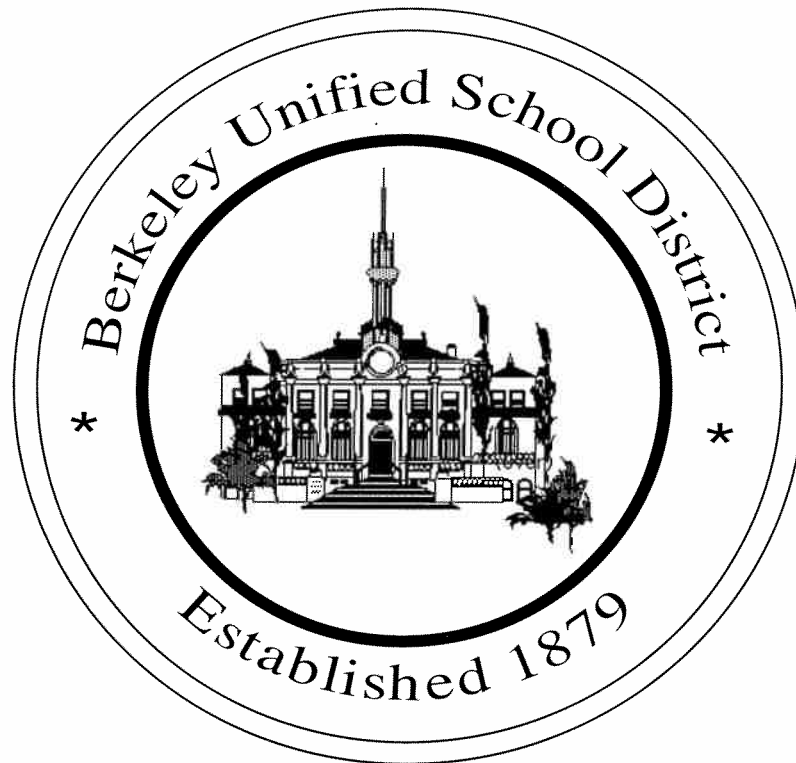


**BERKELEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
AND
SUPERINTENDENT OF SCHOOLS**



BOARD OF EDUCATION MEETING

JANUARY 17, 2001

Queen Graham
Executive Assistant
to the Superintendent
& Board of Education

**BERKELEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION -- AGENDA
Wednesday, January 17, 2001
Administrative Offices, Board Meeting Room
2134 Martin Luther King Jr. Way
Berkeley, CA 94704 - 1180**

CALL TO ORDER: Meeting will be Called to order by the Presiding Officer at 6:00 p.m.

1. **BOARD ROLL CALL:**
 - President Terry S. Doran
 - Vice President Shirley Issel
 - Director Joaquin J. Rivera
 - Director Ted Schultz
 - Director John Selawsky
 - Student Director Niles Xi'an Lichtenstein*
2. **Recess to Closed Session (Board Conference Room)**
 - a. Discussion with Legal Counsel - Existing Litigation (Pursuant to Government Code Section 54956.9 (a))
 - b. Discussion with District Counsel regarding Anticipated Litigation: Initiation of Litigation with District Counsel (Pursuant to Government Code Section 549456 (c)
 - c. Liability Claims (Pursuant to Government Code Section 54956.9 (**Page 1**)
 1. Claim filed on behalf of a student for injuries allegedly sustained during participation in Physical Education at Longfellow Arts & Technology Magnet Middle School
 2. Claim filed by an employee for clothing allegedly damaged while working at Berkeley High School
 3. Claim filed by parent for payment of medical expenses for injuries allegedly sustained by her child while at Whittier EDC
 - d. Collective Bargaining Session (Pursuant to Government Code Section 3549.1 (d))
 - e. Consideration of Student Expulsions (Pursuant to Education Code Section 48918 (c) (K – 12) (**Page 2 + Separate document**):
 1. Case No. 200
 2. Case No. 201
 3. Case No. 205
 4. Case No. 206
 5. Case No. 207
 6. Case No. 208
 7. Case No. 209
 8. Case No. 210
 - f. Public Employment (Pursuant to Government Code Section 54957)

Title: Appointment of Interim Superintendent
 - g. Public Employees Discipline/ Release/Transfer/Assignment (Pursuant to Government Code Section 54557)

*The Student Director does not attend Closed Session.

Regular Meeting of the Board of Education – Agenda
Wednesday, January 17, 2001, at 6:00 p.m.
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2. **Recess to Closed Session** (Board Conference Room) (continued)

- h. Public Employment (Pursuant to Government Code Section 54957): **(Pages 3-5)**
Certificated Transactions - None

Classified Transactions:

1. Substitutes, if and as needed: After School Coordinator; BSEP Clerk; Food Service; Instructional Assistant; Instructional Specialist; Instructional Technician; Intramural Sports; Lifeguard/Swim Instructor; Title VII Home/School Liaison; Tutor.
2. Noon Director
3. Student Worker
4. Tutor
5. Provisional
6. Probationary
7. Resignation
8. Retirement

RECONVENE IN PUBLIC SESSION **7:30 p.m.**

REPORT OF ACTION TAKEN IN CLOSED SESSION

SPECIAL ORDER OF BUSINESS: ACTION ITEMS	Placed on Agenda by	Disposition	Page (s)
3. Approval of a Resolution of Appreciation for Jack McLaughlin , Superintendent	T. Doran S. Issel J. Rivera T. Schultz J. Selawsky N.Lichtenstein 644-6550 Q. Graham 644-6147		Oral

COLLECT “REQUESTS TO ADDRESS THE BOARD OF EDUCATION CARDS”

PUBLIC TESTIMONY:	30 Minutes Maximum – 3 Minutes Per Speaker
UNION REPRESENTATIVES	5 Minutes Each
ADVISORY COUNCILS	5 Minutes Each

**SPECIAL PRESENTATION ON THE JOINT CITY/
 SCHOOL DISTRICT DENTAL PROGRAM :
 PARTNERSHIP FOR SCHOOL BASED/SCHOOL
 LINKED DENTAL SERVICES (Pages 6-9)**

10 Minutes

**PRESENTATION BY PARENTS OF CHILDREN
 OF AFRICAN AMERICAN DESCENT (PCAD):
 A Proposal: Plan for Action on Behalf of
 Underachieving Students in the Berkeley
 Unified School District (Pages 10-30)**

15 Minutes

SUPERINTENDENT’S REPORT

BOARD MEMBERS’ COMMENTS

5 Minutes Each

SPECIAL RECOGNITION	Placed on Agenda by	Disposition	Page(s)
4 Recognition of Dave Stevens, Berkeley High School Special Education teacher, who has become a National Board Certified Teacher	J.McLaughlin 644-6147		Oral

TIME SPECIFIC ITEM – ACTION	Placed on Agenda	Disposition	Page (s)
8:00 p.m.			
5. Approval of 2001-2002 Dual Immersion Program for fourth grades at Rosa Parks Environmental Science Magnet School and Cragmont Elementary School	C.Lim 644-6257		31-42

APPROVAL OF CONSENT CALENDAR ITEMS	Placed on Agenda by	Disposition	Page (s)
6 Approval to Deny Claims against the District: a. Claim filed on behalf of a student for injuries allegedly sustained during participation in Physical Education class at Longfellow Arts & Technology Magnet Middle School b. Claim filed by an employee for clothing allegedly damaged while working at Berkeley High School c. Claim filed by parent for payment of medical expenses for injuries allegedly sustained by her child while at Whittier EDC	C.E.James 644-6674		43

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APPROVAL OF CONSENT CALENDAR ITEMS	Placed on Agenda by	Disposition	Page(s)
7 Approval of action taken regarding decision of Student Expulsion Administrative Panels: a. Case No. 200 b. Case No. 201 c. Case No. 205 d. Case No. 206 e. Case No. 207 f. Case No. 208 g. Case No. 209 h. Case No. 210	C.Lim 644-6257		From Closed Session
8. Approval of Personnel Recommendations	D.Gomez 644-6150		3-5
9. Approval of Purchases in Excess of \$15,000	G.Sirogiannis 644-8911		44-45
10 Approval of Non-Public School Placement of a Special Education student at La Chiem School, Pleasant Hill, California, for the period of December 1, 2000 to June 30, 2001	J.Biondi 644-6210		46
11 Approval to submit an application to the City of Berkeley for a Life Skills Program at the Berkeley Adult School	C.Lim 644-6257		47-75
12. Approval of Facility Construction Plan	L.Jones 644-4594		76+Separate document
13. Approval for the Berkeley Unified School District To Become the Lead Agency for the East Campus Playing Fields Environmental Review and Project	L.Jones 644-4594		77
14. Approval of Resolution No. 7251: Authorization to Advertise for Bids for King Middle School Modernization and Seismic Upgrade	L.Jones 644-4594		78-80
15. Approval of Resolution No. 7252: Authorization of Signatures	J.McLaughlin 644-6147		81
16. Acceptance of Fiscal Year 1999-2000 Audit Report	G.Sirogiannis 644-8911		82-89 + Separate document

Regular Meeting of the Board of Education – Agenda
Wednesday, January 17, 2001, at 6:00 p.m.
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APPROVAL OF ACTION ITEMS	Placed on Agenda by	Disposition	Page (s)
17 Approval of Classified Management Performance Evaluation	D.Gomez 644-6150		90-97
18 Approval of Construction Management Services	L.Jones 644-4594 C.E.James 644-6674		98-99

DISCUSSION ITEMS	Placed on Agenda by	Disposition	Page (s)
19 Review of revised Board Policy 3510.3: Facilities Maintenance and Security Advisory Committee	J.McLaughlin 644-6147 S.Issel 644-6550 J.Selawsky 644-6550		100-104
20. Budget Development Calendar including the role of The Budget Advisory Committee	G.Sirogiannis 644-8911 C.E.James 644-6674		Oral Report
21. Review of Advisory Committees including Membership, Recruitment and Communication	J.McLaughlin 644-6147 S.Issel 644-6550		Oral Report
22. Announcement of Public Hearing on Instructional Materials as required by law	D.Pico 644-7764		105-108
23. Update on Governor's Budget Proposals	G.Sirogiannis 644-8911		Oral Report
24. Report on Playground Repair Priorities and Costs	G.LeFevre 644-6526		Delivered prior to mtg.

ADDITIONAL PUBLIC TESTIMONY

10 Minutes Maximum

BOARD MATTERS

25. Board Committee Appointments/Reports
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- | |
|--|
| <ul style="list-style-type: none">• Berkeley School Financing Corporation• Citizens Advisory Committee on Diversity• Citizens Budget and Finance Advisory Committee• Citizens Construction Program Advisory Committee• Facilities Maintenance and Security Advisory Committee• Music Program Committee• Peace and Justice Commission• Student Assignment Advisory Committee• Surplus Facilities Advisory Committee• Two-by-Two Committee• Youth Commission |
|--|

BOARD REQUESTS

ADJOURNMENT

Regular Meeting of the Board of Education – Agenda
Wednesday, January 17, 2001, at 6:00 p.m.
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**Board of Education Meetings are broadcast live on KPFB/FM 89.3
and
Cable Television Channel 25**

Guidelines for Speakers at Board of Education Meetings

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

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM:

Please fill in a **REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD** (located on the side of the Speaker's Stand) and give it to the **Board Recorder**. Your card must be submitted before the Presiding Officer calls for the item – **PUBLIC TESTIMONY**.

You will be called on to speak by the Presiding Officer.

A speaker has three minutes in which to make his/her remarks. (The Presiding Officer will extend the time allocation for those with special speech needs.)

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

Healthy Start Dental Program: Partnership for School Based/School Linked Dental Services

What is the Healthy Start Dental Program?

The Healthy Start Dental Program in Alameda County was conceived locally as an integral part of the California legislation, SB. 620 which created "Healthy Start" Grant Funding for schools and school districts. This legislation provides competitive grants throughout the State to organize health and social service delivery systems at or linked to schools. The Healthy Start Dental Program is an integrated, collaborative school based and linked and dental health delivery system which provides dental care with an emphasis on prevention to at-risk students for whom dental problems are a priority.

Why is this program needed?

Dental disease is the most prevalent and yet preventable health problem of school age children and youth in Alameda County. It is no surprise then that parents and Healthy Start school collaboratives consistently rank dental health a high priority need since low-income families suffer the most serious effects of the disease. Sadly, language or cultural differences, lack of information or education, and lack of insurance often obstruct access to needed dental care and contribute to preventable disparities in dental health. Recent findings of in a State study showed that in Alameda County more than 37% of *all* 2nd graders and 43% *all* 10th graders had untreated dental decay (1). Though it is well documented that dental sealants can prevent 85% of all tooth decay in school age children (2), Alameda County estimates that only 6% of 6-8 year olds and 9% of youth age 15 here have benefited from dental sealants as compared with nearly 30% in other comparable urban counties in California (3).

What are the Goals of the Program? : The first goal of the program is to provide children every opportunity to be healthy and succeed in school. More specifically the program is designed to promote the dental health of at risk students by providing onsite access to dental education, diagnostic, and preventive services including sealants and by systematic referral and linkage available insurance and ongoing care in the community.

What are the benefits of the program? Benefits of the program include reaching students in a familiar environment, limiting time away from school, preventing dental disease, educating and involving family, staff and students; partnership with the local dental community, community health centers ,the school and the Health Department , overcoming barriers of cost, fear, language, culture, and serving as a stepping stone to insurance resources and linkage to ongoing care in the community.

More specifically the services of the program include:

- Education about dental care and prevention,
- Examination or screening by licensed dentists from the community at the school,
- Provision of dental cleanings, fluoride treatments and age appropriate *dental sealants* at the school for those students whose families provide consent,
- Coordinated follow-up, referral and linkage to ongoing care in the community,
- Assistance with accessing medical well child services, and Medi-Cal or Healthy Families insurance coverage.

This year with the funding help of the City of Berkeley, the program will be offered to every 1,2 and 5th grade student in Berkeley. Collaborative partners include, Berkeley City Health Department, Berkeley Dental Society, Lifelong Health Services, La Clinica de La Raza and Alameda County Public Health Department.

Sources:

- (1). Race and Age Adjusted Rates for Alameda County , Community Assessment Planning and Education, Alameda County Public Health Department, 1999.

Pollick HF. et. al Report of the California Oral Health Needs Assessment of Children 1993-94 San Rafael, CA. The Dental Health Foundation 1997.

California Department of Finance Population Estimates, 1993.
- (2) Brown, LJ et. al. Dental caries and sealant usage in U.S. Children, 1988-91, J. Am Dental Assoc. 127:335-43, 1996.
- (3) Ibid. (1)

The Oral Health Status of Children in Alameda County

- ♥ Dental disease is the most prevalent health problem among school-age children in Alameda County.
- ♥ Children age 6 through 13 have two to eight times the risk of dental caries in comparison to their counterparts at the state and national level.
- ♥ 40% of all children have tooth decay by the time they enter kindergarten.
- ♥ 90% of all children have mild to moderate gum disease.
- ♥ In some of our most "at risk" communities, 33% of the children have a severe form of tooth decay called "baby-bottle tooth decay."
- ♥ 85% of all dental caries in children can be prevented with dental sealants.

Oral Health and Education

In order for teachers to teach the "whole child," dental health must be a priority within a comprehensive well-child health program. It is easy to see how the severe pain of a toothache could decrease learning. In addition to pain, other consequences of not treating dental disease can be: difficulty speaking, inadequate nutrition due to the inability to chew, systemic infections and lowered self-esteem.

If left untreated dental disease becomes more and more serious and expensive to treat. Prevention of dental disease is possible if our children are provided with a "Healthy Start."

Healthy Start!

Children's Dental Program

Office of Dental Health
Alameda County Public Health
Department

1000 Broadway, Suite 500
Oakland, CA 94607

Phone: (510) 208-5910

Fax: (510) 208-5933

Office of Dental Health
Alameda County Public Health
Department

What is the Healthy Start Dental Program?

Healthy Start is an integrated, collaborative, school-based and linked, health and social services delivery system which provides dental care to at-risk children.

The philosophy of Healthy Start is based on providing access to preventive dental treatment and other needed health care services.

The goal is to provide children every opportunity to be healthy and succeed in school.

Key principles of the dental program include:

- ♥ Education and involvement of family, staff and students.
- ♥ On-site clinical services (examination, prophylaxis, fluoride treatments and dental sealants)
- ♥ Partnerships with the local dental community.
- ♥ Referral for ongoing dental services and other health care needs.

School-linked services are the wave of the future!

During the 2000-01 school year the Healthy Start Dental Program will serve additional children and families in Oakland, Hayward, San Leandro, Union City and Berkeley.

In March of 1993, the Healthy Start Children's Dental Program was piloted at two elementary schools. It has expanded each year since then, with 17 schools participating in 2000-01.

The services provided are:

- ♥ Dentist examinations
- ♥ Prophylaxis and fluoride treatment
- ♥ Age-appropriate dental sealants in new, healthy permanent molars
- ♥ Of the children examined, 77% were found to be in need of follow-up dental treatment and were referred to dentists in the community.

The Healthy Start Program is built upon collaborative relationships among the following organizations:

Alameda Alliance for Health
Alameda County Dental Society
Alameda County Public Health Department
Maternal and Child Health Program:
Child Health and Disability Prevention Program
Office of Dental Health, Division of Community Health Services
City of Oakland
Community Action Agency
The Dental Health Foundation
The East Bay Dental Hygiene Component
Hayward Unified School District
Kaiser Permanente
The McKesson Foundation
New Haven Unified School District
Oakland Unified School District
San Leandro Unified School District
Southern Alameda County Dental Society

**A Proposal:
Plan for Action On Behalf of Underachieving Students in the
Berkeley Unified School District**

presented by

Parents of Children of African Descent (PCAD)

to

The Berkeley School District Community

January 4, 2001

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I. Our Call to the Community

Many children within the Berkeley Unified School District are struggling. These students must be accountable for choices that they make, but we must remember that these students are children. As parents, teachers, friends, administrators, and community leaders most of the responsibility for these children's troubles rests with us. As a group of African-American parents we claim responsibility for these children. We encourage you to share this responsibility with us.

The factors affecting and limiting these children are multiple, complex and interrelated. We all are responsible. What counts is what we DO now. We must look for new solutions, rather than repeating what has already been proven to fail.

Our challenge, therefore, is to do what has not been done before. We are proposing a planning process that includes parents, students, teachers, administrators and other members of the community as equal partners in the development of solutions.

As African-American parents we are bringing a planning process and an intervention design to the table. Our process is based on the STONE SOUP concept. We are not starting out with much. We have a vision of what we want for these struggling children, and we have ideas about how to achieve our vision. But we need all the sectors and individuals of our community who influence and care about our children to bring the resources and ideas they have and put them into the pot so that we can collectively nourish and educate these children.

As the first effort in this new community/joint planning process, we are proposing to aggressively address the needs of the approximately 250 students in 9th grade at Berkeley High School who are failing or at risk of failing a Fall 2000 class. We are starting out by focusing on 9th grade students although we recognize that children of all grades are failing courses and leaving school. The choice to narrow the proposed intervention to 9th grade students has been made with careful consideration (although with many regrets). The choice was based primarily on six factors:

1. The educational tracks for Berkeley students becomes formally entrenched by the end of the 9th grade.
2. Freshmen students are old enough to have a sense of their educational choices and the potential impact of their choices
3. Freshman students are new to Berkeley High School and will be easier to reach with the concept of a new beginning.
4. Freshmen students will be expected to take an exit exam to graduate in the year 2004. Even if a currently failing student were to pass this exam, he or she would be prohibited from graduating, unless they have passed all classes required for BHS graduation.
5. Since these students are new to Berkeley High School, it is clear that the full responsibility for their non-achievement does not rest solely with the high school.
6. The Class of '04 has demonstrated strong organizational capacity.

II. The Planning Process

The key elements of the process we are proposing is modeled on a community development approach¹:

- 1 *Listen and learn*: The timeframe for developing and implementing solutions is extremely short, however, we want the process to provide for listening and understanding. We will work to facilitate mutual learning and capacity building amongst community groups, rather than perpetuating dependency and opposition.
- 2 *Combine and focus*: We are seeking to create focus by choosing to initiate an intervention programs within "high impact" areas strategically selected for demonstrable results.
- 3 *Create community participation*: We want to emphasize participatory decision-making that enables collaborative partnerships and encourages local initiative, volunteerism and community-based leadership.
- 4 *Build upon local networking*: We will work to link local initiatives to broad existing networks.
- 5 *Create cross-community linkages*: We want to link community- and university-based professionals into the planning and implementation process.
- 6 *Work toward sustainability*: We will emphasize the need to integrate economical and socially sustainable approaches to planning, and programs.
- 7 *Invite scrutiny and evaluation*: We will work with and document different approaches, to report and disseminate lessons learned about action-based community development, establishing the basis for continuous professional and community learning.
- 8 *Involve the students*: We believe our students are an incredible asset and we will work to unleash the talent, drive and capacity of our students.

The planning methodology we are suggesting should also be used to resolve other key issues within our school district and schools. This means that a jointly developed agreement will be needed about the process and lead time for public information dissemination and response, and on the necessity for open and community-welcoming meetings, forums, recruitment, and other child-related public activities.

III. The Intervention

A. Why we designed this Intervention Program

The mission statement of Berkeley High School declares a goal of maximum achievement for every child. However, data collected and analyzed over the past 4 years have clearly shown that African-American and Latino students at BHS are achieving at significantly lower levels than their white and Asian counterparts. Apart from this "achievement gap", the absolute level of achievement of African-American and Latino students as a group is dismally low. Therefore, in terms of its African-American and Latino students, BHS is clearly and disturbingly falling short of its mission.

Based on preliminary data provided by the high school, it is apparent that more than 25% of 9th graders are going to fail at least one subject in their very first semester. Without significant and

immediate intervention, most of these students will be forever shunted onto a “no-where” track, where they struggle just to remain in school and graduate. We have asked the school for its response to this unacceptable high failure rate. We feel the response we received from BHS is inadequate and does not provide relief, so we have developed our own plan.

As a group of parents, grandparents and guardians, we would be encouraged, but not satisfied, to see Berkeley High School pursue reaching even a minimum level of achievement for every child. We believe that the first essential step toward this goal involves ensuring that every student who enters Berkeley High School as a 9th grader be supported to complete the grade level requirements and be prepared to enter 10th grade.

B. Steps That Have Been Taken to Design the Intervention

PCAD has undertaken steps to begin the community engagement process. This chronology describes the events leading to our efforts to address the issue of failing 9th grade students.

1. In December, a group of African-American parents developed a request for student information and an intervention plan from the high school regarding Freshman students who are at risk of failing a course in the Fall semester.
2. This request was presented to the Principal of Berkeley High School and the Board of Education at its December 6, 2000 meeting. (Click here to see text of comments to board and 12/6 letter to Frank Lynch)
3. This group of parents met with the Principal on December 18, 2000 to discuss our information request, look at preliminary data provided by the Principal, and respond to information on the administration’s proposal to hold an after-school program (called the SMART program). At the conclusion of this meeting, the group informed the principal that a community prepared Intervention Plan would be presented to him in early January.
4. A follow-up letter to the Principal on December 19, 2000, confirmed our intent to begin developing an Intervention Plan, and reiterated and clarified our request for student information. (Click here to see 12/19 letter to Frank Lynch)
5. Between December 19, 2000 and January 4, 2001, parents made an intensive effort to develop a plan and prepare the preliminary design of an intervention program for 9th graders. See Appendix A for information on how we designed the Intervention Program.
6. On Thursday, January 4, 2001, the Principal was presented with this plan and the preliminary design of the intervention program. At this meeting we requested a response to the Plan and a joint working session by Tuesday, January 9, 2001.

C. Steps Still To Be Taken to Complete the Intervention Design and Implementation Plan

Having now presented the preliminary plan to the principal, we are releasing it to the community through the following steps to be taken over the period of January 6, 2001 to January 16, 2001

- * Creation of a web site (<http://home.earthlink.net/pcad01>) to allow students, parents and other members of the community to access and provide feedback on the preliminary plan.
- * We have asked the parent leadership within the Latino community to review and participate in the plan and share ownership for any interventions implemented.

- * We have asked the school administration to join us as working partners in moving the plan into full implementation including identifying and securing internal and external resources.
- * We have asked Michelle Patterson, Vice Principal to coordinate a meeting with teachers of the freshman core to share the plan, identify ways to form partnerships and get their suggestions for interventions.
- * We have asked the BHS student leadership to meet and design any intervention components that they can contribute. We have also asked them to review our plan and give feedback.
- * We have asked the Class of '04 to hold a special meeting to discuss the plan and give input. We have also asked the Class of '04 to facilitate the collection of feedback on the plan from all '04 parents.
- * We have scheduled a "Stone Soup" luncheon for Monday, January 15, 2001 and are inviting the wider community to hear a presentation of our plan and bring their ideas and resources to the table.
- * Within the African-American community we have held and continue to hold house meetings to widely disseminate and get input on the plans.
- * As of Monday, January 8, 2001 we have provided all board members with a copy of our plan and have asked for meetings with individual Board Members to present and discuss the plan.
- * We have asked the Parent/Teacher/Student Association to host a forum for parents and teachers to discuss and give feedback on the plan.
- * We welcome the participation and input of all other interested groups and individuals not mentioned here.

Based on the feedback and input of our community we will revise the intervention plan. Each major revision will be posted on the web. We will work with the school to develop an implementation plan by January 16, 2001.

We will ask the Board of Education to approve the plan at its regular meeting on Wednesday, January 17, 2001.

Appendix A: How we developed the Intervention Design

Berkeley High School is a complex organization. Many highly interrelated factors influence the experience and achievements of students at Berkeley High School. In our work to develop our plan we defined Berkeley High School as a system and attempted to group and isolate factors that influence student outcomes. We then worked to identify and plan specific interventions in various sectors of the school system.

The factors we identified are:

Student Culture

- peer influence
- peer pressure
- language
- expectations
- media

Parents, family structure and home life

- * family economics
- * parent language
- * parent former educational experiences and education level
- * parent expectations for their students
- * parent attitudes and comfort levels about school
- * parent support for school activities and academics
- * dysfunction or strengths
- * family's non-academic demands on student
- * political sophistication/naivete
- * home location (immigration and out-of-district issues)
- * commute time for parents and students

School structure

- * size of school (ie. Physical plant, number of students, diversity and faculty)
- * environmental factors
- * facilities and maintenance
- * organization of school (ie. Logistics, policies, hierarchy, etc.)

Support systems

- * link crew
- * mentoring
- * discipline
- * parent resource center
- * student learning center
- * tutoring
- * special programs/classes eg. AVID, MESA, TryUMF, EAOP, PDP, etc.

Curriculum and instruction

- * state standards and framework
- * department culture
- * class size
- * scheduling
- * assignment of teachers

Teachers

- * competence
- * flexibility
- * expectations of students
- * accountability
- * demographics vis a vis student body
- * attitude towards students
- * communication with parents
- * pedagogical style
- * monitoring and evaluation
- * other demands on teacher's time

Administration and Staff

- * responsiveness to problems
- * proactive in seeking solutions
- * leadership style
- * internal systems
- * fiscal management
- * program management
- * evaluation of programs, teachers, systems
- * use of data and student assessments
- * communications
- * counseling

Pre-high school experience

- * academic preparation
- * assessment
- * recruitment, counseling and orientation to high school
- * influence of previous student culture
- * inter-school coordination

Notes:

1. The planning process is modeled on a community planning process described in "Environmental Design Charrette Workbook", a 130-page primer on organizing and facilitating community design workshops, published by EarthRise Initiatives.

Intervention Program Design for 9th grade students at BHS

FINAL DRAFT 1/4/01

I. Introduction

On January 30, 2001 a new semester will start at Berkeley High School. At that time, without our intervention, approximately 250 freshman (9th grade) students will go off track for graduation. The fact that large numbers of students have been failing and going off track at Berkeley High School for years does not change the fact that we are facing a crisis that demands urgent and appropriate action. We cannot wait another semester.

The costs of this departure from the mainstream educational path are staggering for the students, the school and our community. The effects of our failure to aggressively bridge the achievement gap are long-term, deep, and harmful to all of us, whether we are the affected student, parent, classmate, or neighbor. The costs of any group of student's continually failing and retaking classes are immediate and significant, not only to the students and the school, but also to the long and short-term economic welfare of our local community. Low or no achievement means resources are drawn away from the support and advancement of the entire community; if we don't choose to support educational intervention, we can expect an ever-increasing need for expanded social services, police presence, and prisons. Without an education, these students have no realistic options for employment or otherwise healthy living practices. This is why a community engagement process is so important: the short-term costs of intervention must be weighed against these short and long-term costs of not intervening.

II. Goal of Intervention Program:

For intervention to be successful it needs to be appropriate and intensive enough. Each succeeding intervention that fails, increases the sense of hopelessness, frustration and anger. The interventions proposed are designed to satisfy a very specific goal:

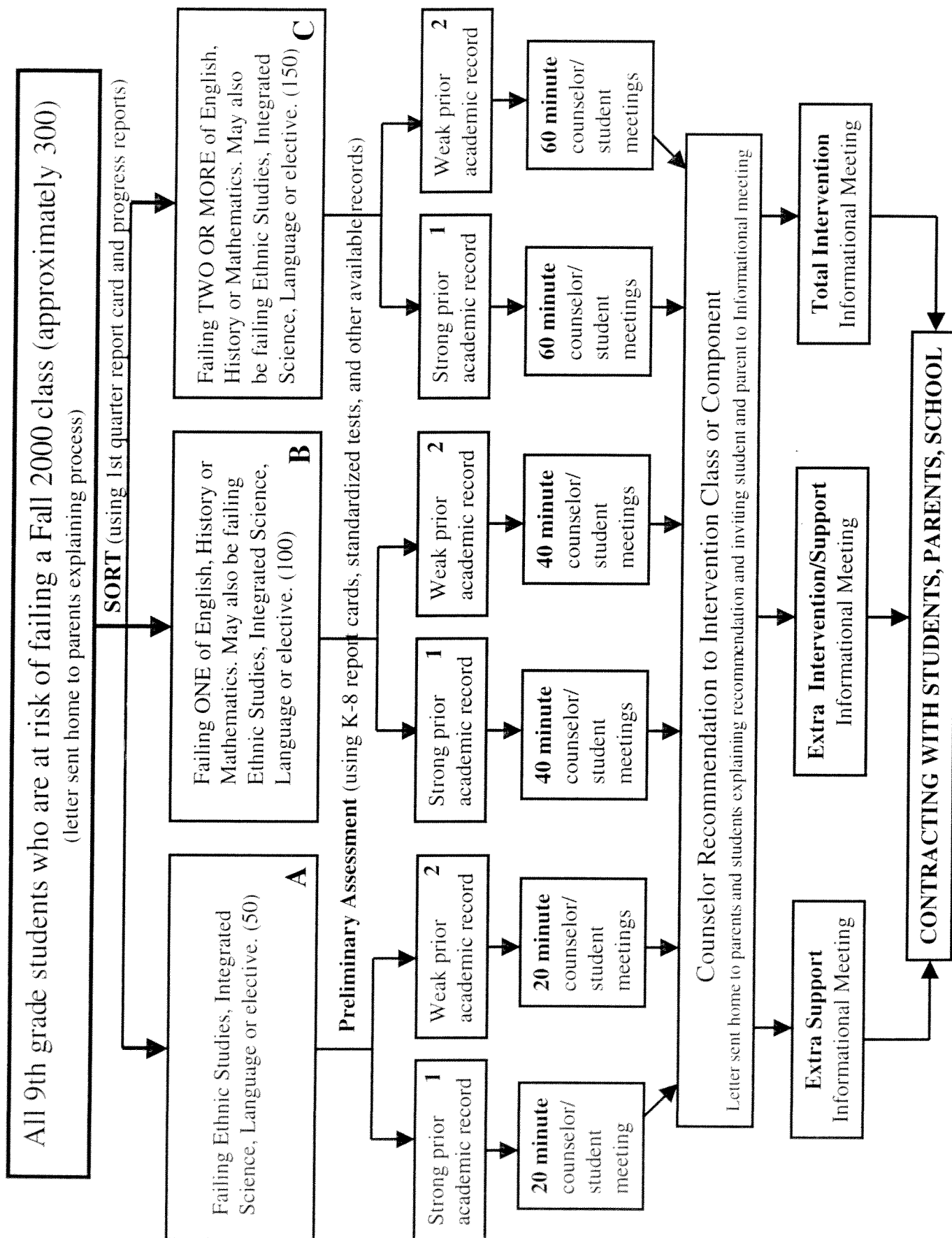
every 9th grade student will be given the support they need to complete the State and High School grade level requirements for 9th graders and be prepared to enter 10th grade.

III. Placement Assessment

An assessment will be conducted of all students who are at risk of failing one or more Fall 2000 class or classes. The assessment will take place in 4 steps:

1. Counselors to conduct the assessment will be trained so that information collected can be used to make good referrals and to provide individualized support to students.
2. a sorting process based on 1st quarter report cards and progress reports. Students will be grouped into 3 categories:

Assessment



- A. Failing only an elective, integrated science, language, or ethnic studies. Not failing English, History or Mathematics.
 - B. Failing only one of English/History/Math classes, may or may not be failing elective, integrated science, language, ethnic studies
 - C. Failing two or more of English/History/Math classes, may or may not be failing elective, integrated science, language, ethnic studies
3. a preliminary assessment will be conducted that will involve looking at all the data available for each student including standardized test scores, attendance data, K-8 report cards, 1st quarter report cards. For each of the 3 groups of students identified above, the assessment will further sort those students into two subgroups:
- students who have a strong prior academic record
 - students who have a weak prior academic record.

At the completion of the preliminary assessment, the students failing a course will be classified in one of 6 groups (A -1, A - 2, B -1, B - 2, C - 1, C - 2). The primary purposes for this finer separation is to make it easier for counselors to identify and group issues when they meet with students, and to help in assignment of counselors to various groups of students.

4. Following the preliminary assessment, counselors will meet with each student, and parent if possible.

Counselors will meet with students in groups A - 1 and A - 2 for 20 minutes each. These meetings will be used to:

- * emphasize the importance of the class(es) being failed
- * to review the students 4 year plan
- * to identify factors contributing to the students failing grade(s)
- * to review all the grades for that student
- * to determine what additional problems the student is having and the supports that student needs.
- * to share information about, and get commitment to planned interventions.

Counselors will meet with students in groups B - 1 and B - 2 for 40 minutes each. These meetings will be used to:

- * let the students know they are at risk of being retained in 9th grade
- * emphasize the importance of the fail classes being failed
- * to review the students 4 year plan
- * to identify factors contributing to the students failing grades
- * to review all the grades for that student
- * to determine what additional problems the student is having and the supports that student needs.
- * to share information about, and get commitment to planned interventions.

Counselors will meet with students in groups C - 1 and C - 2 for 60 minutes each. These meetings will be used to:

- * to identify factors contributing to the students failing grades
- * to identify if there are courses that the student is being successful in and/or enjoys
- * to determine what additional problems the student is having
- * to learn what the student and parent feels would be helpful
- * to share information about, and get commitment to planned interventions.

IV. Classes of Intervention

Based on the assessment, counselors will recommend students to one of the following three classes of intervention, and/or recommend specific components of these:

1. extra support
2. extra instruction and support.
3. total intervention

Parents and students will be provided with detailed written information describing the intervention proposed for their student. Separate informational meetings for students and their parents will be held about each intervention. In addition, parents and students will be required to attend a follow-up meeting with a counselor to review the intervention program proposed. During this meeting, school, parent, student agreements will be signed.

1. Extra Support

This intervention is designed for students who have failed a language, elective, ethnic studies, or Integrated Science, or for students who although not failing have self-identified, or been identified during the assessment as struggling. Components offered in the Extra Support Program are identified on the “Intervention Components” Chart and further described in the detailed Intervention Components section below. These students will receive some or all of the following supports:

- * students will receive weekly after-school organizational and study skills training.
- * students will form study teams and create study-buddy systems.
- * students will be given counseling about college, and post-high school options
- * students will be connected to other support resources such as those offered through the University of California, and California State Universities systems.
- * students will participate in a recognition and incentive program that celebrates their successes.

2. Extra Intervention and Support

This intervention is designed for students who have failed only one of their English/History/Math classes, and have demonstrated the need for intensive academic intervention. This intervention format is also for students who have failed one or more classes, but who have demonstrated high academic competence in the past. These students will remain fully integrated with the 9th grade cohort. Components offered in the Extra Intervention and Support Program are identified on the “Intervention Components” Chart and further described in the detailed Intervention Components section below.

These students will receive some or all of the following supports:

- * An advisor will be assigned to each student and an individual learning and support plan will be developed for each student
- * English and History teachers will be asked to provide number grades for students that received a D or F on their first quarter report. These number grades should reflect the students average for the class. Students who have an end of semester grade of F with less than a 50 average in English or History should be dropped from this class, and placed in a replacement class within Total Intervention.

- * Students who have failed Algebra 1 will retake Algebra 1 along with other 9th graders in Total Intervention.
- * Students who are failing a year long elective, language or Integrated Science will be dropped from these courses. These students will be required to use their newly opened periods to make up Ethnic Studies or to participate in Mathematics and Reading tutorials to be offered in periods 1 through 8.
- * upperclass student mentors will be assigned to each student to make in- school contact at least once a week. (
- * students will receive weekly advising during regular school hours with a faculty advisor. The student/advisor caseload will be 10/1.

3. Total Intervention

This intervention is designed for students who have failed a combination of two or more of English/History/Math classes, and for whom the assessment suggests there are serious academic deficiencies. These students will re-enter high school as starting 9th graders and attend a two semester year between February 1st and August 30th. At the completion of this 9th grade year, all students will be expected to have achieved the credits necessary to pass up to 10th grade and to rejoin the Class of '04. Components offered in the Total Intervention Program are identified on the "Intervention Components" Chart and further described in the detailed Intervention Components section below. In summary, total intervention will offer the following:

- * erasure of all failing grades earned in Fall semester.
- * assignment of student/teacher ratios of 10/1 ideally, and no greater than 12/1
- * assignment to effective teachers with demonstrated competence and success at working with and promoting true academic success for African-American and Latino students.
- * assignment of faculty that consists of at least 50% African-American and Latino teachers., and at least 50% male teachers.
- * assign a Steps to Success elective class that will be combined with the Ethnic Studies class and conducted over two semesters to addresses motivation, student culture, leadership, community responsibility and organizational and study skills in addition to the regular Ethnic Studies content.
- * institute weekly assemblies of the entire total intervention population
- * implement a core curriculum of double period Algebra 1 A/B, English 1 A/B, World History and Cultures A/B, Advanced Biology A/B, Language 1/2 or 3/4 (Spanish, French, Swahili), Steps to Success elective, Ethnic Studies, and a Reading elective.
- * conduct weekly advising during regular school hours with a faculty advisor. The student/advisor case load will be 10/1.
- * assignment of a learning partner who will either be a parent, guardian, teacher or mentor.
- * require parental participation, including monthly parent workshops.
- * implement a scholarship fund for students with demonstrated financial need.
- * provide incentive programs.

V. Intervention Components

School-wide Student Culture

Student culture is a significant force in student achievement. The current sub-culture among African-American and Latino students often penalizes success. The school has made few attempts to significantly impact school culture. Negative and destructive forces have been allowed to run rampant. The current dominant culture identifies and encourages elitist achievement and acceleration on the part of a certain class of students while the non-dominant culture is "allowed" to subordinate itself. Many African-American and Latino youth are growing up without dreams, without hope, without stable families, without enough respect and love. These youth are unprepared to seize mainstream opportunities. Our community is permitting children to rely on gangs rather than parents and neighbors and community institutions for their protection and love.

A "WE CARE" campaign will be launched to reach every student.

- * A student forum will be held to kick off the "WE CARE" campaign. A popular and motivational set of speakers will be brought in to address the students. Students will then be given the opportunity to participate in activities to help them raise issues and propose solutions. Student leadership in upper grades will be given the leadership role in setting the direction and tone for this forum.
- * A series of 30 minute student assemblies should be held during school hours. The assemblies should be held in rotating periods so that class time lost for any period is minimized. Teachers should take attendance in class and then release their students to the theatre for the assembly. Assemblies should be carefully planned to address issues of student culture, motivation and achievement.
- * Students should have safe places on campus where they can seek help with issues of discrimination by teachers or administrators in a constructive and non-blaming environment.
- * Motivational cards and buttons will be distributed to students.
- * The radio station that plays on campus on Fridays will be asked to participate in the campaign.

The WE CARE campaign will be designed to address the following:

1. Make it clear to all of our students that excelling in academics is as valuable as any other endeavor. Success, no matter what the area, is important and critical. Those who can be successful in one area can learn to be successful in others.
2. Reduce the misconception that being successful in a "Eurocentric" environment is somehow "selling out".
3. Change the notion that being bright and enthusiastic in the classroom is an indication of being uppity as this prohibits some of our brightest from stepping forward and making a name for themselves academically.
5. Reduce the imbalance/absence of our cultural representations and accomplishments in the Berkeley schools.

Teacher Development – Cultural Sensitivity Training

It is important that our students be taught and counseled by those who understand the dynamics of racism and second class citizenship and that these dynamics need to be remedied as tools for

INTERVENTION COMPONENTS

Intervention Component	Total Intervention	Extra Intervention/Support	Extra Support	Village 9
"WE CARE" Campaign	X	X	X	X
Recognition Program	X	X	X	X
Homework Club	X	X	X	
After-school skills training		X	X	
Teacher Development	X	X	X	
Individual Assessments	X	X (for subject being failed)		
Learning Partnerships	X	X		
Zero tolerance for failure	X	X		
Restart 9th grade	X			
10/1 Student/Teacher Ratio	X			
Weekly Faculty Advising	X	X		
Double Period Math/Algebra	X	X (if failing Algebra)		
Reading	X	X (if indicated by assess.)		
Steps to Success elective	X			
Weekly Assemblies	X			
In-School mentors	X			
Parent Development	X	X		
Scholarship Fund	X	X		
Drop failing classes (replaced w/ tutorial)		X		
During-school tutorials		X		
Retake failing class		X (history, english, math)		
Student mentors		X		

(See Narrative for description of intervention components)

opening a young mind to learning. In the meantime, current teachers need to understand these dynamics and should be taught, over a specified period, to incorporate that understanding into their teaching methodology. At the very least, they should be made aware that different styles of communicating aren't necessarily indications that those styles are negative and/or confrontational. The underlying idea is that if these teachers are lacking an understanding of particular cultural dynamics that relate to our kids, they too need to be taught and mentored. We need to make it clear to our teachers that if they don't have the skills to teach our kids, they must acquire them. We must expect that they will take a "teach every child" approach and form partnerships with them so that they know that we are working at home and they must work at school. Place more African-American male teachers in the classroom. Ensure teachers/administrators/school staff are cognizant of the importance of expectations on student achievement.

Recognition Program

Almost one out of every two African-American 9th grade students is failing a class. Students who are successful have less opportunity for networking with other students. A recognition program will be developed to give successful students of color the opportunity to network and support each other. Recognition may involve giving these students leadership opportunities, special field trips, and other non-individual rewards.

Tutor or Homework Club

The library system and churches in our community will be encouraged to participate in this partnership. All that they would provide is a place where students would come with a group of adults to spend a couple of hours reviewing homework. Sometimes all they need is a quiet place to study. If the churches are involved, this might also increase the number of active adults in the students' life and the church might take interest in this investment.

After-school skills training

Students at Berkeley High School have little opportunity to gain important organizational, study, and coping skills. After-school skills training modeled after the TryUMP program will be offered to students in the Extra Intervention and Support and Extra Support programs. Students will receive academic recovery programs during school hours, but these skills will be taught in a cooperative "club-like" setting after-school. Students in the Total Intervention program will receive some of the same skills training during their Steps to Success elective described later.

Individual Assessments

Students placed in the Total Intervention or Extra Intervention and Support option will receive individual assessments in Math, Reading and Writing. The assessment will determine the current academic level, and to ensure that the intervention is appropriate for each student's individual needs.

Students who are identified as having special needs that exceed the level of intervention offered will be referred to the school psychologist for further evaluation and testing.

Learning Partnerships with zero tolerance for failure

Each student needs to have in her/his life, a person(s) (**learning partner**) who will provide the kind of motivational leadership necessary to encourage perseverance and discipline. This person would ideally be the parent/guardian. However, if the parent/guardian is unable to provide their student with this leadership, another adult should be assigned this role. Parents who are not currently able to fill the leadership requirements for students will be mentored. There are many reasons why parents aren't involved in the educational process. These reasons will be identified, and where possible parents will receive training so they have the tools to advocate for their student needs, and become full learning partners.

A contract will be created that represents each student. The contract will have sections specific to each member of the learning partnership. These members include, the student, parent/guardian/learning partner, teachers (all of the teachers for that student), tutors, mentors, appropriate staff, counselors, administration and peers (those who might be likely to monitor returning to school after lunch or being late for classes.)

For the learning partner this contract would include a commitment to providing guidance to a student. This guidance would include homework support, assessment and structure. The primary focus will be to provide assistance to the student to ensure that any and all out of school assignments are completed on time and as thoroughly as possible. If the scope of the homework exceeds the student's learning partner's ability to provide hands on assistance, a handout of "What To Do If My Student Is Having Difficulty" should be utilized. The list of possible options are as follows:

- * Call a designated study buddy
- * Call the teacher
- * Go to a homework assistance center - possibly an arrangement can be fostered with the Berkeley Public Libraries or neighborhood churches to provide a meeting place for "homework centers."

Each learning partner involved in the educational experience will be given a specific list of instructions that specifies what is required of them. Each learning partner involved with the education of a student should understand that being completely on top of the progress of each student is the prime directive. Each learning partner will be held accountable for those tasks on a regular basis, i.e., 2 or 3 times per week.

Each teacher will be provided with a "What to do if" list, identifying each potential problem and what their range of responses should be. They need to know, as do the students and parents, that as problems occur, there will be multiple individuals involved with resolving them. The expectation will be that all work will be completed and turned in. Specific time frames will be developed within which a response will be made. If a homework assignment was not turned in today, the appropriate people will be notified today and someone should make contact with the student that day.

Weekly homework assignments will be sent home using various strategies agreed upon by the learning partner. These include using the "reminder binder", placing assignments on the Internet, etc. This reduces the possibility of the student saying that there isn't any homework. These is an

excellent tool to keep kids on track and keep parents informed. There should also be a place where the instructor can provide notes to the parents and parents can send notes to the instructor. Do not rely on students relaying information to their parent/guardian.

Students will be trained to take responsibility for each other. Currently, the peer model seems to be allowing each other to do poorly rather than expecting that we do well. Students will be trained to be more confrontational with each other over bad academic habits or test results or preparedness of any nature. Anyone who has contact with the student needs to exemplify that behavior.

Restart 9th grade

Students who have failed a combination of two or more of English/History or Mathematics are students who tend to have multiple failures. In many cases, these students have received an inadequate education in earlier grades and are unprepared for high school work. To have thrown these students into high school without the appropriate academic supports is unacceptable. In order to give these students a real opportunity to succeed without the burden of failure during Fall 2000, these students should be permitted to restart the 9th grade with all failing grades erased from their high school transcripts. As a consequence of restarting 9th grade, these students will be required to complete their full school year in the period between February and August.

10/1 Student Teacher Ratio

The students who are in the Total Intervention program need intensive academic and social support. True opportunities for success will be afforded to these students when teachers have the time to address individual issues, and give students the attention they desperately need. As the semester progresses, students are expected to become more academically proficient, engaged and self-sufficient preparing them for reintegration into regular size classrooms in 10th grade.

Weekly Faculty Advising

The Total Intervention Program will be broken into small advising groups of 40 – 50 students. These students will be taught by a group of 5 primary teachers. This group of teachers will also have faculty advising responsibilities for students, with each teacher having a caseload of 10 students. Teachers will meet with their advisees for 15 minutes each week to review academic progress, identify barriers and celebrate success. Students will be given the opportunity to choose their adviser after the first two weeks of school. A lottery system will be used to handle over-demand for a particular teacher. Advisors will keep a student file on each student and maintain notes of each advising session. Advising will be conducted during 8th period on a regular schedule.

Double Period Math/Algebra

Many students are not prepared to handle Algebra. Yet, the concept of maintaining the Algebra standard should be maintained. The solution proposed is to offer double period Algebra to these students. An accelerated curriculum of elementary school mathematics will be taught early in the semester preparing students to start handling Algebra by the middle of the semester. Some topics from Algebra 1 will be moved into Algebra 2.

Reading

All students will participate in a Reading class. For students who are already reading at grade level, this class will provide an opportunity for working on homework and/or participating in a reading club. Students who need assistance in reading will receive direct instruction as suggested by their individual assessment.

Steps to Success

The Ethnic Studies course requirement will be combined with a skills training program and offered over a period of two semesters. The new combined course will be called Steps to Success. Steps to Success will be offered during first period every day. Ethnic Studies content will be offered two times per week during the first semester, and 3 times per week during the second semester. One period per week will be dedicated to Weekly Assemblies (described below) for the entire Total Intervention school population. Material to be covered in the Steps to Success class will include skills training in diverse relevant topics such as organization, studying, coping, leadership, alternatives to violence, boys to men, etc. The Steps to Success course will be coordinated and led by three teachers who will recruit community individuals to offer instruction in various subject areas on a voluntary basis.

Weekly Assemblies

Weekly assemblies will be held every Monday morning with all Total Intervention students. The assemblies will give students an opportunity to hear motivational speakers, perform for their peers, participate in music programs, receive information and develop a new school culture. As student capacity is developed, students will take a greater role in planning their assemblies, identifying assembly topics and speakers, and organizing performances.

In-School Mentors - (Or Business Give Back)

This idea is fashioned after the United Way program that takes business people out of their businesses to provide leadership in the community. A group of 20 people in our community will come to the school four to six hours a week and provide leadership, mentoring, tutoring, or just a visual presence. These same individuals may also spend time in classrooms or possibly be assigned to a specific group of kids and check in with them regularly.

Parent Development

Parent training workshops will be held on a monthly basis to help parents develop the skills needed to support their student's education, advocate on behalf of their child, and negotiate any cultural and generational gaps. Workshops for parents will be developed and promoted by the Parent Resource Center.

Scholarship Fund

During the implementation phase, of planning this intervention, donors will be sought to establish a scholarship fund of \$10,000 for students with demonstrated extraordinary need. Students will be recommended for scholarships by their teachers or advisors. A committee of students, teachers and parents will review applications made anonymous, and make decisions to award scholarships of up to \$500 distributed over a semester. After receiving scholarship commitments students will be expected to maintain very high attendance in all classes to maintain their scholarship.

Drop Failing Classes

Students who are not placed in the Total Intervention program but who are failing a year long course such as History, English, Integrated Science or other elective, will be given the option to drop the failing class if their end of first semester average is lower than 60 points. In order to achieve an end-of-year average of "C" or better students will have to average 70 points. Students receiving lower than 60 points for the first semester will have to receive an average of 80 or higher to meet this goal. For students with an end-of-year average of below 40, it is mathematically impossible for them to achieve a "C" average. These students should be automatically dropped from these classes. If the class being failed is English, History or Mathematics, the student should be allowed to immediately begin retaking the failed class by participating in that class only with the Total Intervention students. Students who have failed a course other than English, History or Mathematics should drop these classes and be offered tutorials in Mathematics, Reading or Writing, depending on their achievement in their other courses. Each of these students will be required to take a make-up class during the summer to meet the promotion requirements of 55 credits.

In-school Tutorials

Students who drop a failing class that they do not immediately retake, will participate in tutorials in Mathematics, Reading or Writing, depending on their achievement in their other courses. Tutorials should be offered in the student learning center.

Retake Failing Class

Students who drop English, History or Mathematics will be given the opportunity to retake the class within the Intervention Program if suggested by their individual intervention. In order to maintain their current schedule, these students will be scheduled into the courses offered during the dropped class period.

Student Mentors

Berkeley High School students who are willing to serve as student mentors will establish strong peer relationships with students in the Extra Intervention/Support component. Student leadership will be asked to design this program for maximum effectiveness.

VI. Evaluation and Measures of Success

This critical component of the plan is still being developed. However, we will use achievement data on the Class of '03 at the end of 9th grade and make comparisons with the data that will be available on the Class of '04.

All students in the Total Intervention program will be surveyed within the first week of class to determine attitudes and behaviors related to school. These same students will be surveyed in August near the end of the school year using the same survey to determine how attitudes and behaviors related to school have changed.

Executive Summary for Principal Frank Lynch

Many children within the Berkeley Unified School District are struggling. As parents, teachers, friends, administrators, and community leaders most of the responsibility for these children's troubles rests with us. As a group of African-American parents we claim responsibility for these children. We encourage you to share this responsibility with us.

We are bringing a planning process and an intervention design to the table. Our process is based on the "stone soup" concept. We are not starting out with much. We have a vision of what we want for these struggling children, and we have ideas about how to achieve our vision. But we need all the sectors and individuals of our community who influence and care about our children to bring the resources and ideas they have and put them into the pot so that we can collectively nourish and educate these children.

As the first effort in this new community/joint planning process, we are proposing to aggressively address the needs of the approximately 250 students in the 9th grade at Berkeley High School who are failing or at risk of failing a Fall 2000 class. We are starting out by focusing on 9th grade students although we recognize that children of all grades are failing courses and leaving school. The choice to narrow the proposed intervention to 9th grade students has been made with careful consideration of several factors.

On January 30, 2001 a new semester will start at Berkeley High School. At that time, without our intervention, approximately 250 freshman (9th grade) students will go off track for graduation. The fact that large numbers of students have been failing and going off track at Berkeley High School for years does not change the fact that we are facing a crisis that demands urgent and appropriate action. **We cannot wait another semester.**

The interventions we are proposing are intensive in terms of the support they offer to the student, and the resources required to implement them. For the students who are struggling the most we are proposing the formation of a small school that runs for seven months starting January 30, 2001. This small school will permit several targeted interventions and will allow students who have failed many classes to restart 9th grade in an intense, focused, and supportive academic environment. Other significant interventions are proposed for other students who are failing a Fall 2000 class.

Actions we are requesting:

- A. Review our plan and determine resources and actions necessary by Tuesday
- B. Hold a joint working session with PCAD parents and staff on Tuesday.
- C. Commit to a partnership/collaborative effort, with specifics of actions:
 - 1. In-house: Leadership actions, assign counselors, teacher's, rooms, support, etc.
 - 2. In the Community: Work with Superintendent to set up meetings with the University of California Chancellor, Downtown Business Association, the City, etc. to seek resources.
- D. Convince the current Superintendent, Interim Superintendent and the School Board that this proposal must be adopted and supported/funded immediately.

Parents are outraged that, four years after data on the failure rate of African-American and Latino have been available, the response is so limited. As parents we feel a responsibility to express this outrage. We hope that the community and administration will hear our outrage in various expressions, know our commitment and act with us to correct the situation.

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Instructional Services

January 11, 2001

TO: Members of the Board of Education
Jack McLaughlin, Superintendent

FROM: Chris Lim, Associate Superintendent, Instruction *CLM*

RE: Dual Immersion Report

BACKGROUND

After extensive research during the planning year of the Franklin Title VII grant, in 1996-97, BUSD began the Two Way Immersion (TWI) model at both Rosa Parks (formerly Columbus School) and Cragmont. The program is extremely popular in Berkeley as capacities are immediately filled in the first round of our student assignment program. Further, student assessment data indicate the following:

ASSESSMENT DATA FOR DUAL IMMERSION CLASSES

Spring 1999 to Spring 2000

ROSA PARKS

Seventeen (17) matched students

Grade K 98-99				Grade 1 99-00			
	Not Evaluated	Number students meeting grade level standards	Number students NOT meeting grade level standards		Not Evaluated	Number students meeting grade level standards	Number students NOT meeting grade level standards
							2-yr trend MGLS
Lang. Arts	0	12	5		0	15	2 ↑
Math	0	15	2		1	13	3 ↓

Twenty (20) matched students

Grade 1 98-99				Grade 2 99-00			
	Not Evaluated	Number students meeting grade level standards	Number students NOT meeting grade level standards		Not Evaluated	Number students meeting grade level standards	Number students NOT meeting grade level standards
							2-yr trend MGLS
Lang. Arts	3	9	8		1	11	8 ↑
Math	1	14	5		1	13	6 ↓

Eleven (11) matched students

Grade 2 98-99				Grade 3 99-00			
	Not Evaluated	Number students meeting grade level standards	Number students NOT meeting grade level standards		Not Evaluated	Number students meeting grade level standards	Number students NOT meeting grade level standards
							2-yr trend MGLS
Lang. Arts	0	5	6		1	8	2 ↑
Math	0	4	7		0	8	3 ↑

Assessment Office: Dual Immersion Study 1.9.01

- The 1998-99 definitions of meeting grade level standards were used to determine whether students had the necessary assessment scores to be considered as meeting grade level standards. The definitions were adjusted to accommodate the new math tests used in 1999-2000 at grades 2 and 3.
- The concept of meeting grade level standards was used as there are not similar tests given across grade levels. For example, grade 2 students take the Stanford 9 test but grade 1 students do not.
- If a student was in a dual immersion class in 1999-2000, it was assumed the student was in a dual immersion class in 1998-99.
- When a norm referenced math or language score was required, the higher of either the Stanford 9 or SABE/2 was used.
- Where a 1998-99 Student Achievement Report Individual Student Record Sheet was not available, a 1999-2000 evaluation of the student was not done.
- Comparisons were not done for Cragmont as there were insufficient assessments on file for Cragmont.
- LeConte did not have dual immersion classes in 1998-99
- LeConte's 1999-2000 is Kindergarten only. Thus is not comparable.

RECOMMENDATIONS

As we approach the FY 02, discussions have occurred to address the issue of increased class sizes at the 4th and 5th grades as it relates to the TWI model. A task force was convened last year and a report was made to the school board last November (see attached report). In reviewing the report and speaking with the site principals and staff, I am supporting the task force's recommendation of allocating a .5 FTE to each grade level as the program expands. I am further recommending that the model can vary from site to site depending on the staff and parent input and district office review.

Rosa Parks

The Rosa Parks staff, including the principal, and parent community recommends Plan A of the task force's report. The biggest obstacle to implementing this plan is the difficulty in allocating designated space for the classroom team teaching that takes place in either in the a.m. or p.m. session. A number of options have been explored including moving one or both of the Preschool programs and/or one or both of the Special Education classes. At this time, the district is exploring the option of moving the SDC class to possibly Washington School to accommodate this program. This would create the least disruption and allow for the program to continue be comprable and appropriate.

Cragmont

The Cragmont staff, including the principal, and parent community is recommending utilizing the .5 FTE in an option that was actually discussed by the task force but eventually eliminated for presentation purposes. Their option recommends creating two 4th grade classes, one of which is a TWI, and a 4/5 combination class. The class sizes would be 27, with the TWI class at 20+, open to qualified students. To maintain the integrity of the TWI program, qualifications would be based on

interest and minimum levels of competency in both languages utilizing the district's multiple assessment practices.

SUMMARY

The two delivery models vary but maintain the same programmatic goals. More importantly, both staffs have a tremendous amount of support and heartfelt commitment toward its recommendation. While the longitudinal research overwhelmingly supports two-way bilingual education, the research also supports the importance of site based consensus building in identifying common goals.

FINANCIAL IMPLICATIONS

This recommendation would result in an increase of 1.0 FTE district wide from the general fund for each successive year of its expansion up to 2003.

FY2002	Rosa Parks	Cragmont	LeConte
4 th	+.5	+.5	0
FY2003			
5 th	+.5	+.5	0
FY2004			
4 th	0	0	+.5
FY2005			
5 th	0	0	+.5

Net Total over the next 4 years: + 3.0 FTE

PLAN FOR 4TH GRADE TRANSITION AT TWO-WAY IMMERSION SITES

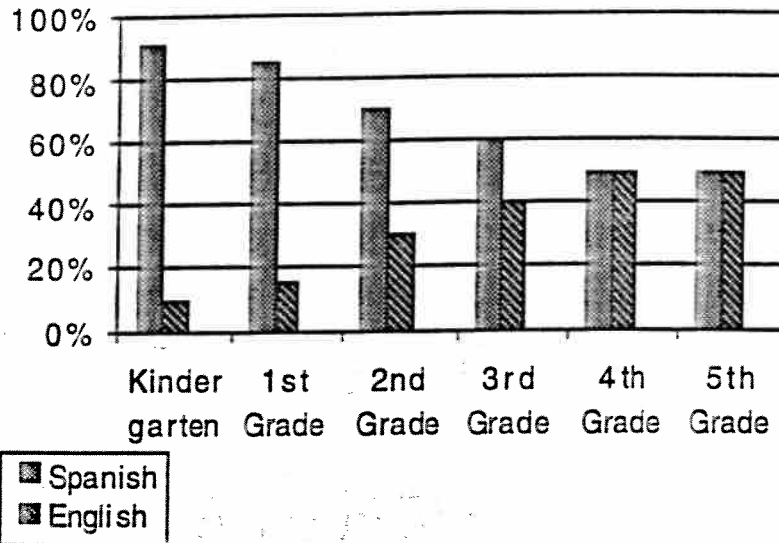
Berkeley Unified School District currently offers a two-way immersion bilingual program (TWI) at three sites: Rosa Parks, Cragmont and LeConte. The TWI program model has been designed as a K-5 program in order to achieve academic gains in both Spanish and English in all subject areas. The following narrative describes the nature of Berkeley's TWI program and a critical issue facing BUSD regarding class size once TWI students reach 4th grade. As classes are currently configured, there is a 20:1 ratio at grades K-3 and the class size increases to 27:1 at grades 4 & 5. In order to maintain the current momentum and long-term success of students in the two-way immersion program, a plan will be needed for the fall of 2001 when the first class of TWI students reaches the 4th grade level at Rosa Parks and Cragmont and for the fall of 2003 for those at LeConte.

Two-Way Immersion Model

After extensive research during the planning year of the Rosa Parks Title VII grant, the Bilingual Task Force concluded that the TWI model was the most effective bilingual program for English learners to achieve academic gains in English reading. At the time (1996-97), the Bilingual Task Force at Franklin School was comprised of teachers, parents and administrators from both Columbus and Cragmont Schools. The task force visited programs throughout the state and reviewed the most current research. We found that the TWI model reflected the same commitment as BUSD to ethnic diversity and the integration of students. The TWI model requires that each class be comprised of half English speaking and half Spanish speaking students working together throughout the school day. And, that by establishing a prescribed use of language for instruction, students would develop literacy throughout the curriculum in both Spanish and English by the end of 5th grade.

(Figure 1: Graph of language use for 90:10 model)

Language Use for TWI Model



(FIGURE 1)

The longitudinal study conducted by Collier and Thomas (1989-1999) compared various models throughout the country for schooling language minority students with the goal of literacy in English. They found that English learners that attended a TWI program scored above the norm for native English speaking students by 7th grade. Where all the other program models led to low performance and school drop-out.

(Figure 2: Collier & Thomas graph)

The research of Collier and Thomas has also studied the progress of native English speakers in the TWI programs and found that they scored above the norm in both Spanish and English reading. In addition, the Bilingual Task Force (1996-97) reviewed the progress of native English speakers by visiting TWI classrooms throughout the state. Those programs that have been in operation over 7 years were able to report native English speakers as having a much greater capacity for complex subject matter at the secondary level. Many of these students experience honors status and enroll in AP classes in preparation for college course work.

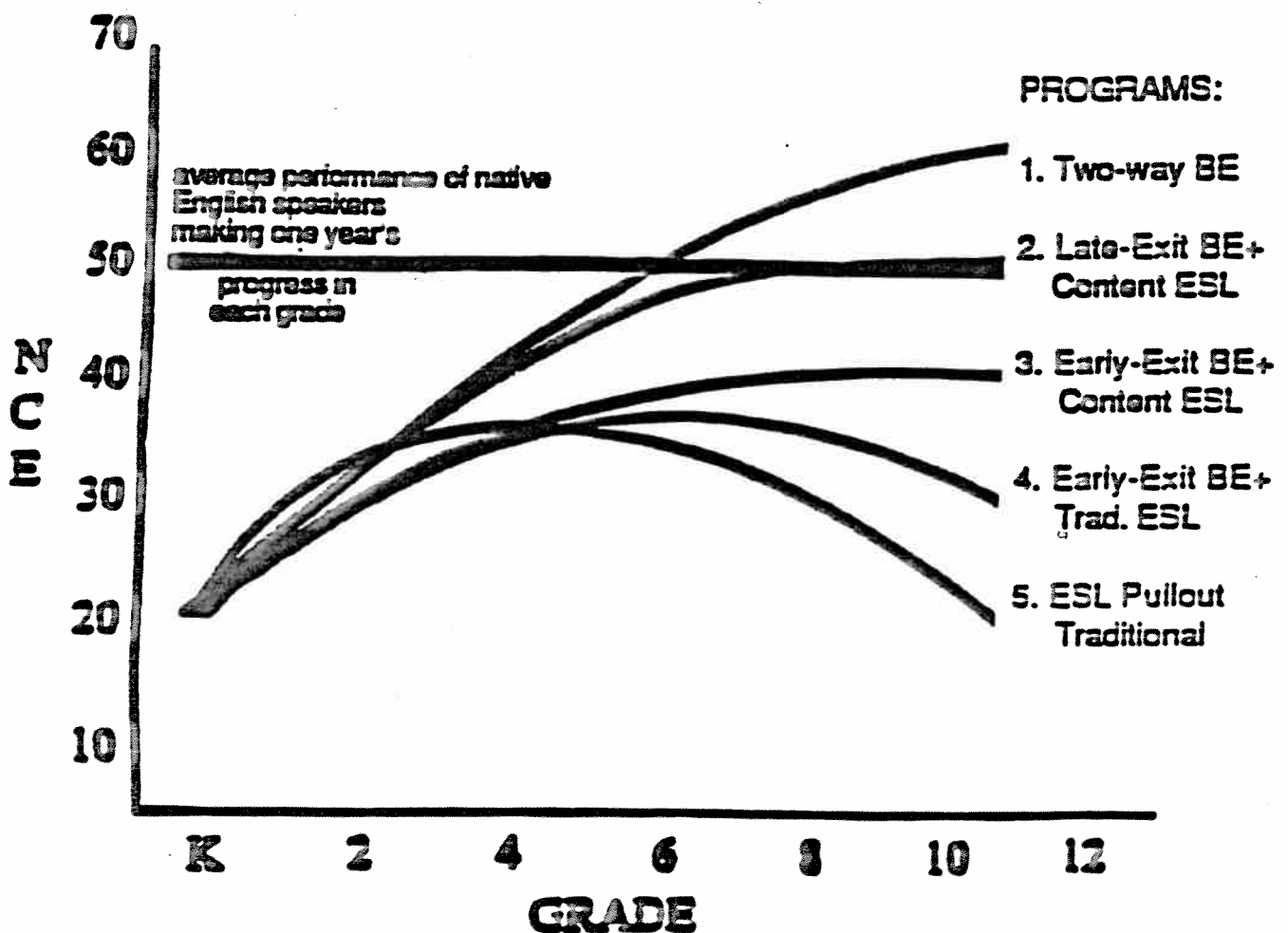
COLLIER-THOMAS STUDY

General Pattern of K-12 Language Minority Student Achievement on Standardized Tests in English Compared Across Five Program Models
(Data aggregated from a series of 3-6 year longitudinal studies from well-implemented, mature programs in five school districts and from the Ramirez 1991 dataset)

Wayne P. Thomas & Virginia P. Collier, 1995

- Program 1: Two-way developmental bilingual education (BE)
Program 2: Late-exit bilingual education + ESL taught through academic content
Program 3: Early-exit bilingual education + ESL taught through academic content
Program 4: Early-exit bilingual education + ESL taught traditionally
Program 5: ESL pullout - taught traditionally

WHAT IS HAPPENING AROUND GRADE 3?
WHAT BEGINS TO HAPPEN AFTER GRADE 5?



Through continued visitations of model TWI programs and professional conferences, we have discovered that the strongest factor that has contributed to the success of TWI programs has been a well-articulated instructional program that requires students to attend consistently from K through 5th grade. Many programs have chosen to extend the TWI program through 8th grade to ensure even greater success. As noted in the Collier & Thomas graph, traditional bilingual programs tend to exit students at 3rd grade when students are at a critical stage of developing their academic foundation. Because of this discontinuity in their literacy development, these students experience emotional, linguistic and academic challenges that often lead to educational failure.

For that reason, the TWI program has been promoted to parents as a K-5 program. With the pressures of Proposition 227 it has been even more important to take time to inform families about the TWI program and what they can expect for their children. Parents are asked to make an informal commitment of six years (K-5) in order to ensure that their children meet the goals of the program and experience academic success.

4th Grade Transition

Since the fall of 1998 when both Cragmont and Columbus began implementing the TWI program with the first cohort of kindergarten students, parents and staff have asked what will happen when the class size increases at 4th grade. The question has been raised continuously at parent meetings, staff meetings, with school board members and central administration. Now, more than ever, it is imperative that an informed discussion takes place to create a comprehensive plan.

Each TWI site faces the same question. With such an intensive program where students are preparing for literacy in two languages, how can we transition into 4th grade? Simply adding new students to the TWI class at the 4th grade level would hinder the level of instruction and impede the progress of the other TWI students. Currently, each school has 3 classrooms at each grade level (K-3) with a 20:1 ratio. And, only 2 classes at grades 4 and 5 with a 27:1 ratio.

With little time remaining before the first cohort reaches 4th grade, a task force was formed to begin exploring possible ideas for resolving this issue. The task force met 6 times throughout the year (1999-2000) to prepare this report so that the BUSD School Board could approve a plan for implementation in the fall of 2001 at Cragmont and Rosa Parks schools, and 2003 at LeConte. The group has been comprised of parents, staff, administrators and school board members. (Minutes are available upon request).

After long discussions and extensive research to explore the fiscal implications, the impact on children and families, and the placement of teachers, the task force has chosen the following two plans for the board to review. Plan A is to be considered a short term solution and Plan B a long term solution due to the fiscal implications of Plan A.

PLAN A - BLOCK SCHEDULING (grades 4 & 5)

At 4th & 5th grades, the TWI model prescribes that 50% of the instruction be delivered in Spanish and 50% in English. As classes are currently configured, there are two 4th grade classes and two 5th grade classes at each site. Plan A would maintain the current configuration for half the day. With approximately 60 students at each grade level, there would be 2 groups of approximately 30 students receiving instruction in English for half the day. Whereas, the second half of the day the students would be regrouped into 3 groups of approximately 20 students each. Two of those groups would continue receiving instruction in English, while the 3rd group (TWI students) would receive instruction in Spanish. Plan A would require an additional teacher to teach a smaller group of 4th grade students in the morning and a smaller group of 5th grade students in the afternoon. But, as described below, this position would only cost the district an additional .55FTE.

(Figure 3: Plan A graphic of class composition at grades 4 & 5)

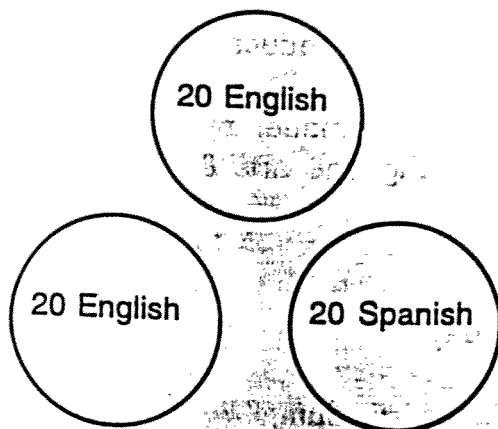
Pros:

- Honors commitment to TWI program model where 50% of instruction is in English and 50% of instruction is in Spanish at 4th & 5th grades.
- Consistent with current research (Collier & Thomas, 1999).

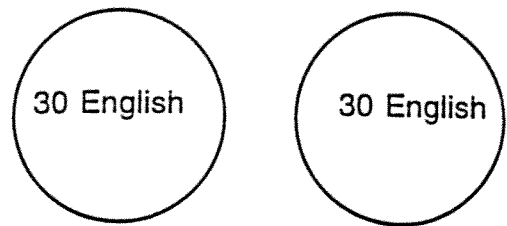
PLAN A - BLOCK SCHEDULING

4th Grade:

AM (3 groups)
eg. Science & Math

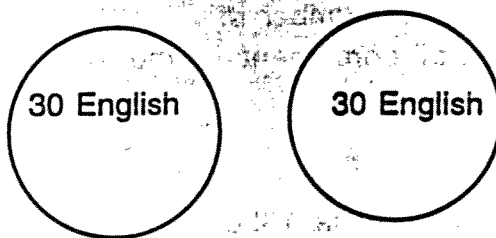


PM (2 groups)
eg. History & Language Arts

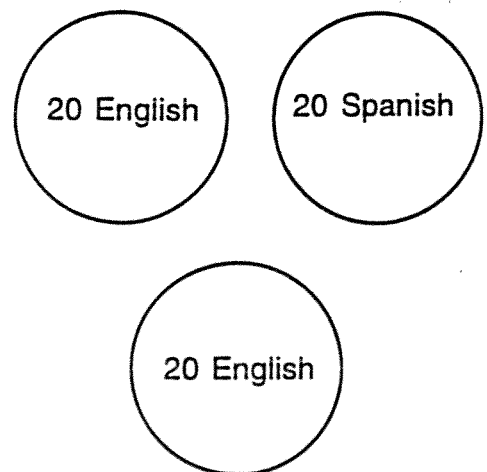


5th Grade:

AM (2 groups)
eg. Science & Math



PM (3 groups)
eg. History & Language Arts



Resources:

1 additional classroom for 20

1 additional teacher

Collaboration time for teachers

{FIGURE 3}

- Allows families to stay at their current sites and avoids relocating families or staff.
- Equitable for all students, small group instruction (20:1) in content area for half the day.
- Encourages and requires ongoing collaboration among grade level teachers.
- Achieves total integration for TWI students with regular education students for half the day.
- Encourages teachers to develop an expertise in subject matter by focusing on specific content, e.g. math & science or language arts & history.

Cons:

- Regrouping of students during the instructional day.
- 30:1 ratio for half the day.
- Time needed for teachers to collaborate and plan curriculum, assessment, report cards and parent/teacher communication.
- One additional classroom at each site.
- .55 FTE cost of additional teacher at each site phased in over time. (see fiscal implications below)
- Instructional program taught by two different teachers rather than one.

Financial Implications & Resources:

The block scheduling model will require additional resources of approximately 1.67 classes districtwide once all three TWI schools have TWI classes in 4th and 5th grades. The exact number of additional classes required will depend on total enrollment in the district and may vary slightly from year to year.

For example,

Assume total BUSD enrollment of 4th & 5th graders is 1320
(60 4th graders x 11 schools + 60 5th graders x 11 schools)

at 4th grade - 660 students	27 students/class = 24.44 classes
at 5th grade - <u>660 students</u>	27 students/class = <u>24.44 classes</u>
Total 1320 students	48.89 classes

With the block scheduling model at one TWI site, there will be 120 students (60 in each grade). There will also be 5 classes (3 classes

of 20 and 2 classes of 30 in both AM and PM). So the ratio at TWI schools is going to be 24:1.

at 4th grade - 60 students	(@24/class)	2.5 classes
at 5th grade - <u>60 students</u>		<u>2.5 classes</u>
120 students		5 classes

At 3 TWI schools, 360 students (@24/class) 15 classes

At the non-TWI schools

at 4th grade - 480 students	(@27/class)	17.78 classes
at 5th grade - <u>480 students</u>		<u>17.78 classes</u>
Total 980 students		35.56 classes

Total classes with current model: 48.89

Total classes with block scheduling: $35.56 + 15 = 50.56$

Extra classes required: $50.56 - 48.89 = 1.67$

This extra cost will be phased in over the course of 4 years beginning FY2001-02 when Cragmont and Rosa Parks TWI students begin 4th grade. The full cost will be required beginning in FY2004-05 when LeConte TWI students begin 5th grade.

Fiscal Year	Cragmont	Rosa Parks	LeConte	Classes
2001-02	4th grade	4th grade	0	.56
2002-03	4th & 5th	4th & 5th	0	1.11
2003-04	4th & 5th	4th & 5th	4th grade	1.39
2004-05	4th & 5th	4th & 5th	4th & 5th	1.67

PLAN B - WHOLE SCHOOL TWO-WAY IMMERSION

Research has shown the TWI model to be the most effective instructional program for English learners (Collier & Thomas, 1999). In the short time that the TWI model has been in place in Berkeley schools, English learners in TWI classes are successfully acquiring English while experiencing greater access to core curriculum through instruction in their primary language. With this continued rate of progress these students will inevitably meet grade level standards in academic English in all subject areas. In addition to

meeting the basic educational needs of English learners, the TWI program has become one of the most requested programs in the district among native English speaking families. There continues to be an increasing demand for space in the TWI programs. And, the waiting list for TWI kindergarten classes continues to grow each year.

We currently offer a single strand of the TWI program in each zone at Rosa Parks, Cragmont and LeConte. Given the intensive nature of the TWI model with prescribed outcomes and instructional criteria, operating as an isolated strand within a whole school often creates pedagogical clashes that need additional time to work through. With limited time and resources, the specific TWI objectives are often compromised to accommodate the needs of the whole school program. Thus, potentially jeopardizing the success of students participating in the TWI program.

By considering an entire site in Berkeley as two-way immersion, we would be able to serve a greater number of students and provide a cohesive, focused program in which students can experience greater success. Once a site is designated, the TWI program would be phased in over time with one grade level each year, which would take six years to extend from K through 5th grade.

Pros:

- Whole school community supporting educational objectives for students in the TWI program.
- Maintain the appropriate percentage of language use throughout the day, e.g. enrichment classes taught in English compromise the percentage of academic instructional time needed for ELD (English Language Development).
- Staff development and greater teacher support to strengthen an articulated instructional model.
- Concentration of support services to support model (reading recovery, RSP, Title I, Speech & Language, mental health & social services).
- Parent education program with a centralized theme around a common program model that will increase involvement and a shared commitment.
- Flexibility with placement and grouping, i.e. retention, attrition

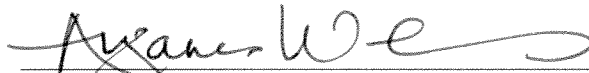
CLAIMS

Supplement to Board Meeting of January 17, 2001:

That the following claims be denied:

1. Claim filed on behalf of a student for injuries allegedly sustained during participation in PE class at Longfellow School.
2. Claim filed by employee for clothing damaged allegedly while working at Berkeley High School.
3. Claim filed by parent for payment of medical expenses for injuries allegedly sustained by her child while at Whittier EDC.

Prepared by:


Aiyanna Williams, Program Coordinator

Reviewed by:

Catherine E. James, Associate Superintendent of Business

Approved by:


Jack McLaughlin, Ed.D., Superintendent 2.

Supplement to Board Agenda January 17, 2001

APPROVAL OF CONTRACTS/PURCHASE ORDERS

ROLL: Motion Recommend: That the Board Authorized the Associate Superintendent, Business or Purchasing Manager to execute the following contracts and purchase orders.

EXPENSE:

SERVICES CONTRACTS IN EXCESS OF FIFTEEN THOUSAND DOLLARS (\$15,000)

Request by	Vendor	Funding	Amount	MBE*
1.L. Jones Manager Facilities	Signet Testing Labs, Inc. 3121 Diablo Avenue Hayward CA	Bond	\$144,000	

To provide material testing and special inspections for the New Buildings at Berkeley High School.


2.L. Jones Manager Facilities	John Wong, Inspector P O Box 3071 Redwood City CA	Bond	\$279,000	
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Performance of Inspector of Record duties at the New Buildings at Berkeley High School

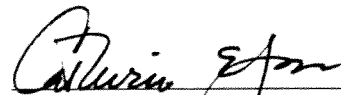
3.J. McLaughlin Superintendent	Leadership Associates Jake Abbott & Bob Trigg 197 Woodland Parkway, Suite 104 San Marcos, CA 92069-3021	General Fund	\$30,000	
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To conduct the search for a new Superintendent of Schools.

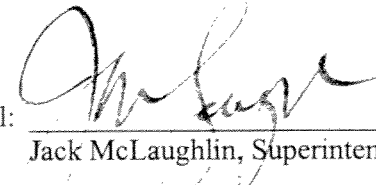
Prepared By:


Doris R. Davis, Purchasing Manager

Funds Available:


Catherine E. James, Associate
Superintendent, Business

Recommend Approval:


Jack McLaughlin, Superintendent

APPROVAL OF CONTRACTS/PURCHASE ORDERS

EXPENSE:

A Minority Business Enterprise (MBE) is an independent and continuing business for profit, which performs a commercially useful function and which is owned and controlled by one or more minority persons residing in the United States or its territories. A Women Owned Business (WBE) is an independent and continuing business for profit, which performs commercially useful function and which is owned and controlled by one or more woman (women) residing in the United States or its territories.

The MBE/WBE as they appear on the January 17, 2001 Board Agenda is as follows:

MBE/WBE PERCENTAGE Analysis of Purchasing CONTRACT/PURCHASE ORDERS*

	Contracts/ Purchase Orders^	Construc- tion^	BIDS^	TOTAL	Total Dollars MBE/WBE*
This Meeting	1.94%	. 0%	0%	14%	\$279,000
FY2001 To Date	14%	. 003%	0%	03%	\$1,082,890
Total for FY 2000	09%	0%	0%	05%	\$738,046
Total for FY 1999	11%	26%	0%	22%	\$3,537,098

***Percentages are computed based on total purchases less those purchase of which there was no option for MBE/WBE purchases. For example we must purchase electricity from PG&E.**

^Contracts/Purchase Orders are listed on this document.

^Construction is a Resolution, not part of this document.

^Bids is a separate document, not a part of this document.

BERKELEY PUBLIC SCHOOLS

DATE: December 1, 2000
TO: Board of Education
FROM: Dr. Jack McLaughlin
Superintendent of Schools

SUBJECT: Placement of a Special Education Student at La Cheim School, Pleasant Hill, Ca.

RECOMMENDATION

That the Board of Education approve the placement of a 6 year-old female student (RF,7/6/94), who is Emotionally Disturbed, at La Cheim, for the period December 1, 2000 to June 30, 2000.

SUMMARY AND DISCUSSION

The student has been in the Berkeley Arts Magnet full inclusion program. Because of her difficulties caused by her disability, a referral to Alameda County Mental Health/AB3632 was made. The team and Mental Health have determined that a Day Treatment program at La Cheim is the most appropriate placement for the present.

FINANCIAL IMPLICATION

Period: December 1, 2000 to June 30, 2001
Number of school days: 120
Basic education rate per day: \$ 139.00/day
Total cost: \$ 16,680.00

Budget code: 11-901-68-0-1660.00 5810 00-00

Prepared by: 
Joann Biondi, Director, Special Education

RECOMMEND APPROVAL

Associate Superintendent, Instruction

Associate Superintendent, Business

BDRECRF01

The City of Berkeley
Invites Funding Applications for
Program Year (July 1, 2001 – June 30, 2002) for
Community Development Block Grant (CDBG)
Emergency Shelter Grant (ESG)
Community Services Block Grant/General Fund (CSBG/GF)
Measure "O"

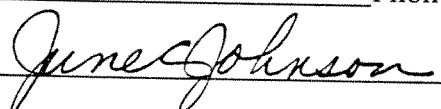
All proposals will be evaluated and contracts awarded to selected agencies by decision of the Berkeley City Council. Applications must be received by the Program Planning, Management, and Budget Division, Housing Department, 2201 Dwight Way at Fulton, 2nd Floor, Berkeley, CA 94704, no later than **2 p.m., Wednesday, December 20, 2000.** Late or incomplete applications will not be accepted. If you have any questions, or need technical assistance in completing the application, contact ruth nazario at 665-3478.
Email: rnazario@ci.berkeley.ca.us

AGENCY: Berkeley Adult School (BAS)

AGENCY ADDRESS: 1222 University Avenue, Berkeley, CA 94702

PROGRAM/PROJECT TITLE: Life Skills Program

CONTACT PERSON: June C. Johnson Phone: (510) 644-8973

DIRECTOR'S SIGNATURE:  EMAIL: jjohnson@bas.berkeley.net

Is this a new project? ☐ Yes ☒ No TOTAL FUNDS REQUESTED: \$ 34,000

PROPOSED PROJECTS PRIMARY AREA(S) OF SERVICE:

HOUSING AND COMMUNITY DEVELOPMENT

- ☐ Administration
- ☐ Economic Development
- ☐ Historic Restoration
- ☐ Housing
- ☐ Community Facility Improvement
- ☐ Planning
- ☐ Relocation
- ☐ Emergency Shelter

SERVICES

- ☒ Adult Education
- ☐ Children/Youth Services
 - Childcare
 - Tutoring
 - Counseling
- ☐ Disability Services
- ☐ Employment/Training
- ☐ Health
- ☐ Housing Counseling

SERVICES (CONT.)

- ☐ Nutrition
- ☐ Senior Services
- ☐ Legal Services
- ☐ Emergency Shelter
- ☐ Homeless Services
 - ☐ Case Mgt
 - ☐ Drop-In Svs
 - ☐ A/D Treatment
 - ☐ Housing Svs.
 - ☐ Nutrition
 - ☐ Payee Svs.

PROJECT DESCRIPTION/SCOPE OF SERVICES

(ATTACH ADDITIONAL PAGES IF MORE SPACE IS NEEDED)

1. Agency Objectives: Give the objectives of the overall services provided by the agency and the community need(s) the project proposes to address. Explain how the project is intended to benefit primarily low-income persons.

The mission of the Berkeley Adult School is to ensure that adult learners have equal access to learner-centered education and training as a life long process in a cohesive, supportive, and multicultural environment.

2. Program or Project Description: Specify the proposed services and/or activities to be carried out with THIS FUNDING request. Please prioritize your proposed service/activities from “most important” to “not as critical.”

The Berkeley Adult School requests continuing funds to maintain and improve the existing Life Skills Program, operational since 1996. The Life Skills program serves very low-income and homeless Berkeley residents, who are “at risk” because they are: homeless, living in an unstable situation, pregnant teens, teen parents, substance abusers, ex-offenders, physically/sexually/verbally abused, out of school or have low basic skills. Maintaining its program objective to provide program participants with interpersonal skills and work habits that allow a person to present their “best self” to prospective employers and to maintain a positive presence on the job, the Berkeley Adult School Life Skills Program will provide the following year-long services: intake and assessment to determine academic, vocational, and personal needs of students; Adult Basic Education (ABE), High School (H.S.), G.E.D., Homeless Education Literacy Program (HELP), ESL, and Job Preparation classes, intensive counseling and case management services, and monthly community origination resource workshops.

CHARACTERISTICS OF PROGRAM PARTICIPANTS

Only **Berkeley residents** can be served with funding requested. Please project the total number of clients residing in Berkeley to be served. Each client should be counted only once, even though clients may receive multiple services. Housing programs should count households.

BENEFICIARIES:

- 550 Number of beneficiaries served July 1, 1999 – June 30, 2000
- 235 Number of beneficiaries EXPECTED TO BE SERVED July 1, 2000 – Dec. 31, 2000
- 661+ Total number of Berkeley residents the project will serve in FY 2001-02 (estimate)
- No. of current residents of the target area who will be served in FY 2001-02 (See map of target area)
- 661 Poverty
- 200% of Poverty
- Very Low Income (below 50% of area median)
- Low Income (below 80% of area median)

INCOME LIMITS FOR LOW INCOME FAMILIES YEARLY INCOME						
CDBG	1 PERSON	2 PERSON	3 PERSON	4 PERSON	5 PERSON	6 PERSON
POVERTY	8,350	11,250	14,150	17,050	19,950	22,850
200% of POVERTY	16,700	22,500	28,300	34,100	39,900	45,700
VERY LOW	\$23,650	\$27,050	\$30,400	\$33,800	\$36,500	\$39,200
LOW	\$35,150	\$40,150	\$45,200	\$50,200	\$54,200	\$58,250

ETHNICITY:

- 110 Asian/Pacific Islander
- 199 African American/Black
- 55 Caucasian/White
- 181 Latino/Hispanic
- 5 Native American/Alaskan native

AGE:

- 0-5
- 10 6-15
- 34 16-21
- 270 22-44
- 116 45-54
- 60 55-64
- 60 65 + over

049

SEX: Male: 193 Female: 357 Disabled: 67