language Arts including the TCRWP, teacher formative assessments and a collaborative Student Study Team.</u> <u>Metric</u> | Expense: Certificated salaries Source: \$507,100 (LCFF Base) \$507,100 (BSEP) TBD \$788,268 (LCFF Supplemental) \$59,332 (LCFF Supp. Indirect) (DDF: 017) CCSS |

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| <p>1.5 Support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of new international math pathway at the high schools by providing district level coaches to lead workshops, facilitate planning, and coaching. Training will include identifying unduplicated students and their needs within the Math Pathway.</p> <p>1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS</p> | <p>Districtwide: All K-12 Schools</p> | <p><u>X</u> ALL ----- With a focus on: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>Expense: Certificated salaries</p> <p>Source: \$189,720 (LCFF Supplemental) \$14,280 ((LCFF Supp. Indirect) \$37,000 (BSEP PD) TBD FTE for BHS (DDF: 522)</p> |
| <p>1.6 Improve districtwide, best practices in three-tier model of math instruction and intervention with additional RtI² (Response To Instruction and Intervention) teacher coaches to monitor and provide services to students.</p> <p>See Appendix K for FTE Allocation Increases</p> | <p>All Elementary and Middle Schools</p> <p>CCSS Funding for High School</p> | <p>___ ALL ----- OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth ___ Redesignated fluent English proficient <u>x</u> Other Subgroups: <u>Focus on Unduplicated Students identified using multiple measures in Mathematics including Assessments, formative assessments and a collaborative Student Study Team.</u></p> | <p>Expense: Certificated salaries,</p> <p>Full Funding for RTI2 listed in Item 1.4</p> |
| <p>1.7 Continue differentiation of instruction with average class sizes of 24 students to 1 teacher (instead of 28 to 1) for 7th and 8th grade math classes to implement the new Common Core math curriculum by adding certificated staff.</p> | <p>Schoolwide: All Middle Schools</p> | <p><u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>Decision to fund Class Size at 24 to 1 ended at 2015-16. Further Class Size Reduction was not indicated for 2016-17 in the original LCAP 2014-15 to 2016-17 plan.</p> |
| <p>1.8 Provide Wednesday collaboration time for teachers to plan the use of the high-quality math intervention materials needed to support students struggling in math at middle and high school.</p> | <p>Schoolwide: All Middle and High Schools</p> | <p>___ ALL ----- OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Students identified as needing intervention in Mathematics using a metric targeting Unduplicated students.</u></p> | <p>Expense: Wednesday Collaboration Time Built into the all Teacher Salaries. Cost reflected in 2015-16.</p> |

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| <p>1.9 Provide Science, Technology, Engineering and Math (STEM) activities outside the school day in Gr. 1-5 through the Supt. Super Science Saturdays in collaboration with the Lawrence Hall of Science.</p> | <p>Gr. 1-5th: Rosa Parks (also inviting Oxford and Thousand Oaks Unduplicated Students)</p> <p>Malcolm X (for Malcolm X and John Muir)</p> | <p><u>__ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>x</u> Low Income pupils <u>x</u> English Learners</p> <p><u>x</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>x</u> Other Subgroups: <u>Unduplicated Students of Color who have been identified using multiple measures as qualifying participants (needing support in Math and Science)</u></p> | <p>Expense: Contract for services, Certificated hourly</p> <p>Source: \$30,000 (LCFF Base) \$40,000 (LCFF Supplemental) (LCFF Supp. Indirect) Need DDF</p> |
| <p>1.10 Oversee college and career planning for high-risk students, increase access to college prep courses, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an intervention coordinator/counselor at BHS</p> | <p>Schoolwide: Berkeley High School</p> | <p><u>__ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>x</u> Low Income pupils <u>x</u> English Learners</p> <p><u>x</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: <u>Unduplicated and Students as identified by a transitional rubric from Middle School to High School attached as an appendix I – Transition Rubric</u></p> | <p>Expense: Certificated salary</p> <p>Source: \$186,000 (LCFF Supplemental) \$14,000 (LCFF Supp. Indirect) (DDF: 523) \$46,100 (BSEP), \$46,100 (LCFF Base) TBD</p> |
| <p>1.11 Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts and California Pathways grant. See Appendix I</p> | <p>Schoolwide: Berkeley High School</p> <p>Berkeley Technology Academy</p> <p>Berkeley Adult School</p> | <p><u>__ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>__</u> Low Income pupils <u>__</u> English Learners</p> <p><u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: <u>Students as identified by a transitional rubric from Middle School to High School attached as an Appendix I</u></p> | <p>Expense: Certificated salaries, materials and supplies</p> <p>Source: \$121,000, (LCFF Base), \$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$54,000 (CPT Grant) TBD</p> |
| <p>1.12 Provide targeted literacy intervention through small group and individual 1:1 instruction and teacher coaching/lesson modeling with one full time literacy coach for each K-5 school</p> | <p>All Elementary Schools</p> | <p><u>__ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>X</u> Low Income pupils <u>X</u> English Learners</p> <p><u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: <u>Students as identified as performing below grade-level in Reading targeting unduplicated students and the sub-groups and African-American and Latino Students.</u></p> | <p>Expense: Certificated Salaries</p> <p>Source: \$202,740 (LCFF Supplemental), \$15,260 (LCFF Supp. Indirect), TBD \$600,000 (BSEP) (DDF: 019)</p> |

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| 1.13 Extend the school day with small group ELA and Mathematics instruction for students in grades K-12 before and after school with classroom teachers using research-based intervention practices. | K-12 Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u>_X_ Low Income pupils</u> <u>_X_ English Learners</u> <u>___ Foster Youth</u> <u>___ Redesignated fluent English proficient</u> <u>___ Other Subgroups: Students as identified as performing below grade-level in Reading</u> <u>targeting unduplicated students</u> and the sub-groups and African-American and Latino Students.</p> | <p>Expense: Certificated Hourly Pay</p> <p>Source: \$215,000 (LCFF Supplemental) for After-School Intervention</p> |
| 1.14 Prevent summer reading loss and use Common Core aligned ELA curriculum for the K-5 Summer School program. | All Elementary Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u>_X_ Low Income pupils</u> <u>_X_ English Learners</u> <u>_X_ Foster Youth</u> <u>___ Redesignated fluent English proficient</u> <u>___ Other Subgroups: Students as identified as performing below grade-level in Reading with a target on unduplicated students</u></p> | <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: TBD \$93,000 (LCFF Base, Title I, EDC)</p> |
| 1.15 Expand AVID (Advancement via Individual Determination), which now includes 70% eligible students, to increase access to postsecondary education. AVID teachers and counselors will use the individual Transcript Evaluation Service (TES) Reports to monitor and communicate unduplicated student progress towards “On-Track” College and Career Readiness. | Grades 7-12, All Middle and Berkeley High School | <p>___ALL</p> <p>-----</p> <p>Focus on Unduplicated Students: <u>_X_ Low Income pupils</u> <u>___ English Learners</u> <u>_x_ Foster Youth</u> <u>___ Redesignated fluent English proficient</u> <u>_x_ Other Subgroups, African-American, Latino and first generation college students not with a focus on unduplicated students identified using multiple measures</u></p> | <p>Expense: Certificated salaries, hourly curriculum development, stipends, travel conference, contracts for services</p> <p>Source: \$144,863 (LCFF Supplemental) \$10,137 (LCFF Supp. Indirect) (DDF: 948)</p> <p>No Additional Cost for TES</p> |
| 1.16 Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring. | Grades 6-8 in Middle School and Berkeley High School | <p>___ALL</p> <p>-----</p> <p>Focus on unduplicated students in the following Sub-groups: <u>_X_ Low Income pupils</u> <u>___ English Learners</u> <u>_x_ Foster Youth</u> <u>___ Redesignated fluent English proficient</u> <u>_x_ Other Subgroups, African-American, Latino and first generation college students not with a focus on unduplicated students identified using multiple measures</u></p> | <p>Expense: Certificated salaries, Contracts for services</p> <p>Source: \$433,380 (LCFF Supplemental), \$32,620 (LCFF Supp. Indirect) \$70,000 (City of Berkeley) \$73,800 (BSEP) TBD (DDF: 951)</p> |

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| <p>1.17 For Low Income, English Learners and Foster Youth: Provide summer school for high school students not on track to graduate</p> | <p>Berkeley High School, Berkeley Independent High School, Berkeley Technology Academy</p> | <p>___ALL ----- OR: _X_ Low Income pupils _x_ English Learners _x_ Foster Youth x__Redesignated fluent English proficient _x_ Other Subgroups, <u>Students not on track to graduate as identified by credits, grades or CAHSEE non pass rate.</u></p> | <p>Expense: Certificated salaries, classified salaries, materials and supplies Source: <u>TBD \$56,200 (LCFF Base)</u></p> |
| <p align="center">LCAP Year 3: 2017-18</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>*Note: Exact numerical targets may change or be added once 2016-17 End of Year Results come in. <u>The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.</u></p> <p>a) 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (<i>Basic Services, 1.a</i>). Metric: Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System (CALPADS)</p> <p>b) 100% of students in the school district has sufficient access to the standards-aligned instructional materials (<i>Basic Services, 1.B</i>). Metric: School Accountability Report Cards (SARC)</p> <p>c) 100% of school facilities are maintained in good repair (<i>Basic Services, 1.c</i>). Metric: School Accountability Report Cards (SARC)</p> <p>d) 90% ELA, Math and Science Teachers will be trained in CCSS/NGSS and fully implemented in the classroom (<i>State Standards, 2.a</i>). Metric: Professional Development Sign-in sheet and Professional Development Survey</p> <p>e) 75% of trained teachers will report site-level support in implementation of the state standards (<i>State Standards, 2.a</i>). Metric: Annual Professional Development Survey and CCSS / NGSS Peer-Observational Tool</p> <p>f) 80% or more students will meet 3rd Grade Level Reading Proficiency with specific subgroups targets as follows (for subgroups 7% more than prior year achievement) estimated at All: 80%+, EL: 73%, SED: 79%, AA: 77%, Latino: 78% and SPED: 60% (Local Priority: Teachers College Reading and Writing Project). Metric: Local CCSS Reading Assessment (TCRWP)</p> <p>g) The percentage of students meeting English Language Arts (ELA) proficiency in Gr 3 will be determined by the Smarter Balanced Assessment (SBA) proficiency level setting with the following annual growth targets (after year 1) as follows: - All: +5%, EL: +7%, SED: +7%, AA: +7%, Latino: +7% and SPED: +7%. (<i>Pupil Achievement, 4.a</i>). Metric: SBA in ELA (2014-15 Baseline Calculation to determine 2015-16)</p> <p>h) The percentage of students meeting Mathematics (Math) proficiency in Gr 8 will be determined by the Smarter Balanced Assessment (SBA) proficiency level setting with the following annual growth targets (after year 1) as follows: - All: +5%, EL: +7%, SED: +7%, AA: +7%, Latino: +7% and SPED: +7%. (<i>Pupil Achievement, 4.a</i>). Metric: SBA in Math (2014-15 Baseline Calculation to determine 2015-16)</p> <p>i) The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to, the Early Assessment Program, will be determined by using the levels set by Higher Education, after year one, the growth targets will be: All: +5%, EL: +7%, SED: +7%, AA: +7%, Latino: +7% and SPED: +7%. (<i>Pupil Achievement, 4.g</i>) Metric: SBA in ELA and Math (2014-15 Baseline Calculation to determine 2015-16)</p> <p>j) With the changes in the Academic Performance Index (API), the district score will reach 800 or above with the disproportionality between unduplicated pupils, our African-American and Latino students and students with disabilities will decrease with the API for each subgroup reaching 800 or above. (2015-16 Baseline Year – New API Calculation) (<i>Pupil Achievement, 4.b</i>)</p> <p>k) The overall percentage of students who have access to advanced placement classes and have passed an advanced placement examination with a score of 3 or higher will increase annually by 5% annually. (<i>Pupil Achievement, 4.f.</i>)</p> <p>l) 100% of unduplicated pupils and those with exceptional needs in 9th and 10th will have access to and enrollment in a broad course of study including programs and services developed and provided to the intervention group. (<i>Course Access, 7 a, b, c</i>)</p> | | |

Metric: Transcript Evaluation Service (TES) Course Access Report

- m) 5% more unduplicated pupils and those in identified subgroups will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework (*Pupil Achievement, 4.c; Pupil Outcomes, 8; Course Access a,b,c*). **Metric:** Transcript Evaluation Service (TES) Report Baseline Year.
- n) At least 90% or more of all students in the Class of 2015 Cohort will graduate and 7% more students in each subgroup will graduate annually: All: **+90%**, EL: **+90%**, SED: **+90%**, AA: **+90%**, Latino **90%**, SPED: **+90%** (*Pupil Engagement: 5.e*)
Metric: Graduation Cohort Report (State Targets)
- o) At least 10% or less of all students in the Class of 2015 9-12 Cohort will dropout and 7% less students in each subgroup will dropout annually: All: **--8.2%+** EL: **-7%**, SED: **-10%**, AA: **-10%**, Latino: **-8.5%**, SPED: **-10%** (*Pupil Engagement: 5.d*) Less than 10 Middle School students will dropout annually. (*Pupil Engagement: 5.c*)
Metric: Dropout Cohort Report (State Targets)

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1.1 Continue to ensure all teachers are qualified and appropriately credentialed by providing Beginning Teacher Support and Assessment (BTSA) for all new teachers. BTSA coordination will include a focus on supporting new Teachers of Color and those teachers representing our unduplicated students. See 2.7. | All K-12 Schools | <u>X</u> ALL ----- OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u> </u> Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>New Teachers of Color and those teachers who can serve as role models for the Unduplicated students</u> | Expense: Contract for services, workshop costs, certificated salary and benefits Source: TBD \$160,000 (LCFF Base). |
| 1.2 Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including the integration of technology. | All K-12 Schools | <u>X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____ | Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel Source: TBD \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS) |
| 1.3 Provide on-going professional development (workshops, coaching, planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop). | All K-12 Schools | <u>X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____ | Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel Source: TBD \$56,000 in BSEP \$44,000 (Title I, Title II) |

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| <p>1.4 Improve district wide best practices in three-tier model of literacy instruction and intervention by providing additional RtI² teacher coaches to monitor and provide services to students.</p> | <p>Pre-School All Elementary and Middle Schools</p> | <p><u>_</u>ALL OR: <u>_</u>xLow Income pupils <u>_</u>x_English Learners <u>_</u>x_Foster Youth <u>_</u>Redesignated fluent English proficient <u>_</u>x_Other Subgroups: <u>FTE driven by the Unduplicated Students identified using multiple measures in Reading / Language Arts including the TCRWP, teacher formative assessments and a collaborative Student Study Team. Metric will include a target on Unduplicated students</u></p> | <p>Expense: Certificated salaries Expense: Certificated salaries Source: TBD \$507,100 (LCFF Base) \$507,100 (BSEP) \$906,657 (LCFF Supplemental) \$68,243 (LCFF Indirect Supp.) (DDF: 017)</p> |
| <p>1.5 Support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of new international math pathway at the high schools by providing district level coaches to lead workshops, facilitate planning, and coaching.</p> <p>1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS</p> | <p>Districtwide: All K-12 Schools</p> | <p><u>X</u> ALL ----- OR: <u>_</u>Low Income pupils <u>_</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_</u>Other Subgroups:(Specify)_____</p> | <p>Expense: Certificated salaries Source: TBD \$204,000 (LCFF Supplemental) \$37,000 (BSEP PD) FTE for BHS (DDF: 522)</p> |
| <p>1.6 Improve districtwide, best practices in three-tier model of math instruction and intervention with additional RtI² (Response To Instruction and Intervention) teacher coaches to monitor and provide services to students.</p> <p>See Appendix K for FTE Allocation Increases</p> | <p>All Elementary and Middle Schools</p> <p>CCSS Funding for High School</p> | <p><u>_</u>ALL ----- OR: <u>x</u>Low Income pupils <u>x</u>English Learners <u>_</u>x_Foster Youth <u>_</u>Redesignated fluent English proficient <u>_</u>x_Other Subgroups: <u>FTE allocated based on Unduplicated Students identified using multiple measures in Mathematics including Assessments, formative assessments and a collaborative Student Study Team.</u></p> | <p>Expense: Certificated salaries, Full Funding for RTI2 listed in Item 1.6 (do not duplicate 10 key): Source: LCFF Supplemental, LCFF Base and _____ CCSS Funding for High School</p> |
| <p>1.7 Continue differentiation of instruction with average class sizes of 24 students to 1 teacher (instead of 28 to 1) for 7th and 8th grade math classes to implement the new Common Core math curriculum by adding certificated staff.</p> | <p>Schoolwide: All Middle Schools</p> | <p><u>X</u> ALL ----- OR: <u>_</u>Low Income pupils <u>_</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_</u>Other Subgroups:(Specify)_____</p> | <p>Decision to fund Class Size at 24 to 1 ended at 2015-16. Further Class Size Reduction was not indicated for 2016-17 in the original LCAP 2014-15 to 2016-17 plan.</p> |

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| 1.8 Provide Wednesday collaboration time for teachers to plan the use of the high-quality math intervention materials needed to support students struggling in math at middle and high school. | Schoolwide: All Middle and High Schools | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students identified as needing intervention in Mathematics using a metric targeting Unduplicated students.</u> | Expense: Wednesday Collaboration Time Built into the all Teacher Salaries. |
| 1.9 Provide Science, Technology, Engineering and Math activities outside the school day in K-5, such as Supt. Super Science Saturdays in collaboration with the Lawrence Hall of Science. | Schoolwide: All Elementary Schools | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students of Color who have been identified using multiple measures as qualifying participants in the STEM program.</u> | Expense: Contract for services, Certificated hourly Source: \$40,000 (LCFF Supplemental) \$30,000 (LCFF Base) |
| 1.10 Oversee college and career planning for high-risk students, increase access to college prep courses, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an intervention coordinator/counselor at BHS | Schoolwide: Berkeley High School | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: <u>Unduplicated and Students as identified by a transitional rubric from Middle School to High School attached as an appendix I – Transition Rubric</u> | Expense: Certificated salary Source: \$237,150 (LCFF Supplemental) \$17,850 (LCFF Supp. Indirect) (DDF: 523) TBD \$46,100 (BSEP), \$46, 100 (LCFF Base) |
| 1.11 Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts and California Pathways grant. | Schoolwide: Berkeley High School Berkeley Technology Academy Berkeley Adult School | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: <u>Unduplicated Students as identified by a transitional rubric from Middle School to High School attached as an appendix I</u> | Expense: Certificated salaries, materials and supplies Source: TBD \$121,000, (LCFF Base), \$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$54,000 (CPT Grant) |

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| 1.12 Provide targeted literacy intervention through small group and individual 1:1 instruction and teacher coaching/lesson modeling with one full time literacy coach for each K-5 school | All Elementary Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u>_X_ Low Income pupils _X_ English Learners</u> <u>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: Students as identified as performing below grade-level in Reading targeting unduplicated students</u> and the sub-groups and African-American and Latino Students.</p> | <p>Expense: Certificated Salaries</p> <p>Source: \$435.147 (LCFF Supplemental), \$32,753 (LCFF Supp. Indirect), TBD \$600,000 (BSEP) (DDF: 019)</p> |
| 1.13 Extend the school day with small group ELA and Mathematics instruction for students in grades K-12 before and after school with classroom teachers using research-based intervention practices. | K-12 Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u>_X_ Low Income pupils _X_ English Learners</u> <u>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: Students as identified as performing below grade-level in Reading targeting unduplicated students</u> and the sub-groups and African-American and Latino Students.</p> | <p>Expense: Certificated Hourly Pay</p> <p>Source: \$215,000 (LCFF Supplemental) for After-School Intervention</p> |
| 1.14 Prevent summer reading loss and use Common Core aligned ELA curriculum for the K-5 Summer School program. | All Elementary Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><u>_X_ Low Income pupils _X_ English Learners</u> <u>_X_ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: Students as identified as performing below grade-level in Reading with a target on unduplicated students</u></p> | <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: TBD \$93,000 (LCFF Base, Title I, EDC)</p> |
| 1.15 Expand AVID (Advancement via Individual Determination), which now includes 70% eligible students, to increase access to postsecondary education. AVID teachers and counselors will use the individual Transcript Evaluation Service (TES) Reports to monitor and communicate unduplicated student progress towards "On-Track" College and Career Readiness. | Grades 7-12, All Middle and Berkeley High School | <p>___ALL</p> <p>-----</p> <p>Focus on Unduplicated Students: <u>_X_ Low Income pupils ___ English Learners</u> <u>_x_ Foster Youth ___ Redesignated fluent English proficient _x_ Other Subgroups, African-American, Latino and first generation college students not with a focus on unduplicated students identified using multiple measures</u></p> | <p>Expense: Certificated salaries, hourly curriculum development, stipends, travel conference, contracts for services</p> <p>Source: \$144,863 (LCFF Supplemental) \$10,137 (LCFF Supp. Indirect) (DDF: 948)</p> |

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| <p>1.16 Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.</p> | <p>Grades 6-8 in Middle School and Berkeley High School</p> | <p>___ALL</p> <hr/> <p>Focus on unduplicated students in the following Sub-groups:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups, <u>African-American, Latino and first generation college students not with a focus on unduplicated students identified using multiple measures</u></p> | <p>Expense: Certificated salaries, Contracts for services</p> <p>Source: \$433,380 (LCFF Supplemental), \$32,620 (LCFF Supp. Indirect) <u>\$70,000 (City of Berkeley)</u> <u>\$73,800 (BSEP) TBD (DDF: 951)</u></p> |
| <p>1.17 For Low Income, English Learners and Foster Youth: Provide summer school for high school students not on track to graduate</p> | <p>Berkeley High School, Berkeley Independent High School, Berkeley Technology Academy</p> | <p>___ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups, <u>Students not on track to graduate as identified by credits, grades or CAHSEE non pass rate.</u></p> | <p>Expense: Certificated salaries, classified salaries, materials and supplies</p> <p>Source: <u>TBD \$56,200 (LCFF Base)</u></p> |

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| GOAL: | Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students. | Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6 X 7X 8__ Local: <u>2020 Vision</u> |
| Identified Need: | Our Unduplicated Students Need Great Teachers: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies. Data Sources: Student Surveys, Focus Groups, and Literary Source: <i>Recruiting and Retaining Effective Teachers for Urban Schools: Developing a Strategic Plan for Action</i> , Claycomb and Hawley Our Students Need English Fluency: Fluency in English in order to access grade level curriculum and instruction Data Sources: California English Language Development Test (CELDT), Annual Measureable Achievement Objectives (AMAO) and Literary Source: <i>Cultural and Linguistic Diversity in Education</i> , Cummins | |
| Goal Applies to: | Schools: All K – 12 Schools and Preschools | Applicable Pupil Subgroups: English learners, Socio-economically disadvantaged, African-American, Latino, Special Education |
| LCAP Year 1: 2015 - 2016 | | |
| Expected Annual Measurable Outcomes: | <p>*Note: Exact numerical targets may change or be added once 2015-16 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.</p> <p>a) 70% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners to use effective strategies that address students' multiple intelligences. (<i>State Standards 2,b and School Climate 6, c</i>). Metric: Professional Development sign-ins, Survey and Focus Groups (K-5, 6-8, 9-12)</p> <p>a. The instruction, practices and strategies will enable English learners and African-American students better access to the core curriculum for purposes of English Language Development. (<i>Pupil Achievement 4,d and Course Access, 7.c</i>). Metric: English Learner Language Arts Assessment (ELLA) for African-American and EL students in targeted classrooms.</p> <p>b. 50% of preK-12 teacher will indicate use of equity strategies in their classroom. (<i>Pupil Engagement 5, a; School Climate, 6, c; and Local Goals and Methods</i>) Metric: Cultural Competency Tool; Teacher Survey</p> <p>b) Increase the percentage of teachers who are African-American or Latino by</p> <p>a. Ensuring that 22% or more of newly hired teachers are AA or Latino. (<i>Basic a, 1; School Climate 6, c; Local Measures Goals and Methods</i>) Metric: CALPADs Teacher Report</p> <p>b. Support is provided to retain these new teachers and their African-American and Latino colleagues Metric: Teachers of Color Network Survey</p> <p>c) 67.8% or more of English learners will demonstrate at least one year of progress annually toward English fluency. (<i>Pupil Achievement, d</i>). Metric: The state English proficiency test currently entitled the California English Language Development Test (CELDT) using Annual Measurable Achievement Objective (AMAO 1) state targets.</p> <p>d) 69.2% of long-term English Learners will demonstrate proficiency on the state English proficiency test. This metric will increase by 3% annually. (<i>Pupil Achievement, d</i>) (<i>LTEL AMAO2</i>) Metric: CELDT</p> <p>e) 5% more English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate. (<i>Pupil Achievement, e</i>) Metric: Multiple Measures which include: 1. Scoring Advanced or Higher on the CELDT Overall and in the sub-categories 2. Scoring Proficient or Higher on a local and/or State Assessment: Grades 3-5 (TCRWP); In Grades 6-8, Scoring at a 3 or Higher the Standards-Based Grade in all core subjects and Scoring 3 or higher on the Spring Writing; Scoring Proficient or higher on the English Language Arts Spring Constructing Meaning test and/or on the ELA portion of the CAHSEE. 3. C or higher on all core subjects and 3. Teacher Recommendation</p> | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 2.1 Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants per seminar | All K-12 Schools and Pre-schools | <u>X</u> ALL ----- and Strategies Targeted to further focus on issues of Equity and Cultural Competence for: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u> </u> Other Subgroups: <u>Students of color including African-American, Latino students, students with disabilities and other disenfranchised students</u> | Expense: Contract for services, stipends, substitutes Source: TBD \$45,000 (BSEP PD) |
| 2.2 Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence. Coordination of the Equity Teacher Leaders will be part of the role of the Teachers of Color Recruitment and Retention Teacher on Special Assignment. See Action Step 2.7 | All K-12 Schools and Pre-schools | <u>_</u> ALL ----- OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u> </u> Redesignated fluent English proficient <u>x</u> Other Subgroups: <u>Students of color including African-American, Latino students, students with disabilities and other disenfranchised students with a focus on the unduplicated pupils</u> | Expense: Teacher Stipends Source: \$34,000 (BSEP PD) TBD |
| 2.3 Facilitate Professional Learning Communities (PLC) for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators | All K-12 Schools and Pre-schools | <u>_</u> ALL ----- OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) <u>PLCs will focus on issues of Equity and Cultural Competence for Unduplicated Students and students of Color</u> | Expense: No Expense, PLCs organized by Educational Services Assistant Superintendent and Director of K-8 Schools |
| 2.4 Hire a teacher on special assignment to recruit, retain, lead equity teacher group and provide recommendations and other supports for teachers of color. Position will also provide services and support to new teachers BTSA (See Action Step 1.1) | All K-12 Schools and Pre-schools | <u>_</u> ALL ----- OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) <u>With the goal of having more role models for unduplicated students of color</u> | Expense: Certificated Salary Source: \$56,000 (LCFF Supplemental) \$ _____ (LCFF Supp. Indirect) (DDF: 524) (Additional .2 FTE for BTSA) |

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| 2.5 Partner with Berkeley City College (BCC), Cal State University, East Bay (CSUEB) and UC Berkeley to create two pathways. Pathway 1: Classified staff who currently hold Bachelor of Arts (BAs) to enter internship program with CSUEB or CAL Teach at UC Berkeley (UCB). Pathway 2: Partnership with BCC to have staff enter the Pre-Education Pathway through CSUEB | All K-12 Schools and Pre-schools | <u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups <u>With the goal of having more role models for students of color</u> | Expense: no additional cost |
| 2.6 Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, case-management, assessment, and instructional coaching for teachers. | All K-12 Schools | __ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: | Expense: Certificated Salaries Source: \$780,494(LCFF Supplemental) \$54,616 (LCFF Supp. Indirect) (DDF: 529) |
| 2.7 Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English Fluency. | All K-12 Schools | __ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>x</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Expense: Certificated Salaries Source: TBD \$92,200 (Title I-III) |

LCAP Year 2: 2016-17

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| Expected Annual Measurable Outcomes: | <p>*Note: Exact numerical targets may change or be added once 2015-16 End of Year Results come in. <u>The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.</u></p> | |
| | <p>a) 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners to use effective strategies that address students' multiple intelligences. (<i>State Standards 2,b and School Climate 6, c</i>). Metric: Professional Development sign-ins, Survey and Focus Groups (K-5, 6-8, 9-12)</p> <p>a. The instruction, practices and strategies will enable English learners and African-American students better access to the core curriculum for purposes of English Language Development. (<i>Pupil Achievement 4,d and Course Access, 7.c</i>). Metric: English Learner Language Arts Assessment (ELLA) for African-American and EL students in targeted classrooms.</p> <p>b. 70% of preK-12 teacher will indicate use of equity strategies in their classroom. (<i>Pupil Engagement 5, a; School Climate, 6, c; and Local Goals and Methods</i>) Metric: Cultural Competency Tool; Teacher Survey</p> <p>b) Increase the percentage of teachers who are African-American or Latino by</p> <p>a. Ensuring that 24% or more of newly hired teachers are AA or Latino. (<i>Basic a, 1; School Climate 6, c; Local Measures Goals and Methods</i>) Metric: CALPADs Teacher Report</p> <p>b. Support is provided to retain these new teachers and their African-American and Latino colleagues Metric: Teachers of Color Network Survey</p> <p>c) 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency. (<i>Pupil Achievement, d</i>). Metric: The state English proficiency test currently entitled the California English Language Development Test (CELDT) using Annual Measurable Achievement Objective (AMAO 1) state targets.</p> <p>d) 72.2% of long-term English Learners will demonstrate proficiency on the state English proficiency test. This metric will increase by 3% annually. (<i>Pupil Achievement, d</i>) (<i>LTEL AMAO2</i>) Metric: CELDT</p> <p>e) 5% more English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate. (<i>Pupil Achievement, e</i>) Metric: Multiple Measures</p> | |

which include: 1. Scoring Advanced or Higher on the CELDT Overall and in the sub-categories 2. Scoring **Proficient** or Higher on a local and/or State Assessment: Grades 3-5 (TCRWP); In Grades 6-8, Scoring at a 3 or Higher the Standards-Based Grade in all core subjects and Scoring 3 or higher on the Spring Writing; Scoring **Proficient** or higher on the English Language Arts Spring Constructing Meaning test and/or on the ELA portion of the CAHSEE. 3. C or higher on all core subjects and 3. Teacher Recommendation

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|----------------------------------|---|--|
| 2.1 Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants per seminar | All K-12 Schools and Pre-schools | <u>X</u> ALL ----- and Strategies Targeted to further focus on issues of Equity and Cultural Competence for: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups: <u>Students of color including African-American, Latino students, students with disabilities and other disenfranchised students</u> | Expense: Contract for services, stipends, substitutes Source: TBD \$45,000 (BSEP PD) |
| 2.2 Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence. Coordination of the Equity Teacher Leaders will be part of the role of the Teachers of Color Recruitment and Retention Teacher on Special Assignment. See Action Step 2.7 | All K-12 Schools and Pre-schools | <u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> x </u> Other Subgroups: <u>Students of color including African-American, Latino students, students with disabilities and other disenfranchised students with a focus on the unduplicated pupils</u> | Expense: Teacher Stipends Source: \$34,000 (BSEP PD) TBD |
| 2.3 Facilitate Professional Learning Communities (PLC) for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators | All K-12 Schools and Pre-schools | <u> </u> ALL ----- OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) <u>PLCs will focus on issues of Equity and Cultural Competence for Unduplicated Students and students of Color</u> | Expense: No Expense, PLCs organized by Educational Services Assistant Superintendent and Director of K-8 Schools |
| 2.4 Hire a teacher on special assignment to recruit, retain, lead equity teacher group and provide recommendations and other supports for teachers of color. Position will also provide services and support to new teachers BTSA (See Action Step 1.1) | All K-12 Schools and Pre-schools | <u> </u> ALL ----- OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) <u>With the goal of having more role models for unduplicated students of color</u> | Expense: Certificated Salary Source: \$56,000 (LCFF Supplemental) \$_____ (LCFF Supp. Indirect) (DDF: 524) (Additional .2 FTE for BTSA) |

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| 2.5 Partner with Berkeley City College (BCC), Cal State University, East Bay (CSUEB) and UC Berkeley to create two pathways. Pathway 1: Classified staff who currently hold Bachelor of Arts (BAs) to enter internship program with CSUEB or CAL Teach at UC Berkeley (UCB). Pathway 2: Partnership with BCC to have staff enter the Pre-Education Pathway through CSUEB | All K-12 Schools and Pre-schools | <u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups <u>With the goal of having more role models for students of color</u> | Expense: no additional cost |
| 2.6 Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, case-management, assessment, and instructional coaching for teachers. | All K-12 Schools | __ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: | Expense: Certificated Salaries Source: \$780,494(LCFF Supplemental) \$54,616 (LCFF Supp. Indirect) (DDF: 529) |
| 2.7 Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English Fluency. | All K-12 Schools | __ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>x</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Expense: Certificated Salaries Source: TBD \$92,200 (Title I-III) |

LCAP Year 3: 2017-18

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| Expected Annual Measurable Outcomes: | <p>*Note: Exact numerical targets may change or be added once 2016-17 End of Year Results come in. <u>The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.</u></p> | |
| | <p>a) 100% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners to use effective strategies that address students' multiple intelligences. (<i>State Standards 2,b and School Climate 6, c</i>). Metric: Professional Development sign-ins, Survey and Focus Groups (K-5, 6-8, 9-12)</p> <p>a. The instruction, practices and strategies will enable English learners and African-American students better access to the core curriculum for purposes of English Language Development. (<i>Pupil Achievement 4,d and Course Access, 7.c</i>). Metric: English Learner Language Arts Assessment (ELLA) for African-American and EL students in targeted classrooms.</p> <p>b. 90% of preK-12 teacher will indicate use of equity strategies in their classroom. (<i>Pupil Engagement 5, a; School Climate, 6, c; and Local Goals and Methods</i>) Metric: Cultural Competency Tool; Teacher Survey</p> <p>b) Increase the percentage of teachers who are African-American or Latino by</p> <p>a. Ensuring that 26% or more of newly hired teachers are AA or Latino. (<i>Basic a, 1; School Climate 6, c; Local Measures Goals and Methods</i>) Metric: CALPADs Teacher Report</p> <p>b. Support is provided to retain these new teachers and their African-American and Latino colleagues Metric: Teachers of Color Network Survey</p> <p>c) 70%+ or more of English learners will demonstrate at least one year of progress annually toward English fluency. (<i>Pupil Achievement, d</i>). Metric: The state English proficiency test currently entitled the California English Language Development Test (CELDT) using Annual Measurable Achievement Objective (AMAO 1) state targets.</p> <p>d) 75.2% of long-term English Learners will demonstrate proficiency on the state English proficiency test. This metric will increase by 3% annually. (<i>Pupil Achievement, d</i>) (<i>LEL AMAO2</i>) Metric: CELDT</p> <p>e) 5% more English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate. (<i>Pupil Achievement, e</i>) Metric: Multiple</p> | |

| Measures which include: 1. Scoring Advanced or Higher on the CELDT Overall and in the sub-categories 2. Scoring Proficient or Higher on a local and/or State Assessment: Grades 3-5 (TCRWP); In Grades 6-8, Scoring at a 3 or Higher the Standards-Based Grade in all core subjects and Scoring 3 or higher on the Spring Writing; Scoring Proficient or higher on the English Language Arts Spring Constructing Meaning test and/or on the ELA portion of the CAHSEE. 3. C or higher on all core subjects and 3. Teacher Recommendation | | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 2.1 Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants per seminar | All K-12 Schools and Pre-schools | <u>X</u> ALL ----- and Strategies Targeted to further focus on issues of Equity and Cultural Competence for: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups: <u>Students of color including African-American, Latino students, students with disabilities and other disenfranchised students</u> | Expense: Contract for services, stipends, substitutes Source: TBD \$45,000 (BSEP PD) |
| 2.2 Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence. Coordination of the Equity Teacher Leaders will be part of the role of the Teachers of Color Recruitment and Retention Teacher on Special Assignment. See Action Step 2.7 | All K-12 Schools and Pre-schools | <u> </u> ALL ----- OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> x </u> Other Subgroups: <u>Students of color including African-American, Latino students, students with disabilities and other disenfranchised students with a focus on the unduplicated pupils</u> | Expense: Teacher Stipends Source: \$34,000 (BSEP PD) TBD |
| 2.3 Facilitate Professional Learning Communities (PLC) for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators | All K-12 Schools and Pre-schools | <u> </u> ALL ----- OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) <u>PLCs will focus on issues of Equity and Cultural Competence for Unduplicated Students and students of Color</u> | Expense: No Expense, PLCs organized by Educational Services Assistant Superintendent and Director of K-8 Schools |
| 2.4 Hire a teacher on special assignment to recruit, retain, lead equity teacher group and provide recommendations and other supports for teachers of color. Position will also provide services and support to new teachers BTSA (See Action Step 1.1) | All K-12 Schools and Pre-schools | <u> </u> ALL ----- OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) <u>With the goal of having more role models for unduplicated students of color</u> | Expense: Certificated Salary Source: \$56,000 (LCFF Supplemental) \$_____ (LCFF Supp. Indirect) (DDF: 524) (Additional .2 FTE for BTSA) |

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| <p>2.5 Partner with Berkeley City College (BCC), Cal State University, East Bay (CSUEB) and UC Berkeley to create two pathways. Pathway 1: Classified staff who currently hold Bachelor of Arts (BAs) to enter internship program with CSUEB or CAL Teach at UC Berkeley (UCB). Pathway 2: Partnership with BCC to have staff enter the Pre-Education Pathway through CSUEB</p> | All K-12 Schools and Pre-schools | <p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups <u>With the goal of having more role models for students of color</u></p> | <p>Expense: no additional cost</p> |
| <p>2.6 Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, case-management, assessment, and instructional coaching for teachers.</p> | All K-12 Schools | <p>__ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:</p> | <p>Expense: Certificated Salaries Source: \$780,494 (LCFF Supplemental) \$54,616 (LCFF Supp. Indirect) (DDF: 529)</p> |
| <p>2.7 Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English Fluency.</p> | All K-12 Schools | <p>__ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>x</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> | <p>Expense: Certificated Salaries Source: TBD \$92,200 (Title I-III)</p> |

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| GOAL: | Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn. | | Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 7X 8__ COE only: 9__ 10__ Local: Specify 2020 Vision |
| Identified Need: | <p>Our Students Need Social-Emotional Skills and Behavioral Health: Social and emotional tools for students to be ready to learn. Data Sources: California Healthy Kids Survey Data (CHKS), Positive Behavioral Intervention Systems (PBIS) and Literary Source: <i>Responding to the Mental Health Needs of Students – AK Skakski</i></p> <p>Our Students Need Full Engagement with School: To be on time and attend school every day; positive support and effective discipline that keeps them in the classroom learning. Data Sources: Monthly Attendance Rate, Suspension Data and Literary Source: <i>The achievement gap and the discipline gap: Two sides of the same coin?</i> Gregory, A., Skiba, R., & Noguera, P.</p> <p>Our Students Need Schools and Families to Partner: Families feeling welcome and connected to support the educational success of their students. Data Sources: Family Connectedness Logs, Family Survey and Literary Source: <i>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships</i>, Henderson, A.T., Mapp, K.L., Johnson, V.R., Davies</p> | | |
| Goal Applies to: | Schools: | All K – 12 Schools and Preschools | |
| | Applicable Pupil Subgroups: | English learners, Socio-economically disadvantaged, African-American, Latino, Special Education, High-risk | |
| LCAP Year 1: 2015 - 2016 | | | |
| Expected Annual Measurable Outcomes: | <p>*Note: Exact numerical targets may change or be added once 2014-15 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.</p> <p>a) The percentage of K-5 students in the targeted subgroups (SED, EL, AA and Latino compared to their non-SED, EL, AA and Latino peers) scoring at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS report card will increase by 5% annually.</p> <p>a. In the Third Grade, the average score for the cohort will reach a 3 or higher overall and for subgroups, with a 5% increase in that average score annually. Metric: CCSS K – 5 Report Card Social-Emotional Domain section. (<i>Other Local Measures</i>)</p> <p>b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by sub-group as self-identified in the survey. (<i>School Climate 6, c</i>). Metric: California Healthy Kids Survey (CHKS)</p> <p>c) The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. (*number will be adjusted based on enrollment) (<i>School Climate 5,b</i>) Metric: Daily Attendance Report. The Goal Number of students equals: 1016 and African-American students equals: 263.</p> <p>d) The School Attendance Rates will grow annually by 2% to be 98.6% or greater. (<i>School Climate 5,a</i>) Metric: Annual P2 Attendance Report to the Board.</p> <p>e) The number* of middle and high school African-American students who are suspended or expelled at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (<i>Pupil Engagement 6. a, b</i>) Metric: Annual State Suspension Report. The Goal Number of African-American students suspended in 2015-2016 should be 119 or less.</p> <p>f) The number of middle and high school students who participated in restorative justice practices both as an alternative to suspension one or more alternative to suspension will be tracked in the Student Information System and the percentage of students overall, by unduplicated sub-group and those students who are African-American will increase proportionally to the decrease in suspensions. (<i>Pupil Engagement 6, a</i>)</p> <p>g) The percentage of families who indicate that they are English Learners, Socio-Economically Disadvantaged, Special Education, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. (<i>Parental Involvement 3,a.</i>) Metric: District LCAP Survey</p> <p>h) The percentage of families indicate that their students are Special Education, Socio-Economically Disadvantaged, English Learners, African-</p> | | |

| | <p>American and/or Latino participating in the Survey will increase by 10% annually so that overall participation will be at 75% or more. (<i>Parental Involvement 3,b and c</i>) Metric: District LCAP Survey</p> <p>i) The percentage of collaborative connections with families whose students are unduplicated Socio-Economically Disadvantaged students and English Learners, Special Education, African-American and/or Latino with a focus on attendance intervention will increase by 10% annually as logged confidentially in the data-management system. (<i>Parental Involvement 3,b and c</i>) Metric: Collaborative Connection Log. . The Goal Number of family connections in 2015-2016 should be 660 or more families with specific breakdowns by unduplicated students as: 305 +; Special Education as 110 +; African-American 247 +; Latino 198 +</p> <p>j) The percentage of unduplicated families who are Socio-Economically Disadvantaged, English Learners and / or Families of Color who are involved in school and district programs such as the English Learner Advisory Council (ELAC), School Governance Council (SGC); LCAP Parent Advisory Council (PAC), the Parent Teacher Student Association (PTSA) will increase by 5% annually. (<i>Parental Involvement 3,b and c</i>) Metric: Participation Lists.</p> | | |
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| | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 3.1 Training provided by District PBIS/Toolbox Behavior Specialist to all K-6 certificated staff on the implementation of Toolbox social/emotional curriculum, designed to teach skills such as, self-management, social and self-awareness, decision-making and building relationships with a focus on our unduplicated pupils. | All K-12 Schools | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Expense: Certificated Salaries See funding in Action Step 3.9 for ongoing Toolbox Support |
| 3.2 Provide an Intervention Coordinator at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions | Berkeley High School | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Prioritized Behavioral Intervention Group targeting unduplicated students being suspended | Expense: Certificated Salaries See Action Step 1.10 for BHS Intervention Coordinator |
| 3.3 Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance an being on time | Berkeley High School Berkeley Technology Academy | <input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Families with a specific focus on unduplicated students identified as in danger of missing school based on prior absences or tardies. | Expense: Classified Salaries Source: See Action Step 3.12 |

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| <p>3.4 Provide professional development for teachers and staff on Restorative Justice (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) and provide Restorative Practice through the use of :</p> <p>Elementary School – Pilot a Restorative Justice (RJ) model at two elementary schools to provide support to teachers and case management for students</p> <p>Middle School - Expand SEEDs Contract to provide professional development and serve as a model-teacher for the staff</p> <p>High-School – Hire a student welfare and attendance specialist to serve as a case-manager for students and contract with counseling services on Alcohol and Tobacco or Drug (ATOD) use.</p> | <p>K-12</p> <p>Elementary Sites to be Determined</p> <p>All Three Middle Schools</p> | <p>__ALL -----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Prioritized Behavioral Intervention Group with a targeted focus on unduplicated students and (African-American Students with 1 or more suspensions)</p> | <p>Expense: Contract for Services, Certificated and Classified Salaries</p> <p>Source: Elementary RJ Pilot - \$70,000 (LCFF Supplemental) ____ (LCFF Indirect)</p> <p>SEEDS Middle School \$20,000 Grant Funds and \$51,254 (LCFF Supplemental)____ (LCFF Supp. Indirect) (DDF: 525);</p> <p>High School RJ See Action Step 3.11</p> |
| <p>3.5 Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention</p> | | <p><input checked="" type="checkbox"/> ALL -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Expense: Certificated Salaries</p> <p>Source: TBD \$520,000 (LCFF Base - Special Ed. Budget)</p> |
| <p>3.6 Train new Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system. Monitor Site Incident Management data entry through a quarterly system audit</p> | <p>All K-12 Schools</p> | <p>__ALL -----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Prioritized Behavioral Intervention Group with a targeted focus on unduplicated students and (African-American Students with 1 or more suspensions)</p> | <p>No Expense: Training will occur during scheduled meetings</p> <p>No Expense: Departments of Student Services / and BREa will monitor data</p> |

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| 3.7 Hire a TSA to monitor progress on achieve LCAP goals | All K-12 Schools and Pre-schools | <u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Expense: Certificated salary Source: \$50,562 (LCFF Supplemental) \$3,538 (LCFF Supp. Indir) (DDF: 535) |
| 3.8 Provide increased behavioral health services to support students dealing with trauma and other emotional issues. Trauma informed practices and Restorative Practices will become a priority. | All Elementary and Middle Schools Berkeley Technology Academy | __ ALL ----- OR: <u>X</u> Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Expense: Contracts for services Source: \$55,000 for K-5 (City of Berkeley) and \$136,920 (LCFF Supplemental) \$_____ (LCFF Supp. Indir) (DDF 995) |
| 3.9 Provide PBIS coach/behavior specialist to develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension | All K-12 Schools and Pre-schools | __ ALL ----- OR: <u>X</u> Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Expense: Certificated salaries Source: \$37,552 (LCFF Supplemental) \$2628 (LCFF Supp. Indir) TBD \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532) |
| 3.10 Implement Alive and Free and Lifelines Programs to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration and provide professional development for staff | Berkeley Technology Academy | __ ALL ----- OR: <u>X</u> Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Expense: Contracts for services, Substitutes Source: \$36,449 (LCFF Supplemental) \$2551 (LCFF Supp. Indir) (DDF: 211) |

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| 3.11 Provide case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at-risk of suspension. | Berkeley High School | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify) <u>Targeted Student Group for Intervention – Unduplicated Pupils including African-American Students with more than 1 suspension.</u></p> | <p>Expense: Classified Salaries</p> <p>Source: \$50,000 (LCFF Supplemental), _____ (LCFF Supp. Indir)</p> |
| 3.12 Provide coordinators for family engagement for all K-5 schools and support for BHS to partner with parents and guardians to support their children’s education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of English Learners. | All K-5 and Berkeley High School | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify)_____</p> | <p>Expense: Classified Salaries</p> <p>Source: \$325,708 (LCFF Supplemental), \$22,752 (LCFF Supp. Indir) TBD \$369,000 in (BSEP funding) (DDF: 534)</p> |

LCAP Year 2: 2016-17

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| Expected Annual Measurable Outcomes: | <p>*Note: Exact numerical targets may change or be added once 2015-16 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.</p> <p>a) The percentage of K-5 students in the targeted subgroups (SED, EL, AA and Latino compared to their non-SED, EL, AA and Latino peers) scoring at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS report card will increase by 5% annually.</p> <p>a. In the Third Grade, the average score for the cohort will reach a 3 or higher overall and for subgroups, with a 5% increase in that average score annually. Metric: CCSS K – 5 Report Card Social-Emotional Domain section. <i>(Other Local Measures)</i></p> <p>b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by sub-group as self-identified in the survey. <i>(School Climate 6, c).</i> Metric: California Healthy Kids Survey (CHKS)</p> <p>c) The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. (*number will be adjusted based on enrollment) <i>(School Climate 5,b)</i> Metric: Daily Attendance Report. The Goal Number of students equals: 945 and African-American students equals: 223.</p> <p>d) The School Attendance Rates will grow annually by 2% to be 98.6% or greater. <i>(School Climate 5,a)</i> Metric: Annual P2 Attendance Report to the Board.</p> <p>e) The number* of middle and high school African-American students who are suspended or expelled at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. <i>(Pupil Engagement 6. a, b)</i> Metric: Annual State Suspension Report. The Goal Number of African-American students suspended in 2016-2017 should be 99 or less.</p> <p>f) The number of middle and high school students who participated in restorative justice practices both as an alternative to suspension one or more alternative to suspension will be tracked in the Student Information System and the percentage of students overall, by unduplicated sub-group and those students who are African-American will increase proportionally to the decrease in suspensions. <i>(Pupil Engagement 6, a)</i></p> <p>g) The percentage of families who indicate that they are English Learners, Socio-Economically Disadvantaged, Special Education, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. <i>(Parental Involvement 3,a.)</i> Metric: District LCAP Survey</p> |
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| <p>h) The percentage of families indicate that their students are Special Education, Socio-Economically Disadvantaged, English Learners, African-American and/or Latino participating in the Survey will increase by 10% annually so that overall participation will be at 75% or more. (<i>Parental Involvement 3,b and c</i>) Metric: District LCAP Survey</p> <p>i) The percentage of collaborative connections with families whose students are unduplicated Socio-Economically Disadvantaged students and English Learners, Special Education, African-American and/or Latino with a focus on attendance intervention will increase by 10% annually as logged confidentially in the data-management system. (<i>Parental Involvement 3,b and c</i>) Metric: Collaborative Connection Log. . The Goal Number of family connections in 2016-2017 should be 726 or more families with specific breakdowns by unduplicated students as: 335 +; Special Education as 121+; African-American 271+; Latino 217 +</p> <p>j) The percentage of unduplicated families who are Socio-Economically Disadvantaged, English Learners and / or Families of Color who are involved in school and district programs such as the English Learner Advisory Council (ELAC), School Governance Council (SGC); LCAP Parent Advisory Council (PAC), the Parent Teacher Student Association (PTSA) will increase by 5% annually. (<i>Parental Involvement 3,b and c</i>) Metric: Participation Lists.</p> | | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 3.1 Training provided by District PBIS/Toolbox Behavior Specialist to all K-6 certificated staff on the implementation of Toolbox social/emotional curriculum, designed to teach skills such as, self-management, social and self-awareness, decision-making and building relationships with a focus on our unduplicated pupils. | All K-12 Schools | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Expense: Certificated Salaries See funding in Action Step 3.9 for ongoing Toolbox Support |
| 3.2 Provide an Intervention Coordinator at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions | Berkeley High School | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Prioritized Behavioral Intervention Group targeting unduplicated students being suspended | Expense: Certificated Salaries See Action Step 1.10 for BHS Intervention Coordinator |

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| <p>3.3 Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance and being on time</p> | <p>Berkeley High School</p> <p>Berkeley Technology Academy</p> | <p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>Families with a specific focus on unduplicated students identified as in danger of missing school based on prior absences or tardies.</u></p> | <p>Expense: Classified Salaries</p> <p>Source: See Action Step 3.12</p> |
| <p>3.4 Provide professional development for teachers and staff on Restorative Justice (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) and provide Restorative Practice through the use of :</p> <p>Elementary School – Pilot a Restorative Justice (RJ) model at two elementary schools to provide support to teachers and case management for students</p> <p>Middle School - Expand SEEDs Contract to provide professional development and serve as a model-teacher for the staff</p> <p>High-School – Hire a student welfare and attendance specialist to serve as a case-manager for students and contract with counseling services on Alcohol and Tobacco or Drug (ATOD) use.</p> | <p>K-12</p> <p>Elementary Sites to be Determined</p> <p>All Three Middle Schools</p> | <p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u>Prioritized Behavioral Intervention Group with a targeted focus on unduplicated students and (African-American Students with 1 or more suspensions)</u></p> | <p>Expense: Contract for Services, Certificated and Classified Salaries</p> <p>Source: Elementary RJ Pilot - \$70,000 (LCFF Supplemental) <u> </u> (LCFF Indirect)</p> <p>SEEDs Middle School <u>\$20,000 Grant Funds</u> and \$51,254 (LCFF Supplemental) <u> </u> (LCFF Supp. Indirect) (DDF: 525);</p> <p>High School RJ See Action Step 3.11</p> |
| <p>3.5 Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention</p> | | <p><u> </u> X ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p> | <p>Expense: Certificated Salaries</p> <p>Source: <u>TBD</u> <u>\$520,000 (LCFF Base - Special Ed. Budget)</u></p> |

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| 3.6 Train new Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system. Monitor Site Incident Management data entry through a quarterly system audit | All K-12 Schools | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) Prioritized Behavioral Intervention Group with a targeted focus on unduplicated students and (African-American Students with 1 or more suspensions)</p> | <p>No Expense: Training will occur during scheduled meetings</p> <p>No Expense: Departments of Student Services / and BREA will monitor data</p> |
| 3.7 Hire a TSA to monitor progress on achieve LCAP goals | All K-12 Schools and Pre-schools | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Expense: Certificated salary</p> <p>Source: \$50,562 (LCFF Supplemental) \$3,538 (LCFF Supp. Indir) (DDF: 535)</p> |
| 3.8 Provide increased behavioral health services to support students dealing with trauma and other emotional issues. Trauma informed practices and Restorative Practices will become a priority. | <p>All Elementary and Middle Schools</p> <p>Berkeley Technology Academy</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Expense: Contracts for services</p> <p>Source: \$55,000 for K-5 (City of Berkeley) and \$136,920 (LCFF Supplemental) \$_____ (LCFF Supp. Indir) (DDF 995)</p> |
| 3.9 Provide PBIS coach/behavior specialist to develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension | All K-12 Schools and Pre-schools | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Expense: Certificated salaries</p> <p>Source: \$37,552 (LCFF Supplemental) \$2628 (LCFF Supp. Indir) TBD \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532)</p> |

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| 3.10 Implement Alive and Free and Lifelines Programs to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration and provide professional development for staff | Berkeley Technology Academy | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p>X Low Income pupils ___English Learners</p> <p>X Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify)_____</p> | <p>Expense: Contracts for services, Substitutes</p> <p>Source: \$36,449 (LCFF Supplemental) \$2551 (LCFF Supp. Indir) (DDF: 211)</p> |
| 3.11 Provide case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at-risk of suspension. | Berkeley High School | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p>X Low Income pupils ___English Learners</p> <p>X Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify) <u>Targeted Student Group for Intervention – Unduplicated Pupils including African-American Students with more than 1 suspension.</u></p> | <p>Expense: Classified Salaries</p> <p>Source: \$50,000 (LCFF Supplemental), (LCFF Supp. Indir)</p> |
| 3.12 Provide coordinators for family engagement for all K-5 schools and support for BHS to partner with parents and guardians to support their children's' education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of English Learners. | All K-12 Schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p>X Low Income pupils X English Learners</p> <p>X Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify)_____</p> | <p>Expense: Classified Salaries</p> <p>Source: \$452,073 (LCFF Supplemental), \$34,027 LCFF Supp. Indir) TBD \$379,000 in (BSEP funding) (DDF: 534)</p> |

LCAP Year 3: 2017-18

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| Expected Annual Measurable Outcomes: | <p>*Note: Exact numerical targets may change or be added once 2016-17 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal</p> <p>a) The percentage of K-5 students in the targeted subgroups (SED, EL, AA and Latino compared to their non-SED, EL, AA and Latino peers) scoring at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS report card will increase by 5% annually.</p> <p>a. In the Third Grade, the average score for the cohort will reach a 3 or higher overall and for subgroups, with a 5% increase in that average score annually. Metric: CCSS K – 5 Report Card Social-Emotional Domain section. (<i>Other Local Measures</i>)</p> <p>b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by sub-group as self-identified in the survey. (<i>School Climate 6, c</i>). Metric: California Healthy Kids Survey (CHKS)</p> <p>c) The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. (*number will be adjusted based on enrollment) (<i>School Climate 5,b</i>) Metric: Daily Attendance Report. The Goal Number of students equals: 878 and African-American students equals: 257.</p> |
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| | <p>d) The School Attendance Rates will grow annually by 2% to be 98.6% or greater. (<i>School Climate 5,a</i>) Metric: Annual P2 Attendance Report to the Board.</p> <p>e) The number* of middle and high school African-American students who are suspended or expelled at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (<i>Pupil Engagement 6. a, b</i>) Metric: Annual State Suspension Report. The Goal Number of African-American students suspended in 2017-2018 should be 84 or less.</p> <p>f) The number of middle and high school students who participated in restorative justice practices both as an alternative to suspension one or more alternative to suspension will be tracked in the Student Information System and the percentage of students overall, by unduplicated sub-group and those students who are African-American will increase proportionally to the decrease in suspensions. (<i>Pupil Engagement 6, a</i>)</p> <p>g) The percentage of families who indicate that they are English Learners, Socio-Economically Disadvantaged, Special Education, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. (<i>Parental Involvement 3,a.</i>) Metric: District LCAP Survey</p> <p>h) The percentage of families indicate that their students are Special Education, Socio-Economically Disadvantaged, English Learners, African-American and/or Latino participating in the Survey will increase by 10% annually so that overall participation will be at 75% or more. (<i>Parental Involvement 3,b and c</i>) Metric: District LCAP Survey</p> <p>i) The percentage of collaborative connections with families whose students are unduplicated Socio-Economically Disadvantaged students and English Learners, Special Education, African-American and/or Latino with a focus on attendance intervention will increase by 10% annually as logged confidentially in the data-management system. (<i>Parental Involvement 3,b and c</i>) Metric: Collaborative Connection Log. . The Goal Number of family connections in 2017-2018 should be 798 or more families with specific breakdowns by unduplicated students as: 368 +; Special Education as 133+; African-American 293+; Latino 239 +</p> <p>The percentage of unduplicated families who are Socio-Economically Disadvantaged, English Learners and / or Families of Color who are involved in school and district programs such as the English Learner Advisory Council (ELAC), School Governance Council (SGC); LCAP Parent Advisory Council (PAC), the Parent Teacher Student Association (PTSA) will increase by 5% annually. (<i>Parental Involvement 3,b and c</i>) Metric: Participation Lists.</p> | | |
|--|---|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 3.1 Training provided by District PBIS/Toolbox Behavior Specialist to all K-6 certificated staff on the implementation of Toolbox social/emotional curriculum, designed to teach skills such as, self-management, social and self-awareness, decision-making and building relationships with a focus on our unduplicated pupils. | All K-12 Schools | <u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Expense: Certificated Salaries See funding in Action Step 3.9 for ongoing Toolbox Support |

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| 3.2 Provide an Intervention Coordinator at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions | Berkeley High School | <p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) Prioritized Behavioral Intervention Group targeting unduplicated students being suspended</p> | <p>Expense: Certificated Salaries</p> <p>See Action Step 1.10 for BHS Intervention Coordinator</p> |
| 3.3 Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance an being on time | <p>Berkeley High School</p> <p>Berkeley Technology Academy</p> | <p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>Families with a specific focus on unduplicated students identified as in danger of missing school based on prior absences or tardies.</u></p> | <p>Expense: Classified Salaries</p> <p>Source: See Action Step 3.12</p> |
| <p>3.4 Provide professional development for teachers and staff on Restorative Justice (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) and provide Restorative Practice through the use of :</p> <p>Elementary School – Pilot a Restorative Justice (RJ) model at two elementary schools to provide support to teachers and case management for students</p> <p>Middle School - Expand SEEDs Contract to provide professional development and serve as a model-teacher for the staff</p> <p>High-School – Hire a student welfare and attendance specialist to serve as a case-manager for students and contract with counseling services on Alcohol and Tobacco or Drug (ATOD) use.</p> | <p>K-12</p> <p>Elementary Sites to be Determined</p> <p>All Three Middle Schools</p> | <p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) Prioritized Behavioral Intervention Group with a targeted focus on unduplicated students and (African-American Students with 1 or more suspensions)</p> | <p>Expense: Contract for Services, Certificated and Classified Salaries</p> <p>Source: Elementary RJ Pilot - \$70,000 (LCFF Supplemental) <u> </u> (LCFF Indirect)</p> <p>SEEDS Middle School \$20,000 Grant Funds and \$51,254 (LCFF Supplemental) <u> </u> (LCFF Supp. Indirect) (DDF: 525);</p> <p>High School RJ See Action Step 3.11</p> |
| 3.5 Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention | | <p><u> </u>X ALL</p> <p>-----</p> <p>OR:</p> | <p>Expense: Certificated Salaries</p> |

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| | | __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Source: TBD \$520,000 (LCFF Base - Special Ed. Budget) |
| 3.6 Train new Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system. Monitor Site Incident Management data entry through a quarterly system audit | All K-12 Schools | __ALL ----- OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Prioritized Behavioral Intervention Group with a targeted focus on unduplicated students and (African-American Students with 1 or more suspensions) | No Expense: Training will occur during scheduled meetings No Expense: Departments of Student Services / and BREA will monitor data |
| 3.7 Hire a TSA to monitor progress on achieve LCAP goals | All K-12 Schools and Pre-schools | __X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Expense: Certificated salary Source: \$50,562 (LCFF Supplemental) \$3,538 (LCFF Supp. Indir) (DDF: 535) |
| 3.8 Provide increased behavioral health services to support students dealing with trauma and other emotional issues. Trauma informed practices and Restorative Practices will become a priority. | All Elementary and Middle Schools Berkeley Technology Academy | __ALL ----- OR: __X Low Income pupils __English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Expense: Contracts for services Source: \$55,000 for K-5 (City of Berkeley) and \$136,920 (LCFF Supplemental) \$_____ (LCFF Supp. Indir) (DDF 995) |

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| 3.9 Provide PBIS coach/behavior specialist to develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension | All K-12 Schools and Pre-schools | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify)_____</p> | <p>Expense: Certificated salaries</p> <p>Source: \$37,552 (LCFF Supplemental) \$2628 (LCFF Supp. Indir) TBD \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532)</p> |
| 3.10 Implement Alive and Free and Lifelines Programs to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration and provide professional development for staff | Berkeley Technology Academy | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify)_____</p> | <p>Expense: Contracts for services, Substitutes</p> <p>Source: \$36,449 (LCFF Supplemental) \$2551 (LCFF Supp. Indir) (DDF: 211)</p> |
| 3.11 Provide case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at-risk of suspension. | Berkeley High School | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify) Targeted Student Group for Intervention – Unduplicated Pupils including African-American Students with more than 1 suspension.</p> | <p>Expense: Classified Salaries</p> <p>Source: \$50,000 (LCFF Supplemental), _____ (LCFF Supp. Indir)</p> |
| 3.12 Provide coordinators for family engagement for all K-5 schools and support for BHS to partner with parents and guardians to support their children's' education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of English Learners. | All K-5 Schools and Berkeley High School | <p>___ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify)_____</p> | <p>Expense: Classified Salaries</p> <p>Source: \$451,980 (LCFF Supplemental), \$34,020 (LCFF Supp. Indir) TBD \$379,000 in (BSEP funding) (DDF: 534)</p> |

Restorative Practices Pilot

BUSD 2015-2016

Introduction

Berkeley Unified School District is committed to moving toward a more positive model of student discipline. This is a proposal to pilot a Restorative Practices model with select schools beginning in 2015-2016. This model will fundamentally shift the way we respond to youthful wrongdoing from punitive, zero tolerance approaches that cause more harm, to restorative approaches that heal and repair harm. Restorative Practices will also serve to dramatically improve school climate and reduce suspensions, expulsions and other forms of punitive discipline.

Restorative Practices can help reduce racial disparities through the establishment of shared values, and the creation of a culture of listening and empathy. Studies have repeatedly proven that Restorative Practices reduce discipline referrals, suspensions and expulsions and create a community culture where students feel valued, heard and respected. Restorative Practices are based on the idea that misbehaviors are violations of people and harmful to relationships. Restorative Practices include protocols that educate and, at the same time, hold students accountable. Studies have repeatedly demonstrated that Restorative Practices reduce misbehaviors, violence and bullying, and also strengthen a community, restore relationships, and repair harm.

Motivation

Research and data on school discipline practices are clear: According to the US Department of Education (2013), millions of students are being removed from their classrooms each year, mostly in middle and high schools, and overwhelmingly for minor misconduct. When suspended, these students are at a significantly higher risk of falling behind academically, dropping out of school, and coming into contact with the juvenile justice system.

A disproportionately large percentage of disciplined students are youth of color. In 2013-2014 BHS suspended a total of 44 African American students. As of March 2014-2015 (this year) the number had already increased to 56 suspended African American students. While there are pockets of improvement in the district, the concerning fact is that overall, BUSD still suspends African American students at a very disproportionate rate. In 2013-2014, the total population of African American students in BUSD was 20%, yet African American students made up 58% of the suspensions that year. Data collected as of March 2015, show that this year the African American population slightly decreased, yet African Americans have made up 70% of the suspensions. BUSD is committed to improving school climate and to addressing and eliminating this racial disproportionality across the district.

BUSD teachers, administrators and staff are working hard to improve school climate by implementing PBIS, Welcoming Schools, RTI and Toolbox, which all focus on preventative measures. However, BUSD needs an effective student management program for addressing and responding to misbehavior when it has already occurred. According to a recent survey

conducted by BFT, including responses from 265 PreK-12 teachers across the district, more than half of our teachers believe their school's current discipline structure is "non existent" or "not very effective". In addition, the recent BFT survey clearly showed that there is overwhelming support for adoption of a Restorative Practices model, *as long as teachers have the professional development and ongoing support to implement it with fidelity.*

To date, BUSD has adopted two resolutions to address these issues: The 2020 Vision Statement and the 2011 BUSD Board Resolution vowing to accept Restorative Practices as a means to reduce suspensions. BUSD has subcontracted with SEEDS to run small student groups and work with a few individual teachers at the middle school level. They have also conducted a few targeted staff trainings. According to the BFT teacher survey, this work was mildly effective. In schools where teachers have had some exposure to Restorative Practices (through the SEEDS program), 90% of the teachers are in favor of the Restorative Practices approach. However, an overwhelming majority expressed significant issues with past levels of support: lack of consistent RJ support at sites, consultant/staffing changes, lack of training, absence of systemic school climate change, consistency and others. These issues are likely attributed to the amount of funding allocated and the external consultant model.

Restorative Practices have been proven in OUSD and across the nation, to decrease suspensions, improve attendance and have a positive correlation with academic success. In the first year of OUSD's Restorative Justice implementation, **the percent of suspended African American students across the district decreased by 29%, and in the second year, 25%.** When OUSD looked at attendance across the district from 2011-2014, the schools using Restorative Practices showed a much greater reduction in chronic absence (absent 10% or more school days). In addition, OUSD reported a significant impact on 9th grade reading levels. The students who attended high schools that engaged the Restorative Practices model improved their reading levels by 128%. The students attending the non-Restorative Practice high schools improved their reading levels by 11%. OUSD's data also indicate a positive correlation between high school graduation rate improvement and use of Restorative Practices. Over a three-year period, non-Restorative Practice schools improved their graduation rate by 4%, while Restorative Practice schools improved their rates by 59%.

Project Purpose

The purpose of this proposed three-year Restorative Practices Pilot Program is twofold. The first goal is to eliminate the disproportionality of suspensions and expulsions, thereby interrupting the preschool to prison pipeline. The second goal is to improve school climate. This will be done by targeting a small number of select schools across the district (elementary, middle and high school) and providing direct support, quality professional development (coaching, ongoing training, modeling), revision of discipline policies as necessary, and coordination with other social and behavioral intervention initiatives.

Project Evaluation

The metrics used to gain baseline data and track progress of student discipline will consist of

student referral, suspension (administrative and classroom) and expulsion data broken down by all student groups including EL and foster youth, and by school. To track school climate progress, school climate pre- and post- surveys will be used, in addition to the Healthy Kids CA survey.

Project Elements

The Restorative Practices pilot team will engage this change in five critical ways:

1. **Professional Development:** Professional development will focus on Tier 1 and 2 classroom interventions and incorporate racial bias/cultural competence training. PD will be conducted in collaboration with relevant school and district leaders to create an ongoing and job-embedded (when possible) PD plan that includes training of the following groups:
 - School Board
 - Administrators at select sites
 - Parents/Community
 - Teachers, Support Staff and Classified Staff at select sites
 - Behavior Specialists
 - Mental Health Professionals/Counselors
 - Students (alongside teachers)
2. **Revision of Discipline Policies** (where necessary): Work with selected schools to revisit their discipline policies to ensure that system responses and language reflect the principles of Restorative Practices.
3. **Integration and Outreach:** Collaborate with internal and external service providers, organizations and initiatives to develop alignment and integrated services, programs and interventions, including but not limited to:
 - BTA's Alive and Free
 - BUSD Lifelines
 - Berkeley Mental Health
 - Alameda County Mental Health
 - Juvenile Justice System
 - PBIS/Welcoming Schools/RTI
 - BUSD School Counselors
 - Site-based Parent Liaisons
 - Special Education
 - Equity Coaches
4. **Pilot Program Coordination:** Ensure that the program is conducted with fidelity and sustainability, and create a Restorative Practices "footprint" in Berkeley.
 - Track progress toward desired outcomes using identified metrics (school climate surveys, Healthy Schools Survey, suspension/discipline data)

- Lead Restorative Practices Team
- Coordinate PD
- Provide guidance on policy/development of restorative matrix interventions
- Report to stakeholders
- Inform public/media relations
- Attend to financial sustainability of the program by collaborating with grant writers and seeking out additional funding sources.

5. School Site Support: Working in collaboration with site administrators, develop a support and PD plan tailored to each of the selected sites. This includes working with systems, policies, students, and, with supervision from administrators, all adults who intersect with students. Hold and shift school climate in a very intentional and proactive way. This will likely include:

- Attending PBIS/School Climate committee meetings
- Conducting School Climate surveys
- Aligning Restorative Practices to the tiered RTI model
- Hosting parent workshops on Restorative Practices
- Training at weekly staff meetings (at least once per month)/Facilitate RP PLC
- Training for selected sites on district PD days
- Restorative Practices Coaching with individual teachers (including classroom climate and classroom management support) and administrator
- Developing student leadership programs around Restorative Practices and conflict resolution
- Model Restorative Practice protocols for teachers
- Provide direct support to students and teachers with behavior management

Potential Implementation Challenges

Input from 263 teachers across the district identified several potential implementation challenges. Teachers were asked, “What do you see as the biggest potential roadblocks in successfully implementing Restorative Practices at your site?” The themes that arose from this open-ended data echoed what David Yusem, director of Restorative Practices for Oakland Unified, has reported after several years of implementation in his district. The representative from SEEDS who worked with middle schools this year also offered recommendations for moving forward which are added below. Although there was overwhelming support, teachers offered insights as to their concerns. Below are what BUSD teachers believed might be the potential roadblocks (20 or more mentions). These challenges have been carefully considered in the development of this pilot:

- Time – impact on instructional time, time to confer with students, time for training (60)
- Some teachers not making the philosophical shift/whole schools being able to shift together (58)
- Need adequate/good quality training/PD (51)
- Need ongoing commitment or follow-through from the district (40)

- Need to streamline efforts/too many programs/priorities demands and support (36)
- Need trained people at sites to support the work in an on-going way, hands-on way (27)
- Need school administration buy-in, full support and leadership around RJ (26)
- Need clear policies/discipline processes that are aligned with RJ (22)
- Concern for unwieldy size of BHS and ability to engage OCI meaningfully (18)

Recommendations offered by Erina Kim-Eubanks from SEEDS, based on her work in BUSD middle schools this year:

- Clear and consistent message about goals and purpose
- Clear implementation model with focus areas (Tier 1 practices and School Culture)
– abandon the idea that RJ is a band-aid for the most difficult students
- Small pilot program with added support (trained RJ specialists at sites)
- Quality, on-going training throughout the year & integration with related initiatives
- Engage student leadership for strategic high-leverage systems change

Sample Budget Options

| <u>YEAR 1</u> | Option A | Option B |
|--|--|--|
| Coordination | \$48K (.50 FTE) | \$96K (1.0 FTE) |
| Elementary | \$48K (.50 FTE) assigned to one school | \$96K (1.0 FTE) assigned to two schools |
| Middle School | \$48K (.5 FTE) assigned to one middle school | \$96K (1.0 FTE) assigned to two middle schools |
| High School | \$48K (.5 FTE) assigned to BHS only | \$96K (1.0 FTE) assigned to BHS and BTA |
| Additional Training/ Consultation | \$10K consulting for difficult cases, materials and training support | \$20K consulting for difficult cases, materials and training support |
| TOTAL | \$154K | \$404K |

SEEDS Restorative Justice Consultant Proposal

Berkeley Unified School District has secured SEEDS Community Resolution Center to provide special services and advice as follows:

Training in the principals of Restorative Justice (RJ) and the development and implementation of *Restorative Justice Programming* for the purpose of increasing effective student engagement strategies, establishing a sustainable restorative culture and the reduction of punitive and racially disproportionate disciplinary practices.

Restorative Justice Training

The SEEDS consultant will facilitate trainings for King, Longfellow and Willard Middle School faculty, staff and community members that provide comprehensive skill building on the planning and facilitation of restorative practices in schools. The consultant will also provide participants with materials, rubrics and activities that can be used around campus or in the classroom setting. The consultant will also identify staff and students to co-facilitate future trainings.

SEEDS Restorative Justice training introduces the philosophy, principles and practices of Restorative Justice (RJ). Through experiential learning, participants will use their own knowledge, experiences and skills to understand and learn the paradigm shift from non-restorative practices towards a restorative culture. What is crucial is that participants engage with their own beliefs about the role of punitive and reparative responses to wrongdoing such as breaking rules and laws. The stories that we encounter through Restorative Justice practices are varied and require us to become master learners and teachers of empathy, communication, and emotional intelligence and conflict resolution. This orientation teaches techniques to search within for the resources necessary to achieve restorative outcomes. The exercises help build and strengthen the community of participants using Circle Process and Restorative Group Conferencing. The foundation of restorative philosophy and practice rests on establishing common values, relationships and teaches us to accept responsibility and embraces true accountability. A dvanced training focuses on learning the techniques to facilitate a Conflict Resolution Restorative practice such as circles of support and accountability, harm circles and restorative conferencing.

SEEDS recommends at least one full day training (6 hours) of teachers and staff of each school prior to the start of the school year. Followed by two additional supplementary trainings through the year.

Consulting – Modeling – Evaluation

Consulting is available for planning, implementation, and evaluation of strategies. After trainings have taken place, the SEEDS consultant will assist with planning and facilitating restorative practices. Special education faculty and staff will receive coaching and support in the following areas:

- *Assist teachers, counselors and staff with restorative, non-exclusionary alternatives to mild-moderate student behavior issues.*

Mediation

Facilitation

Training

Restorative Justice

*Services that **Encourage Effective Dialogue and Solutions***

- *Assistance with planning and facilitating a variety classroom circles (community building, academic, and skill building, discussion)*
- *Ideas for activities that can be used to address specific needs*
- *Issues related to classroom management and Student Engagement*

Curriculum Development

SEEDS will assist with the development of Restorative Practices curriculum suitable for use in the Special Education classroom, for faculty and staff, counselors and social workers, as well as parents and the school community.

SERVICE DELIVERY AND FEES

Training

- Restorative Communication
- Verbal De-escalation
- Intro to Circle Process
- The Elements of Circle Process
- Planning and Facilitating a Circle

The outcome for this training is to insure the proficiency of the participants in understanding, preparing and facilitating a circle in their classrooms.

In-Class Coaching and Consulting

King Middle School – 15 hours a week for 36 weeks @ \$200 per hour

Longfellow Middle School – 10 hours a week for 36 weeks @ \$200 per hour

Willard Middle School – 10 hours a week for 36 weeks @ \$200 per hour

Total Consulting Hours – 1260

Consultant Rate - \$60

Training and Consulting Amount: \$75,600.00

Direct Service and Crisis Intervention Delivery

SEEDS will provide direct intervention and conflict resolution facilitation in cases that may be beyond the capacity of the faculty and staff to provide a restorative outcome. Interventions may include keeping harm circles, circles of support and accountability, mediation, and restorative conferencing.

When engaging in extra contractual services SEEDS Community Resolution Center requires compliance with their established organizational protocols and policies regarding case development, participant interviews and the establishment of a deliberate intervention process that may require more time than teachers and

administrators are used to. This is to insure participant safety and quality of the process as well and increasing the probability for a positive result.

SEEDS Restorative Intervention Protocol

1. Program Manager Assessment and Approval

- When a faculty, staff, administrator, or staff would like to seek the assistance of a SEEDS RJ District Coordinator with a restorative intervention:
 - a) Details about the case, the primary participants, and stakeholders are conveyed to the Coordinator in a meeting. Disciplinary options are discussed.
 - b) The case is presented to the Program Manager within 24 hours
 - c) The Program Manager approves direct participation and leadership in the case development and process implementation or suggests participation in a support capacity.

2. Initial Interviews

- Primary participants are interviewed individually and prepared for the process to come.

3. District Coordinator Case Development and Process Plan

- Interview results are reviewed and assessed
- Stakeholders and secondary participants are identified and interview if necessary
- Next steps and the most appropriate process to employ
- Process preparations are undertaken and date set for joint conference

4. Process Implementation

- Participants and stakeholders are gathered for the circle, mediation or conference.
- Process can take between 2 – 3 hours
- S.M.A.R.T. Agreements that address needs are reached documented
- Follow up is scheduled
- If an agreement is not reached an additional circle, mediation or conference can be scheduled.

5. Process Evaluation

- Co-facilitators will debrief and evaluate the process management, content, participation levels, impact, agreement, and outcome.

- Co-facilitators will evaluate each other, siting strengths and challenges, what worked and didn't work, areas for improvement.
- Report out to Program Manager

6. Follow-up

- In a predetermined amount of time one of the facilitators will meet with the primary parties to the conflict to review the agreement and the deliverables articulated therein.
- Meeting will determine if conflict / relationship has improved since the process.
- Facilitators will check to see if agreements have been met and deliverables accomplished and how both parties are feeling about their current state.
- A determination will be made to continue periodic meeting or to conclude the restorative practice and close the case.

Restorative Crisis Intervention Fee: \$250 per hour

40 Hours of Restorative Crisis Intervention: \$10,000.00

| | |
|---------------------------------------|--------------------------|
| PROPOSAL AMOUNT: | \$85,600 |
| MINUS CITY OF BERKELEY FUNDING | <u>(\$25,000)</u> |
| TOTAL PROPOSAL AMOUNT | \$60,600 |

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Donald Evans, Ed.D., Superintendent
DATE: May 20, 2015
SUBJECT: Board Policy 5111 and Administrative Regulation 5111.1

BACKGROUND INFORMATION

Every district needs accurate and up-to-date policies in order to govern effectively. The Board and school administration reviews existing policies comprehensively to make sure they are legally compliant with current state or federal laws and makes local adjustments accordingly.

The Board Policy Subcommittee is currently reviewing the BUSD board policies (BP) and administrative regulations (AR) related to school admissions and enrollment. The Policy Subcommittee has worked with district staff to ensure that these policies are up to date, in compliance with applicable state and federal law, and in alignment with California School Board Association (CSBA) exemplars and those of neighboring school districts.

The first of this series is the Admissions Policy, BP 5111, which covers the approach to admissions and enrollment for our district. The accompanying AR is provided only as a discussion item as to the staff implementation of this general policy. The related policies addressing both intra-district and inter-district enrollment are also being reviewed and updated. These two policies are to be presented to the subcommittee and Board by the end of the school year.

POLICY/CODE

Education Code: 48200, 48204, 48207

Government Code: 244, 6206, 6207

FISCAL IMPACT

None

STAFF RECOMMENDATION

Accept for first reading the Admissions Policy (BP 5111). Accept as an information item the Administrative regulations (AR 5111.1)

BP 5111 Students ADMISSION

The City of Berkeley is a community rich in its diversity. Diversity can be measured by the various racial, ethnic, economic, educational, and linguistic backgrounds of the population that inhabits the city. The Governing Board values our community and the rich diversity that students bring to our schools.

The Governing Board believes that every child residing in Berkeley has the right to attend a Berkeley public school. The Berkeley Unified School District offers a free public education to all the children of Berkeley and is committed to ensuring each and every school provides a quality education with equal opportunities for all students to be taught a strong core curriculum, participate in enriched learning experiences and receive resources that promote success for all students.

In order to ensure that Berkeley students have the best public school education opportunities available, the Superintendent or designee shall make every reasonable effort to ensure that Berkeley residents are able to attend Berkeley Unified District Schools.

The Governing Board directs the Superintendent or designee to require families to provide proof of Berkeley residency before students are enrolled in Berkeley schools. Families shall submit proofs of Berkeley residency when they first enroll in Berkeley Unified School District, when transitioning from elementary school to middle school and from middle school to high school.

The Superintendent or designee shall inform parents/guardians about admissions requirements and shall assist them with enrollment procedures. The Superintendent or designee shall maintain procedures which provide for the verification of the student's age, residency, and any other admissions requirements specified in law and in Board policies and administrative regulations.

All resident students who are enrolling either in a school in their attendance area or outside their attendance zone shall be subject to the timelines established by the Superintendent or designee. Nonresident students may apply for inter-district attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

Education Code: 48200, 48204, 48207
Government Code: 244, 6206, 6207

AR 5111.1 Students DISTRICT RESIDENCY

Criteria for Residency

A student shall be deemed to have complied with District residency requirements if he/she meets any of the following criteria:

1. The student's parent/guardian resides within District boundaries (Education Code 48200).

If the parents are divorced, the custody provisions for the student(s) must be provided. Under Welfare and Institutions Code 17.1(b) provides that the residence of the child is determined by the residence of the person who has been given custody by the court. "Custody" means the legal right to have custody of the child. If custody is held jointly by two or more persons, "custody" means the physical custody of the child. For purposes of residency for parental joint custody, whichever parent has the student for the greatest percentage of time during the school year will determine residency. In the case of 50/50 joint physical custody, the family may decide in which school district to enroll the student.

2. The student is placed within District boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student is an emancipated minor residing within District boundaries. (Education Code 48204)
4. The student lives with a caregiving adult within District boundaries. (Education Code 48204)
5. The student is homeless as defined under the McKinney-Vento Homeless Act, and the District has determined that the student resides in Berkeley.

Proof of District residency is not required for enrollment in a regional occupational center residential health facility or state hospital if the hospital or other residential health facility is located within District boundaries for treatment of a temporary disability (Education Code 52317, 48204).

The Superintendent or designee shall notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

Proof of Residency

The Superintendent or designee shall verify each student's district residency status and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. (5 CCR 432)

Prior to admission into District schools, students shall provide proof of residency. Moreover, students transitioning from fifth to sixth and eighth to ninth grade must re-submit proofs of residency.

A student can have only one residence for purposes of establishing residency.

All parents/legal guardians must show valid personal identification by providing an original of a current governmental identification (ID) card.

Additionally, for students seeking admission under criteria #1, #3, and #4 above, an original, valid document must provide each of the following:

1. Proof of Residency (one item each from Groups B, C, and D below)
2. Declaration of Residency (BUSD Form)

The acceptable current proofs of Berkeley residency documentation must be imprinted with the name and current Berkeley address of the parent/legal guardian. The parent/legal guardian must provide one (1) original item from each of the following three (3) groups of documentation.

Group A: Utility Bill (Must provide entire bill issued within the last two months)

- ❖ PG&E
- ❖ Landline phone (non-cellular)
- ❖ EBMUD
- ❖ Internet
- ❖ Cable

Group B:

- ❖ Current bank statement issued within the last two months (checking or savings only)
- ❖ Action letter from Social Services or government agency issued within the last two months (cannot be property or business).
- ❖ Recent paycheck stub or letter from employer on official company letterhead confirming residency address issued within the last two months.
- ❖ Valid automobile registration in combination with valid automobile insurance
- ❖ Voter registration for the most recent past election for the most recent upcoming election

Group C:

- ❖ Rental property contract or lease, with payment receipt (within 45 days)
- ❖ Renter's insurance policy or homeowner's insurance policy for the current year
- ❖ Current property tax statement or property deed

The Superintendent or designee shall update the proof of Berkeley residency requirements as necessary (Education Code 48204.1)

Students residing in the home of a caregiving adult within district boundaries must also submit a notarized affidavit provided by the District that must be executed by the

caregiving adult in accordance with Family Code 6552. The caregiver shall also be responsible for providing a personal identification and the necessary proofs of Berkeley residency.

The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the District, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative. However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in District schools. (Education_Code 48853.5;_42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

Failure to Verify Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false, unreliable and/or insufficient evidence of residency, Superintendent or designee may make reasonable efforts to determine that the student meets District residency requirements (Education_Code 48204.1).

Depending on the individual student's circumstances at times it may be necessary to conduct residency verifications to ascertain the student's domicile.

If the Superintendent or designee, upon investigation, determines that a student's enrollment or attempted enrollment is based on false or unreliable evidence of residency, he/she shall deny or revoke the student's enrollment. Before any such denial or revocation is final, the parent/guardian shall be sent written notice of the decision. This notice also shall inform the parent/guardian that he/she may provide new material evidence of residency, in writing, to the Superintendent or designee within ten (10) school days. The Superintendent or designee shall review any new evidence and make a final decision within ten (10) school days.

In the case of an enrolled student, if the Superintendent or designee, after reviewing the new material evidence, upholds the determination that a student's enrollment is based on false or unreliable evidence of residency, or if the parent/guardian does not provide any new material evidence within ten (10) school days. Depending on the individual student's circumstances, the Superintendent or designee shall determine whether to revoke the student's enrollment (i) immediately, (ii) at the end the semester, or (iii) at the end of the school year from Berkeley Unified School District. The Superintendent's or designee's decision shall be final and cannot be appealed to the Governing Board.

Safe at Home/Confidential Address Program

When a student or parent/guardian participating in the Safe at Home program requests that the District use the substitute address designated by the Secretary of State, the Superintendent or designee shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. The Superintendent or designee may request the actual residence address for the purpose of establishing residency within District boundaries.

Change in Residency

The District must be notified of changes in residency within five (5) days of the change. The parent/guardian shall have thirty (30) days to submit the District with the required proofs of the new residence. Proof of residency includes the same documents required for admission to the District schools.

(Government Code 6206, 6207)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

35351 Assignment of students to particular schools

46600-46611 Inter-district attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law

48356 Open Enrollment Act transfer, fulfillment of residency requirement

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Varieties of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Declaration of Residency

I, (parent/guardian's name) _____ declare, under the penalty of perjury under the laws of the State of California, that the Berkeley residency information provided below is true and correct.

Home Address: _____ Berkeley, CA 947_____

Home Phone: _____ Work/Cell phone of Parent/Guardian: _____

Email address of Parent/Guardian: _____

The following student(s) reside in my Berkeley household, and I am attaching the required proofs of residency.

Student Name: _____

Date of Birth: _____ School: _____ 2015-16 Grade: _____

Student Name: _____

Date of Birth: _____ School: _____ 2015-16 Grade: _____

Student Name: _____

Date of Birth: _____ School: _____ 2015-16 Grade: _____

Student Name: _____

Date of Birth: _____ School: _____ 2015-16 Grade: _____

I certify that my child and I are residents of the city of Berkeley. Depending on the individual student's circumstances at times it may be necessary to conduct residency verifications to ascertain the student's domicile. If residency verification efforts determine that we do not reside in Berkeley, I realize that my child will be dropped from enrollment and returned to his/her district of residence within five (5) days.

I understand that I must notify the school district within five (5) days and submit the required proofs of residency within thirty (30) days. If we move out of Berkeley, at that time, I may apply for an inter-district permit, which, if approved, may allow my child to continue in the Berkeley public schools.

This declaration is made and entered on the ____ (day) of _____ (month) in _____ (year) in Berkeley, Alameda County, California.

Signature of Parent/Guardian

Relationship to Student(s)

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Susan Craig, Director, Student Services
DATE: May 20, 2015
SUBJECT: First Reading: Approval of the Uniform Complaint Procedures Policy

BACKGROUND INFORMATION

State and Federal Law require school districts to adopt Uniform Complaint Procedures (UCP) to address complaints regarding any of the following: discrimination under any protected category, Categorical Aid Programs, and the imposition of student fees. The UCP shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.
2. Any complaint alleging unlawful discrimination in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic based on his/her association with a person or group with one or more of these actual or perceived characteristics. Unlawful discrimination includes, but is not limited to, discriminatory bullying, discriminatory intimidation, and sexual harassment.
3. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.
4. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the Local Control and Accountability Plan (LCAP).

5. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.
6. Any other complaint as specified in a district policy.

BUSD's UCP Board Policy (BP) was last updated in February 2006. The proposed UCP BP has been developed using a new sample policy from the California School Boards Association, which has then been reviewed and revised based upon recommendations from members of the Sexual Harassment Advisory Committee and Policy Subcommittee members. The proposed UCP BP is being brought forward to the Board for a first reading.

POLICY/CODE

Board Policy 1312.3

Education Code 200-262.4

Code of Regulations, Title t, 4600-4687

(Additional codes are noted on the BP.)

FISCAL IMPACT

None

STAFF RECOMMENDATION

Discuss the approval of the updated UCP Board Policy.

Berkeley Unified School District

BP 1312.3 Uniform Complaint Procedures

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of incidents that may be the proper subject of a UCP complaint whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board shall adopt a uniform system of complaint processes specified in 5 CCR 4600-4670, this policy, and the accompanying administrative regulation. This process shall be prompt, impartial, and equitable and shall comply with all applicable federal and state laws and regulations.

For purposes of this policy and the accompanying regulation, "Complaint" means a written and signed statement alleging one or more violations of paragraphs #1-6 below. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the district shall assist the complainant in filing the complaint. (5 CCR 4600)

Anyone who files, verbally or in writing, a report that is the proper subject of a UCP complaint shall be notified of his or her right to file a complaint and advised of the process for doing so pursuant to this policy and accompanying regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint alleging unlawful discrimination in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. Unlawful discrimination includes, but is not limited to, discriminatory bullying, discriminatory intimidation, and sexual harassment. (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions against the District)

4. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

5. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
6. Any other complaint as specified in a district policy

Complaints alleging non-discriminatory bullying shall follow the procedures outlined in BP/AR 5131.2 – Anti-Bullying. Complaints alleging a violation of district or site policy, practice, or procedure or against a district employee shall follow the procedures outlined in BP/AR/E 1312.1 – Complaints Concerning District Policies, Practices, Procedures or Employee.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is agreeable to all parties. Mediation and restorative conferencing, two types of ADR, may be offered to resolve complaints that involve more than one student and no adult. ADR shall not be offered or used to resolve any complaint involving sexual assault or sexual battery, even on a voluntary basis; or where there is a reasonable risk that a party to the ADR feels compelled to participate. Additionally, the use of ADR to resolve any complaint of sexual harassment requires the approval of the Title IX Coordinator. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

In filing and investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation, unlawful discrimination, or bullying, the Superintendent or designee shall maintain the integrity of the complaint process and shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant.

(cf. 5125 - Student Records)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

(cf. 3580 - District Records)

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to

Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer or designee shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49490-49590 Child nutrition programs
52060-52077 Local control and accountability plan, especially
52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

- 106.8 Designation of responsible employee for Title IX
- 106.9 Notification of nondiscrimination on basis of sex
- 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
PUBLICATIONS

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School
Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

Adopted: May 21, 2003

Revised: February 1, 2006

Revised: TBD

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Susan Craig, Director, Student Services
DATE: May 20, 2015
SUBJECT: Discussion of the Uniform Complaint Procedures
Administrative Regulation

BACKGROUND INFORMATION

State and Federal Law require school districts to adopt Uniform Complaint Procedures (UCP) to address complaints regarding any of the following: discrimination under any protected category, Categorical Aid Programs, and the imposition of student fees.

BUSD's UCP Board Policy (BP) is a guideline regarding UCP which requires Board adoption. The UCP Administrative Regulation (AR) is a guideline for putting the policy into practice. It provides the details for carrying out the policy and enforcing it.

BUSD's UCP AR was last updated in September 2011. The proposed UCP AR has been developed using a new sample policy from the California School Boards Association, which has then been reviewed and revised based upon recommendations from members of the Sexual Harassment Advisory Committee and Policy Subcommittee members. The proposed UCP AR is being brought forward to the Board for discussion and direction for District staff. The AR does not require Board approval.

POLICY/CODE

Board Policy 1312.3
Education Code 200-262.4
Code of Regulations, Title t, 4600-4687
(Additional codes are noted on the AR.)

FISCAL IMPACT

None

STAFF RECOMMENDATION

Discuss the approval of the updated UCP AR.

Berkeley Unified School District

AR 1312.3 Uniform Complaint Procedures

Except as the Governing Board may otherwise specifically provide in other district policies, these general uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment and the Title IX Coordinator specified in AR 5145.7 - Sexual Harassment. The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Dr. Susan Craig, Director, Student Services
2020 Bonar Street, Room 112, Berkeley, CA 94702
510-883-5224
susanraig@berkeley.net

The compliance officer who receives a complaint may assign a designee to perform all or part of the required investigation. The compliance officer shall promptly notify the complainant who is assigned to investigate the complaint.

In no instance shall a designee be assigned to investigate a complaint if he/she is mentioned in the complaint, has a conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint, or is not properly trained to investigate and resolve the complaint given the nature of the specific allegations in the complaint. Any complaint filed against or implicating a compliance officer may be filed with the Superintendent or designee.

The Superintendent or designee shall ensure that employees assigned to complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Such designated employees shall include receive training in the following areas: applicable current state and federal laws and regulations; applicable processes

for investigating and resolving complaints, including those involving alleged discrimination; applicable standards for reaching decisions on complaints; trauma-informed intake skills; support for complainant during investigation; confidentiality; and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Interim Measures

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more of the interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination.
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. Federal and state laws and regulations prohibit the following:
 - i. violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs
 - ii. unlawful discriminatory activity, within the jurisdiction of the District, by district staff, district students, or other district representatives against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
 - iii. violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities

- iv. violation of legal requirements related to the implementation of the local control and accountability plan
- v. retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- c. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
- d. A complaint alleging retaliation or unlawful discrimination must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged retaliation or unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

(cf. 0460 - Local Control and Accountability Plan)

- e. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
- f. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- g. Copies of the district's UCP are available free of charge.

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 30 calendar days of the district's receipt of the complaint, although this deadline may be extended an additional 30 days unless written approval of the Superintendent. This deadline may be extended beyond a total of 60 days if the complainant agrees in writing to an extension. (5 CCR 4631)

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. For complaints or allegations of retaliation or unlawful discrimination, the compliance officer and any designee shall conduct each investigation in a matter that maintains the integrity of the

process and protects the confidentiality of the parties except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring. (5 CCR 4630, 4964)

Filing of Complaint

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. (Education Code 49013, 52075)
3. A complaint alleging unlawful discrimination may be filed only by a person who alleges that he/she personally suffered retaliation or unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged retaliation or unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged retaliation or unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination is filed anonymously, the compliance officer or designee shall pursue an investigation, resolution, or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant or alleged victim of unlawful discrimination requests confidentiality, the compliance officer or designee shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate, respond to, and resolve the complaint consistent with the request.
6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. If a complainant requires translation, district staff shall assist him/her in the filing of the complaint. Notwithstanding any timeline in this policy, a complaint shall not be deemed to be filed late because of the need for such accommodations. (5 CCR 4600)

Mediation and Restorative Conferencing

After receipt of the complaint, the compliance officer or designee may informally discuss with all the parties the possibility of using mediation or restorative conferencing, which shall be conducted by an appropriately trained facilitator. Either Mediation or restorative conferencing may be offered to resolve complaints that involve more than one student and no adult. However, neither mediation nor restorative conferencing shall not be offered or used to resolve any complaint involving an allegation of a sexual assault or a sexual battery, or where there is a reasonable risk that a party to the mediation or restorative conferencing would feel compelled to participate. Additionally, the use of mediation or restorative conferencing to resolve any complaint of sexual harassment requires the approval of the Title IX Coordinator. If the parties agree to mediation or a restorative conference, the compliance officer or designee shall make all arrangements for this process.

Before initiating the mediation or restorative conference of a complaint alleging retaliation or unlawful discrimination, the compliance officer or designee shall ensure that all parties agree to make the facilitator a party to relevant confidential information. The compliance officer or designee shall also notify all parties of the right to end the informal process at any time and that, if any party refuses mediation or restorative conference, such refusal will not affect the conduct or outcome of the investigation or the steps the district may take to offer appropriate protections to the complainant before or after the investigation is completed.

If the mediation or restorative conference process does not resolve the problem within the parameters of law, the compliance officer or designee shall proceed with his/her investigation of the complaint.

The use of mediation or restorative conferencing shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation or restorative conference is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation or restorative conferencing is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 1 business day of receiving the complaint, the compliance officer or designee shall determine whether an immediate safety issue is raised in the complaint. If the compliance officer or designee determines that an immediate safety issue is raised in the complaint, the compliance officer shall take all necessary interim steps to address the safety issue raised in the complaint.

Within 5 business days after the compliance officer receives the complaint, the compliance officer shall determine who will investigate the complaint and shall notify the complainant that the complaint has been received. When feasible, the compliance officer or designee shall begin an investigation into the complaint within 5 business days after the compliance officer receives the complaint, but in all instances shall begin an investigation into the complaint within 10 business days after the compliance officer receives the complaint.

Upon initiating the investigation, the compliance officer or designee shall provide the complainant and/or his/her representative with the opportunity to present the information contained in complaint to the compliance officer or designee and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer or designee with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer or designee shall collect all available documents and review all available hardcopy or electronic records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation, shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To investigate a complaint alleging retaliation or unlawful discrimination, the compliance officer or designee shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

The compliance officer or designee may interview a student without the presence of a parent, guardian, or representative as part of an investigation. If this occurs, the compliance office shall notify the parent or guardian within 24 hours of the interview by phone and email that the interview occurred.

A complainant's refusal to provide documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the compliance officer or designee with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The complaint shall be decided using a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

The Superintendent shall notify the Board of the Final Written Decision within 5 business days of when the complainant is notified of the Final Written Decision.

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and the accused. The decision shall be sent via email or, if no email address is available, via US Mail next day delivery. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15

percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In other all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed

- e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination, the notice may, as required by law, include:

- a. The corrective actions imposed on the individual found to have engaged in the conduct that relate directly to the subject of the complaint
 - b. Individual remedies offered or provided to the subject of the complaint
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal
 7. A means to contact the compliance officer with questions regarding the implementation of the decision, with concerns that the corrective action(s) are not being following, or with information regarding any recurrence or retaliation

For complaints alleging unlawful discrimination based on state law, the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)

3. Complaints alleging unlawful discrimination may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged unlawful discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

For complaints involving retaliation or unlawful discrimination, appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination, appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

The district may also consider training and other interventions to ensure that students, staff, and parents/guardians understand the types of behavior that constitute retaliation or unlawful discrimination that the district does not tolerate it, and how to recognize, report, and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 49013, 52075)

For complaints alleging noncompliance with the laws regarding student fees, such remedies, where applicable, shall include reasonable efforts to ensure full reimbursement to affected students and parents/guardians. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the compliance officer or designee
5. A report of any action taken to resolve the complaint

6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Adopted: January 11, 2011

Revised: September 14, 2011

Revised: TBD

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D., Superintendent
FROM Javetta Cleveland, Deputy Superintendent
DATE: May 20, 2015
SUBJECT: Information on the Governor's Budget (May Revision)

BACKGROUND INFORMATION

On May 14, 2015, the Governor presented the May Revision for the proposed 2015-16 State Budget for California's Schools. Staff has received information on the Governor's budget proposal for K-12 education and will share that information with the Board. The presentation will include the fiscal impact of the Governor's May Revision on the District's financial position.

POLICY/CODE

None

FISCAL IMPACT

None

STAFF RECOMMENDATION

Review and accept the information on the Governor's Budget (May Revision).

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Susan Craig, Director, Student Services
DATE: May 6, 2015
SUBJECT: Action Steps to Address Sexual Harassment in BUSD

BACKGROUND INFORMATION

The District recognizes the need to ensure that all schools are safe, welcoming, and free from all forms of bullying and harassment, including sexual harassment. A chronology of action steps already taken during the 2014-2015 school year, as well as steps that are planned, to prevent sexual harassment in schools and provide appropriate interventions, when need, is provided below. The Board will be provided with regular updates regarding sexual harassment prevention and intervention action steps throughout the next several months.

Action Steps Taken to Address Sexual Harassment

Spring 2014 – Members of the Sexual Harassment Advisory Committee (SHAC) and the Policy Subcommittee began working on a comprehensive model sexual harassment policy that is still in progress.

September 2014 – All schools provided a lesson in sexual harassment awareness to all students in grades 4 – 12. Suggested activities from curriculum developed by the *Pennsylvania Coalition Against Rape* was provided to school administrators.

November 2014 – Berkeley High School Principal sent a sexual harassment overview and FAQs to all BHS teachers and students. Teachers were told to read the information to their students during 2nd period class.

December 2014 – A voluntary restorative circle was held for BHS students who had been targeted in a recent sexual harassment incident. A separate voluntary restorative circle was held for BHS students who had been accused of engaging in sexual harassment in the same incident.

December 2014 - BUSD Designates the Director of Student Services as the District's Interim Title IX Coordinator

January 2015 – A letter regarding sexual harassment was sent electronically to all BUSD middle school and high school families.

January 2015 – A meeting to establish guidelines regarding receiving, investigating, and responding to reports of sexual harassment was held.

A document for staff with guidelines for responding to sexual harassment is being finalized.

January 26 – 29 – The District’s Interim Title IX Coordinator attended a National Conference for Title IX Certification in Nashville, Tennessee.

March 2015 – A letter regarding sexual harassment was mailed to all BUSD middle school and high school families. The letter was provided in English and Spanish.

April 2015 – The Board approved an Interim Sexual Harassment Policy based on the California School Boards Association’s Sample Sexual Harassment Policy. The District will return to working on the more robust policy in progress upon the completion of OCR’s investigation and receipt of OCR’s findings and recommendations.

April 2015 – The District’s Sexual Harassment Advisory Committee was expanded to include staff from middle and high schools, and high school students, in addition to parents and the Director, Student Services. The newly reformed SHAC met on April 9 and planned a training on sexual harassment awareness for high school seniors.

April 2015 – The new Interim Sexual Harassment Policy was provided to all BUSD managers along with information regarding sexual harassment and Title IX.

April 23, 2015 – A sexual harassment parent education night was held at Cragmont Elementary School. Presenters were student representatives from BHS Stop Harassing.

May 6, 2015 – The Board approved funding for a full-time Title IX Coordinator/Compliance Officer position.

May 12, 2015 – All three BUSD middle schools submitted applications to participate in a Bullying, Teen Dating Violence, Social Isolation summer institute facilitated by Futures Without Violence. Teams from ten sites in Alameda County will be selected to participate in the institute.

Planned Action Steps

May 20, 2015 – The Board will be discussing and taking action regarding the job description for the Title IX Coordinator/Compliance Officer position.

May 20, 2015 – The first reading of the Uniform Complaint Procedures Board Policy will go to the Board.

May 21 - 29 – SHAC subcommittee meetings to plan professional development for staff and training for related to sexual harassment for the summer and 2015-2016 school year.

June 4 – Monthly SHAC meeting.

May 26 – 27 – SHAC is sponsoring training by Peace Over Violence on sexual harassment awareness, including safe relationships, consent, and the importance of being an upstander, to all BUSD high school seniors, including BHS, Berkeley Technology Academy, and Independent Study students.

June 15-16 – Seven BUSD administrators from BHS, BTA, King MS, Longfellow MS, and Willard MS, will attend a two-day Title IX Investigator training in San Diego.

Summer 2015 – Sexual harassment training for staff and students is currently being planned.

POLICY/CODE

Board Policy 5145.7

Education Code 212.5, 48900(n), 48915(c)(4)

FISCAL IMPACT

Unknown.

STAFF RECOMMENDATION

Receive the information and provide direction regarding next steps.

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BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy E. White, Executive Director of Facilities
DATE: May 20, 2015
SUBJECT: Facilities Plan Update

BACKGROUND INFORMATION

This report is an update of the Facilities Construction Plan approved by the Board on March 12, 2014. Data in this report are current as of May 8, 2015. This report includes updates of all active construction projects. Maintenance projects are detailed in the Maintenance Quarterly Reports.

ELEMENTARY SCHOOLS

LeConte

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|----------------------------|---|
| Project Type: | Modernization |
| Date Approved by Board: | January 15, 2014 |
| Funding Source: | Measure I |
| Public Process: | Three Site Committee Meetings were held. The site was involved in architect selection. |
| Schematic Approval Date: | June 2014 |
| Design Team: | WLC Architects |
| Project Manager: | Van Pelt |
| General Contractor: | To Be Determined |
| Current Project Budget: | \$1,660,664 |
| Adjustment to Budget: | Increase to budget on January 15, 2015 in the amount of \$48,783 for inflation |
| Schedule: | Spring 2014 Approve project manager and designer Fall 2014 Design finalized Spring 2015 Bid and award Summer 2015 Construction |
| Status: | Bid |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | Project bid, Pending Board Decision |
| Lessons learned: | Bid climate has changed |

LeConte, Thousand Oaks and John Muir

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|-------------------------|-------------------|
| Project Type: | Portable Addition |
| Date Approved by Board: | January 28, 2015 |
| Funding Source: | Measure I |

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| Public Process: | Two community meetings will be held at each site. Three Site Committee meetings are scheduled. |
| Schematic Approval Date: | To Be Determined |
| Design Team: | To Be Determined |
| Project Manager: | Van Pelt |
| General Contractor: | To Be Determined |
| Current Project Budget: | \$1,466,500 |
| Adjustment to Budget: | None |
| Schedule: | Winter 2015 Approve project manager and architect Spring 2015 Complete Schematic design Fall 2015 Finalize design Winter - Spring 2016 Bid and award Summer 2016 Construction |
| Status: | Pre-Design |
| Issues: | None. |
| Completion Date: | October 2016 |
| Changes since last report: | One Community Meeting and two Site Committee meetings held for each site. Final Community Meeting to take place second week of May |
| Lessons learned: | None |

John Muir

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|--------------------------|--|
| <u>Project Type:</u> | <u>Modernization</u> |
| Date Approved by Board: | January 15, 2014 |
| Funding Source: | Measure I |
| Public Process: | Three Site Committee Meetings were held. The site was involved in architect selection. |
| Schematic Approval Date: | June 11, 2014 |
| Design Team: | Baker Vilar Architects |
| Project Manager: | Van Pelt |
| General Contractor: | To Be Determined |
| Current Project Budget: | \$2,121,998 |
| Adjustment to Budget: | Increase to budget in January 2015 for \$61,665 to cover inflation |
| Schedule: | Spring 2014 Approve project manager and designer Fall 2014 Design finalize Spring 2015 Bid and award Summer 2015 Construction |
| Status: | Postponed for Summer 2016 |

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| Issues: | None |
| Completion Date: | To Be Determined |
| Changes since last report: | Project bid and came in over budget. Board rejected all bids. |
| Lessons learned: | Bid climate has changed |

Malcolm X

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|----------------------------|---|
| <u>Project Type:</u> | <u>Windows and Stucco Replacement</u> |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure I |
| Public Process: | None Planned |
| Schematic Approval Date: | None Planned |
| Design Team: | WLC Architects |
| Project Manager: | Van Pelt |
| General Contractor: | To Be Determined |
| Current Project Budget: | \$1,984,354 (Total budget for MX and Longfellow) |
| Adjustment to Budget: | Increase of \$59,354 on January 15, 2015 for estimates. |
| Schedule: | Spring 2014 Approve project manager and architect Fall 2014 Finalize design Spring 2015 Bid and award Summer 2015 Construction |
| Status: | Bid. Pending Board Approval |
| Issues: | None |
| Completion Date: | To Be Determined |
| Changes since last report: | Board rejected all bids and split this project from Longfellow Painting project. |
| Lessons learned: | Bid climate has changed |

Cragmont

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| <u>Project Type:</u> | <u>Roof and Solar</u> |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure I |
| Public Process: | None Planned |
| Schematic Approval Date: | None Planned |
| Design Team: | HY Architects |
| Project Manager: | Van Pelt |
| General Contractor: | Stronger Building Services |
| Current Project Budget: | \$1,328,500 |
| Adjustment to Budget: | Decrease Project Budget by \$192,500 because of bid savings. |

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| Schedule: | Spring 2014 Approve project manager and architect Fall 2014 Finalize design Spring 2015 Bid and award Summer 2015 Construction |
| Status: | pre-construction |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | Notice to Proceed was issued on May 4, 2015 to Stronger Building Services, Inc. |
| Lessons learned: | None |

BAM (Whittier)

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|----------------------------|--|
| Project Type: | <u>Grounds Improvement</u> |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure AA |
| Public Process: | Two Community meetings and three Site Committee Meetings will be held. The site was involved in architect selection. |
| Schematic Approval Date: | January 15, 2014 |
| Design Team: | Carducci Associates |
| Project Manager: | Van Pelt |
| General Contractor: | Guerra Construction Group |
| Current Project Budget: | \$425,700 |
| Adjustment to Budget: | Decrease Project Budget by \$5,300 due to bid savings |
| Schedule: | Summer 2014 Approve project manager; Fall 2014 approve designer Winter 2014/15 Design finalize Spring 2015 Bid and award Summer 2015 Construction |
| Status: | pre-construction |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | BAM Grounds Notice of Award issued on April 23, 2015 |
| Lessons learned: | None |

Jefferson

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|-------------------------|----------------------------|
| Project Type: | <u>Grounds Improvement</u> |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure AA |

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| Public Process: | Two Community meetings and three Site Committee Meetings will be held. The site was involved in architect selection. |
| Schematic Approval Date: | January 15, 2014 |
| Design Team: | Carducci Associates |
| Project Manager: | Van Pelt |
| General Contractor: | TBD |
| Current Project Budget: | \$689,300 |
| Adjustment to Budget: | \$85,000 on December 10, 2014. \$23,750 on April 8, 2015. \$150,000 on April 22, 2015. |
| Schedule: | Summer 2014 Approve project manager; Fall 2014 approve designer Winter 2014/15 Design finalize Spring 2015 Bid and award Summer 2015 Construction |
| Status: | Bid |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | Bid, Board Decision Pending |
| Lessons learned: | Bid climate has changed. |

Rosa Parks

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|----------------------------|--|
| Project Type: | Painting and Flooring |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure AA |
| Public Process: | None Planned |
| Schematic Approval Date: | None Planned |
| Design Team: | Baker Vilar Architects |
| Project Manager: | Van Pelt |
| General Contractor: | Affordable Painting Services |
| Current Project Budget: | \$490,200 |
| Adjustment to Budget: | Increase in budget of \$17,200 January 14, 2015. Decrease in budget due to bid savings \$91,000. |
| Schedule: | Fall 2014 Approve project manager and architect Winter 2014/15 Finalize design Spring 2015 Bid and award Summer 2015 Construction |
| Status: | pre-construction |
| Issues: | None |
| Completion Date: | September 2015 |
| Changes since last report: | Bid was April 7. Board award was April 22 nd . |
| Lessons learned: | None |

MIDDLE SCHOOLS

King

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|----------------------------|---|
| Project Type: | <u>Modernization of the Gymnasium</u> |
| Date Approved by Board: | January 15, 2014 |
| Funding Source: | Measure I |
| Public Process: | Three Site Committee Meetings were held. |
| Schematic Approval Date: | June 11, 2014 |
| Design Team: | Baker Vilar Architects |
| Project Manager: | Van Pelt |
| General Contractor: | FRC Construction |
| Current Project Budget: | \$ 2,231,747 |
| Adjustment to Budget: | Increase of \$48, 324 on January 15, 2015. Increase of \$530,000 on April 8, 2015 to cover higher bid costs. |
| Schedule: | Spring 2014 Approve project manager and designer Fall 2014 Design finalize Spring 2015 Bid and award Summer 2015 Construction |
| Status: | pre-construction |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | Notice of Award issued on April 9, 2015, Notice to Proceed issued on May 6, 2015 |
| Lessons learned: | Bid climate has changed. |

Longfellow

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|--------------------------|--|
| Project Type: | <u>New Cafeteria</u> |
| Date Approved by Board: | January 9, 2013 |
| Funding Source: | Measure I |
| Public Process: | There have been seven Site Committee meetings and two Community meetings. |
| Schematic Approval Date: | June 26, 2013 |
| Design Team: | HKIT |
| Project Manager: | Van Pelt |
| General Contractor: | DL Falk Construction |
| Current Project Budget: | \$5,375,815 |
| Adjustment to Budget: | \$174,000. Inflation adjustment of \$74,000 on January 15, 2014 and adjustment to add walk- in refrigerator on October 22, 2014 (\$100,000). |
| Schedule: | Spring 2013 Architect and project manager |

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| | hired |
| | Summer 2013 schematic design |
| | Spring 2014 Project submitted to DSA |
| | Fall 2014 DSA approval, project bid |
| | Winter 2014/2015 Construction to begin |
| Status: | Construction |
| Issues: | Making the street crossing safer could be an issue. Coordination with the garden program is an issue. |
| Completion Date: | March 2016 |
| Changes since last report: | foundation under construction |
| Lessons Learned: | To Be Determined |

Longfellow

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|----------------------------|---|
| Project Type: | <u>Painting and Waterproofing</u> |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure I |
| Public Process: | None Planned |
| Schematic Approval Date: | None Planned |
| Design Team: | WLC Architects |
| Project Manager: | Van Pelt |
| General Contractor: | To Be Determined |
| Current Project Budget: | \$1,984,354 (Total budget with Malcolm X) |
| Adjustment to Budget: | Increase of \$59,354 on January 15, 2015 for estimates (for both Longfellow and Malcolm X) |
| Schedule: | Spring 2014 Approve project manager and architect Fall 2014 Finalize design Spring 2015 Bid and award Summer 2015 Construction |
| Status: | Bid. Pending Board Approval |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | Board split this project from Malcolm X Stucco and re-advertised Longfellow painting. Six Bids were received. Board Decision pending. |
| Lessons learned: | Bid climate has changed |

Willard

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| Project Type: | <u>Modernization</u> |
| Date Approved by Board: | January 15, 2014 |
| Funding Source: | Measure I |
| Public Process: | Three Site Committee Meetings and one |

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| | Community Meeting were held. The site was involved in architect selection. |
| Schematic Approval Date: | June 2014 |
| Design Team: | Baker Vilar |
| Project Manager: | Van Pelt |
| General Contractor: | To Be Determined |
| Current Project Budget: | \$4,254,766 |
| Adjustment to Budget: | Increase on January 15, 2015 by \$123,766 for estimates |
| Schedule: | Spring 2014 Approve project manager and designer Fall 2014 Design finalize Spring 2015 Bid and award Summer 2015 Construction |
| Status: | Bid |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | Project bid, Board decision pending |
| Lessons learned: | Bid climate has changed |

HIGH SCHOOLS

BERKELEY HIGH

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|--------------------------|--|
| Project Type: | <u>Solar and Modernization of Donahue Gym</u> |
| Date Approved by Board: | January 15, 2014 |
| Funding Source: | Measure I |
| Public Process: | Four Site Committee Meetings were held. The site was involved in architect selection. |
| Schematic Approval Date: | June 2014 |
| Design Team: | WLC Architects |
| Project Manager: | Van Pelt |
| General Contractor: | WE Lyons |
| Current Project Budget: | \$2,364,000 |
| Adjustment to Budget: | \$300,000. Increase on September 10, 2014 to add exterior improvements. Increase of \$72,344 in January 15, 2015 for estimates. Increase of \$211,000 on May 6 th to cover awarded bid. |
| Schedule: | Spring 2014 Approve project manager and designer Fall 2014 Design finalize Spring 2015 Bid and award Summer 2015 Construction |
| Status: | pre-construction |
| Issues: | None |

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| Completion Date: | October 2015 |
| Changes since last report: | Project bid April 9. Awarded by Board on May 6 th . |
| Lessons learned: | None |

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| <u>Project Type:</u> | <u>Grounds Improvement</u> |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure AA |
| Public Process: | Two Community meetings and three Site Committee Meetings were held. |
| Schematic Approval Date: | January 15, 2015 |
| Design Team: | Verde |
| Project Manager: | Van Pelt |
| General Contractor: | AM Woo Construction |
| Current Project Budget: | \$588,918 |
| Adjustment to Budget: | Increase in budget of \$13,918 to cover inflation January 15, 2015. Corrected Reduction of \$6,000 for bid savings. (Previously estimated savings stated \$8,000 in bid savings) |
| Schedule: | Summer 2014 Approve project manager; Fall 2014 approve designer Winter 2014/15 Design finalize Spring 2015 Bid and award Summer 2015 Construction |
| Status: | pre-construction |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | Project bid April 14, awarded by Board May 6. |
| Lessons learned: | None. |

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| <u>Project Type:</u> | <u>Painting and Flooring of H Building</u> |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure AA |
| Public Process: | None Planned |
| Schematic Approval Date: | None Planned |
| Design Team: | Baker Vilar Architects |
| Project Manager: | Van Pelt |
| General Contractor: | AM Woo Construction |
| Current Project Budget: | \$842,000 |
| Adjustment to Budget: | Increase \$26,000 in budget to cover inflation January 15, 2015. Reduction in budget for bid savings of \$66,000 |

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| Schedule: | Fall 2014 Approve project manager and architect Winter 2014/15 Finalize design Spring 2015 Bid and award Summer 2015 Construction |
| Status: | pre-construction |
| Issues: | None |
| Completion Date: | September 2015 |
| Changes since last report: | Project bid April 6, awarded by Board May 6 th . |
| Lessons learned: | None |

OTHER SITES

Multiple Sites

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|----------------------------|--|
| <u>Project Type:</u> | <u>Public Address and Camera Project</u> |
| Date Approved by Board: | March 12, 2014 |
| Funding Source: | Measure AA |
| Public Process: | None Planned |
| Schematic Approval Date: | None Planned |
| Design Team: | WLC Architects |
| Project Manager: | Van Pelt |
| General Contractor: | To Be Determined |
| Current Project Budget: | \$826,000 + \$537,000 = \$1,361,000 |
| Adjustment to Budget: | \$50,000. The Board approved an increase on October 22 nd to conform with an earlier estimate. Another increase was approved on January 15, 2015 for \$250,000. |
| Schedule: | Spring 2014 Approve project manager and architect Fall 2014 Finalize design Spring 2015 Bid and award Summer 2015 Construction |
| Status: | Bid |
| Issues: | None |
| Completion Date: | October 2015 |
| Changes since last report: | Project was rebid on April 29. Bids were received Board Decision is pending |
| Lessons learned: | None |

There are a few smaller projects that are being coordinated by the Maintenance or Operations Manager (a few additional camera and PA installations replacement of a partition at BAM, HVAC control replacement at Oxford, a

small garden at Longfellow, sidewalk replacement at multiple sites, removal of some bamboo and adding a small fence at Jefferson). These smaller projects are not separately detailed.