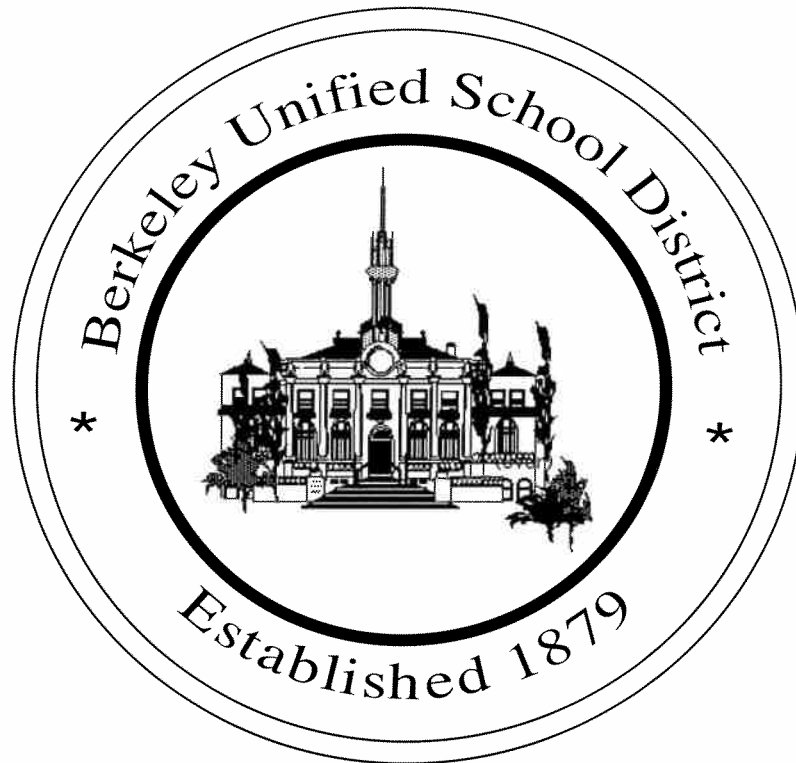


**BERKELEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
AND
SUPERINTENDENT OF SCHOOLS**



BOARD OF EDUCATION MEETING

FEBRUARY 21, 2001

Queen Graham
Executive Assistant
to the Superintendent
& Board of Education

**BERKELEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION –AGENDA**

Wednesday, February 21, 2001, at 6:00 p.m.
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 T. Selawsky
 - Student Director Niles Xi'an Lichtenstein*

Administration; Stephen A. Goldstone, Ed.D. , Interim Superintendent
2. **Recess to Closed Session** (Board Conference Room)
 - a Discussion with Legal Counsel – Existing Litigation (Pursuant to Government Code Section 54956.9(a))
 - b Conference with Legal Counsel – Anticipated Litigation --Significant Exposure to Litigation (Pursuant to Government Code Section 54956.9(b): Specify number of cases: One
 - c. Consideration of Student Expulsions (Pursuant to Education Code Section 48918(c) (K-12) (**Separate document**)
 1. Case No. 208
 2. Case No. 209
 3. Case No. 210
 4. Case No. 211
 5. Case No. 212
 6. Case No. 213
 - d. Collective Bargaining Session (Pursuant to Government Code Section 3549.1(d))
 - e. Public Employees Discipline/Release/Transfer/Assignment (Pursuant to Government Code Section 54557)
 - f. To Hear a Charge or Complaint Against an Identified Employee (Pursuant to Government Code Section 54957)
 - g. Public Employment (Pursuant to Government Code Section 54957) (**Pages 1-6**)
Certificated Transactions:
 1. Appointment, Temporary Status;
 2. Appointment, Adult School
 3. Leave of Absence: Maternity Leave of Absence with Pay; Medical Leave of Absence with Pay
 4. Maternity/Paternity Leave Without Pay
 5. Resignations

*The Student Director does not attend Closed Session.

Regular Meeting of the Board of Education – Agenda
Wednesday, February 21, 2001, at 6:00 p.m.
Page 2 of 7

2. **Recess to Closed Session** (continued)
f. **Public Employment** (Pursuant to Government Code Section 54957) (continued)

Classified Transactions:

1. Substitutes, if and as needed: Clerical Assistant I; Custodian; Gardening Coordinator; Instructional Assistant; Instructional Specialist; Instructional Technician
2. Student Worker
3. Tutor
4. Provisional
5. Probationary
6. Retirement

Stipends: Certificated Transactions:

1. CLRP Results Training
2. Intramural
3. Meetings & Coordination between EDC and Healthy Start
4. Curriculum (Computer Academy received grant of \$3,000.00)
5. Middle School Newspaper (per BFT Contract)
6. SST Coordinator

Extra Duty: Certificated Transactions

- 1 Title I Services
- 2 CLRP Results Training
- 3 Coordinated Women's self-defense per BSEP
- 4 Teach At Risk Students—Reading Clinic
5. Organize Literature
6. Staff Development
7. After-School Soar to Success Teacher
- 8, Support for EL Program
9. Plan and Develop Curriculum (SIP)
- 10 Curriculum Development Staff Development and PQR Activities

RECONVENE IN PUBLIC SESSION

-

7:30 p.m.

3. **BOARD ROLL CALL:**
- President Terry S. Doran
Vice President Shirley Issel
Director Joaquin J. Rivera
Director Ted Schultz
Director John T. Selawsky
Student Director Nils Xi'an Lichtenstein

REPORT OF ACTION TAKEN IN CLOSED SESSION

REPORT OF SUPERINTENDENT SEARCH - **Dr. Jake Abbott**
LEADERSHIP ASSOCIATES

REPORT OF INNOVATIVE FOOD SERVICES:
Salad Bar/Food Court at Berkeley High School - **Suzanne Bernhard, Food Services**
Operational Supervisor

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**

SUPERINTENDENT’S REPORT

BOARD MEMBERS’ COMMENTS **5 Minutes Each**

PUBLIC HEARING AND RATIFICATION: 8:30 p.m.	Placed on Agenda by	Disposition	Page(s)
4 Public Hearing and Ratification of the 2000-2001 Compensation for Non-Represented Employees, Including financial impact—AB1200 disclosure	S.Goldstone 644-6147		7-9

PUBLIC HEARING AND APPROVAL: 8:45 p.m.	Placed on Agenda by	Disposition	Page(s)
5. Approval to grant a credentialed teacher to teach outside of her subject area on a limited assignment emergency permit (Pursuant to Education Code Section 44929.21 or 44929.21 or 44929.22 or 44929.23)	D.Gomez 644-6150		10

Regular Meeting of the Board of Education – Agenda
Wednesday, February 21, 2001, at 6:00 p.m.
Page 4 of 7

PUBLIC HEARING AND AUTHORIZATION: 8:50 p.m	Placed on Agenda by	Disposition	Page(s)
6 Authorization for the Interim Superintendent to Submit a waiver to the California Commission on Teacher Credentialing to allow the Berkeley Unified School District to hire applicants to teach without Appropriate teaching credentials as listed	D.Gomez 644-6150	.	11

APPROVAL OF CONSENT CALENDAR ITEMS	Placed on Agenda by	Disposition	Page(s)
7. Approval of Personnel Recommendations	D.Gomez 644-6150		1-6
8. Approval of Purchases in Excess of \$15,000.00	G.Sirogiannis 644-8911		12-14
9. Approval of action taken regarding decisions of Student Expulsion Panels: a. Case No. 208 b. Case No. 209 c. Case No. 210 d. Case No. 211 e. Case No. 212 f. Case No. 213	C.Lim 644-6257		From Closed Session.
10. Approval of Education Technology Grant Program for high schools awarded to Berkeley High School	C.Lim 644-6257		15-17
11. Approval and Second and Final Reading of Materials Related to the Instructional Materials Augmentation Funding Grades 9-12: <i>Introductory Chemistry: A Foundation</i> , Fourth Edition, by Steven S. Zumdahl; published by Houghton Mifflin Company	D.Pico 644-7764		18-23

APPROVAL OF CONSENT CALENDAR ITEMS	Placed on Agenda by	Disposition	Page(s)
12. Approval of Proposals for Arts Education Implementation Grants: a. A Standards Development and Implementation Project that expands the Professional Development Program Series provided to Teachers at John Muir, Oxford, Washington, Thousand Oaks, Berkeley Arts Magnet and Malcolm X Arts & Academic Magnet Elementary Schools; b. A Student Assessment project that involves Teachers from the six schools participating in This year's project in developing a district-wide Assessment of standards-based arts instruction In conjunction with a state-wide network project c. A Model Arts program Network (MAP) project That continues BUSD's participation in this State-wide network and supports the Development of arts programming within the District through coordination, advocacy and Capacity-building, including providing teachers With collaborative and reflective time; d. A Special Project, which is the planning, Writing, and beginning implementation of a 4 th And 5 th grade music curriculum by District Music teachers	I.Phillips 644-4565		24-99
13. Approval of East Bay Community Foundation Grant to the Oxford Elementary School	C.Lim 644-6257		100-106
14. Approval of the Contract between the Berkeley Policy Associates and the Berkeley Unified School District's School Linked programs	J.Sinai 644-6959		107-118
15. Approval to Accept the "Celebrating Chavez Through Service" Collaborative Grant	C.Lim 644-6257		119-138
16. Approval of non-public school placement of a Special education student at LaCheim, Berkeley For the period January 29, 2001 to June 30, 2001, At a cost of \$13,900.00	J.Biondi 644-6210		139

Regular Meeting of the Board of Education – Agenda
Wednesday, February 21, 2001, at 6:00 p.m.
Page 6 of 7

APPROVAL OF ACTION ITEMS	Placed on Agenda by	Disposition	Page(s)
17. Approval of vote for Representatives to the Year 2001 California School Boards Association (CSBA) Delegate Assembly	T.Doran 644-6550		140-149

DISCUSSION/REPORTS	Placed on Agenda by	Disposition	Page(s)
18. Acceptance of Berkeley Unified School District First Estimate FY 2002 Budget with Full Class Size Implementation per Berkeley Schools Excellence Project Measure: General Fund, General Purpose Only, February 7, 2001	G.Sirogiannis 644-8911		Separate Document.
19. Second Reading of possible changes at Berkeley High School, FY02 and FY03 and, Berkeley Alternative High School for FY02	C.Lim 644-6257		150-153

ADDITIONAL PUBLIC TESTIMONY

10 Minutes Maximum

BOARD MATTERS
20. Board Committee Appointments/Reports <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 Commissions * Student Assignment Advisory Committee * Surplus Facilities Advisory Committee * Two-by-Two committee * Youth Commission

Regular Meeting of the Board of Education – Agenda
Wednesday, February 21, 2001, at 6:00 p.m.
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BOARD REQUESTS

ADJOURNMENT

**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.**

qeg

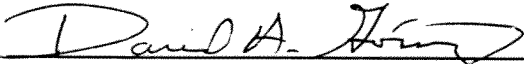
BERKELEY UNIFIED SCHOOL DISTRICT

MEMORANDUM

DATE: February 21, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
David A. Gomez, Ph.D., Associate Superintendent,
Administrative Services

RECOMMENDATION:

Conduct a public hearing and approve to increase the compensation schedules for those employees not represented by bargaining units by 6.0% retroactive to July 1, 2000. Medical, dental and life insurance benefits are consistent with those approved by the bargaining units.

DISCUSSION:

Certain certificated and classified management and confidential employees are not represented by Local One, the Berkeley Federation of Teachers or the Union of Berkeley Administrators. The list of the non-represented employees is attached. Consistent with the ratification of compensation agreements with BFT, and UBA, the salary increases for non-represented employees is presented for public hearing and Board approval.

FINANCIAL IMPACT:

The financial impact of compensation increases for non-represented employees has been prepared by the Business Department as required by AB1200.

DG/tt

NON-REPRESENTED EMPLOYEES

MANAGEMENT AND SUPERVISORY

Associate Superintendent, Administrative Services
Associate Superintendent, Instructional Services
Associate Superintendent, Support Services
Chief Financial Officer
Controller
Director of Classified Personnel
Director of Elementary Education
Director of Facilities
Director of Facilities Planning
Director, Special Education
Executive Assistant to the Superintendent
Manager, Alcohol and Drug Abuse Prevention Project
Manager, Berkeley Schools Enrichment Project
Manager, Data Processing
Manager, Food Services
Manager, General Services,
Manager, Plant Operations
Manager, Transportation Department
Manager, Volunteer Projects
On-Campus Suspension Officer
Parent Access Coordinator
Project Coordinator, Construction
Public Information Officer
Purchasing Agent
Safety Program Coordinator
Security Manager
Supervisor, Facilities
Supervisor, Food Services Field Operations
Supervisor, Technology

CONFIDENTIAL

Administrative Secretary w/o shorthand
Budget Analyst
Executive Secretary
Personnel Specialist- Credentials
Program Assistant, Business
Program Assistant, Instructional Services
Normal
Normal

**BERKELEY UNIFIED SCHOOL DISTRICT
PUBLIC DISCLOSURE OF FINANCIAL IMPACT
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
WITH
UNREPRESENTED MANAGERS AND CONFIDENTIAL STAFF
FISCAL YEAR 2000-01**

A salary increase of 6% to the salary schedule is proposed for all unrepresented classifications and confidential staff.

All salary increases will be effective July 1, 2000

Health and Dental benefits are maintained at the current benefit level.

Estimated Cost of Proposed Salary Increases:

Fund	FTE	Salary	Fringe	Cost of 1%	Cost of 6%
General Fund	37.5	\$ 2,474,354	\$ 438,029	\$ 27,726	\$ 166,356
BSEP	2.3	\$ 158,873	\$ 26,992	\$ 1,756	\$ 10,536
Adult Education	0	\$ -	\$ -	\$ -	\$ -
Cafeteria	2	\$ 118,264	\$ 16,341	\$ 1,306	\$ 7,836
Measure A	1	\$ 91,976	\$ 13,608	\$ 1,004	\$ 6,024
TOTAL ALL FUNDS	42.8	\$ 2,843,467	\$ 494,970	\$ 31,792	\$ 190,752
ESTIMATED LONGEVITY ADJUSTMENTS					\$ 18,000
TOTAL PROPOSED SALARY INCREASE - ALL FUNDS					\$ 208,752

Other funds are expected to cover the cost of the salary increases.

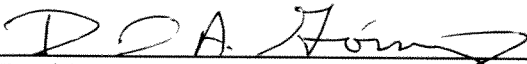
BERKELEY UNIFIED SCHOOL DISTRICT

MEMORANDUM

DATE: February 21, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
David A. Gomez, Ph.D., Associate Superintendent,
Administrative Services

RECOMMENDATION:

It is recommended that the Board of Education hold a public hearing and grant approval of the following credentialed teacher to teach outside of her subject area on a limited assignment emergency permit (pursuant to Education Code Section 44929.21 or 44929.22 or 44929.23).

Camille DiMarco (Spanish)

DISCUSSION:

The district cannot find qualified, credentialed teachers who have the necessary experience and expertise to fill these areas of needs.

FINANCIAL IMPACT:

If the limited assignment emergency permit is not granted, the existing classes may either have to be double-staffed or sections may have to be eliminated.

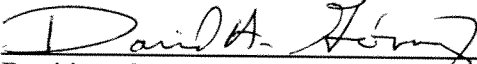
BERKELEY UNIFIED SCHOOL DISTRICT

MEMORANDUM

DATE: February 21, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
David A. Gomez, Ph.D., Associate Superintendent,
Administrative Services

RECOMMENDATION:

It is recommended that the Board of Education hold a public hearing and grant authorization to the Superintendent to submit a waiver to the California Commission on Teacher Credentialing to allow the Berkeley Unified School District to hire applicants to teach without appropriate teaching credentials. The Commission requires that those applicants hired on waivers have their names publicly listed on the board agenda, along with the subject which is being waived.

Patrice May, CBEST/Music
Madeline Prager, CBEST/Music
Marc Shaw, English
Heather Skibbins, CBEST
Arlene Whitfield, CBEST/Music & Spanish

DISCUSSION:

The district cannot find qualified, credentialed teachers who have the necessary experience and expertise to fill these areas of needs.

FINANCIAL IMPACT:

If the limited assignment emergency permit is not granted, the existing classes may either have to be double-staffed or sections may have to be eliminated.

Supplement to Board Agenda February 21, 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*
1F. Lynch Principal BHS	UC Work Study 212 Sproll Hall Berkeley CA	General Fund	\$20,000	

Tutorial services for Algebra 1 classes at Berkeley High School.

2.C. Chinn Principal Malcolm	UC Regents/ Break the Cycle c/o Brian Donohue San Pablo Avenue Berkeley CA	Title I 16,000 BSEP 6,000	\$22,000	
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After School Tutorial Services for Malcolm X for the 2000/01 school year.

3.K. Nelson Controller Accounting Dept.	Accountemps 1999 Harrison Street Oakland CA	General Fund	\$23,000	
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Temp services for Personnel Department for the 2000/01 school year.

4.G. Hojo Principal Willard	Bay Area Community 375 Doherty Drive Larkspur CA	After School	\$23,000	
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Consultant services After School Program tutors and coaches.

5.F. Lynch Principal BHS	Kinko's 2295 Shattuck Avenue Berkeley CA	General Fund (increase of \$8,100)	\$33,100	
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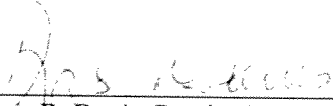
Copy services as needed for the 2000/01 school year.

6.J. Lustig Principal Cragmont	David Berg 5318 Poinsett Avenue Richmond CA	IIUSP	\$19,000	
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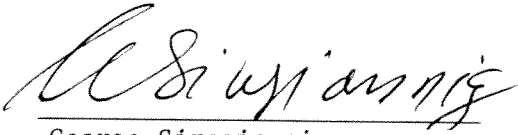
Consulting services in mathematics may include math in-service classes, in class coaching, modeling and follow-up discussions with staff at a rate of \$150 per hour.

APPROVAL OF CONTACTS/PURCHASE ORDERS

Prepared By:


Doris R. Davis, Purchasing Manager

Funds Available:


George Sirogiannis
Financial Officer

Recommend Approval:


Steve Goldstone, Acting Superintendent

013

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 February 21, 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	0%	. 0%	0%	0%	\$0.00
FY2001 To Date	14%	. 003%	0%	03%	\$1113,390
Total for FY 2000	09%	0%	0%	05%	\$738,046
Total for FY 1999	11%	26%	0%	22%	\$3,537,098

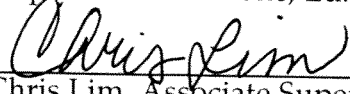
***Percentages are computed based on total purchases less those purchase of which there was no option for MBE/WBE purchases. For example we must purchase electricity from PG&E.**

^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 Unified School District

DATE: February 21, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction
SUBJECT: Education Technology Grant Program for High Schools

RECOMMENDATION:

It is recommended that the Board of Education accept the Education Technology Grant for High Schools awarded to Berkeley High School.

DISCUSSION:

Berkeley High School (including BAHS) has been awarded a Priority 2 Education Technology Grant in the amount of \$336,000.00. The purpose of this Priority 2 grant is to provide schools with the funding necessary to meet the ratio of 4.75 students to every 1 multi-media computer. Berkeley High School needs 224 additional multimedia computers to meet the required ratio. The grant amount will be sufficient to meet the required ratio.

FINANCIAL IMPACT:

There are no financial implications to the General Fund.

State of California
Office of Governor Gray Davis
Office of the Secretary for Education

Education Technology Grant Program for High Schools

Grant Award Form

*Note: An official copy of your grant award is in the mail. This blank form shows you how it will look.
You can use the spreadsheet on the web site to mock-up your grant awards to share with district and school site personnel.*

School District or County Office of Education:

School: Berkeley High School

CDS Code: 050290

Based on the data you reported with your application for the Education Technology Grant Program, the following grants have been awarded to this school site:

Current Internet Computers	Expected Computers	Priority One Computers	Total Computers On-Site or Expected	Additional Multimedia Computers Needed
427	20		447	224

Priority 1 Grant Award	Priority 2 Grant Award	Priority 3 Grant Award	Total Grant Amount
	\$336,000.00		

Note: See Grant Award Form Explanations for an explanation of these categories.

Note: The target ratio reduction set by the Secretary for Education is a 4.75-to-1 ratio of students-to-multimedia-computers. Schools receiving Priority Two ratio reduction awards agree to meet the ratio as a condition of accepting the funds. This ratio is determined by the following formula: $(\text{Enrollment} / 4.75) = \text{Number of multimedia computers you need to meet the ratio}$. Computers that were reported by your school as Current Internet Computers or Expected Computers count towards this number. In addition, any computers acquired through Priority One or Priority Two count towards meeting this goal. The funds allocated pursuant to this grant should be enough to meet the ratio reduction target.

State of California
Office of Governor Gray Davis
Office of the Secretary for Education
Education Technology Grant Program for High Schools

Assurances continued...

A school district, county office of education or charter school that receives funding under the Education Technology Grant Program agrees to repay any funding received if the "Special Assurances" detailed above have not been met.

General Assurances

- 1) Programs and services are and will be in compliance with all applicable state laws and regulations prohibiting unlawful discrimination practices (GC § 11135, CCR T5 4960).
- 2) Programs and services for handicapped persons are and will be in compliance with the Individuals with Disabilities Education Act, § 613(a), and § 504 of the Rehabilitation Act of 1973.
- 3) The local agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state funds paid to that agency under this program.
- 4) Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public (CA Public Records Act, GC § 6250 et seq.).
- 5) Auditable records of each participating school program will be maintained on file (EC § 62003, 62005, 62005.5).
- 6) The district board of trustees has adopted written procedures to ensure prompt response to complaints within 60 days and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties (CCR T5 4600).

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND GENERAL ASSURANCES

On behalf of the grantee named above, I accept this grant award.

The assurances in this grant award letter have been agreed to by

_____ The governing board of the district or county office of education on _____ (date)

_____ The director of the charter school (if applicable)

and the grantee agrees to comply with all requirements as a condition of grant funding.

Signature: _____ Date: _____

Printed Name of Authorized Agent: _____ Title: _____

Telephone Number: _____ E-mail: _____

BERKELEY UNIFIED SCHOOL DISTRICT

DATE: February 21, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: Diane Pico
Diane Pico, Program Manager, Curriculum and Assessment

Frank J. Lynch
Frank J. Lynch, Principal, Berkeley High School

Chris Lim
Chris Lim, Associate Superintendent, Instruction

RE: Adoption of Introductory Chemistry: A Foundation

RECOMMENDATION:

It is recommended that the Board of Education adopt the following textbook:

Introductory Chemistry: A Foundation, Fourth Edition, by Steven S. Zumdahl; published by Houghton Mifflin Company. Aligned with the Chemistry standards in the Science Content Standards Grades 9-12.

DISCUSSION:

The 1998-99 Budget Act appropriated augmented funding for instructional resources that are aligned with the State Board of Education content standards adopted in 1997 and 1998. The State Board adopted content standards in the areas of mathematics, English-language arts, science, and history-social science during those years. The Berkeley Unified School District has in turn adopted these content standards.

Before materials may be purchased from these augmented funds (also known as Schiff-Bustamante funds) at the grade 9-12 level, the district board must adopt the materials. This adoption implies the district board has decided the materials are core instructional materials aligned with the State Board of Education grade 9-12 content standards adopted in 1997 and 1998.

Grade 9-12 instructional materials to be purchased in Berkeley through these funds will be brought to the Berkeley Board of Education for adoption. The grade 9-12 programs purchasing materials through these funds have been asked to indicate what grade 9-12

State Board of Education standards the materials address. They have also been asked to provide a sample for review of any book to be purchased.

The alignment to the State Board of Education standards of the book being recommended is noted in the Recommendation above. Additional information regarding alignment and the selection process is outlined in the attached memo from the Berkeley High School Science Department chemistry staff. A sample book is on display in the Instructional Services Conference Room.

Northern California publisher representative David Hermosillo indicates that the following are using the 2000 edition of this book: Surprise Valley Joint USD, Cedarville; Prosser Creek Charter School, Truckee; Marin Academy, San Rafael; Antelope Valley UHSD, Lancaster; Lynwood USD, Lynwood. Those that are using the 1996 edition are: Head Royce School, Oakland; Maybeck High School, Berkeley; Immaculate Conception Academy, San Francisco; Harker High School, San Jose; Pioneer High School, San Jose; Pacific Collegiate School, Santa Cruz; El Molino High School, Forestville; St. Vincent High School, Petaluma; St. Mary's High School, Stockton; San Joaquin Memorial High School, Fresno; Lemoore High School, Lemoore; York School, Monterey. Mr. Hermosillo believes the 2000 edition will be adopted in Oakland Unified School District

An investigation is taking place into which high schools with traditional six-period day schedules have double period lab science. So far, none have been found. An update on this investigation will be given at the February 21 Board meeting.

FINANCIAL IMPACT:

The textbook will be purchased within the allocation provided each site through the instructional materials augmentation funding.

January 10, 2001

To: Members of the BUSD School Board,
Berkeley High School Administration,
BHS Science Department Chair

Subj.: Proposal for a new Textbook Adoption for Chemistry 1-2D
at Berkeley High School.

From: Kate Haber, Evy Kavalier, Nelson Russell, Mardi Mertens, Matthew Bissell,
Aaron Glimme, Tracy Gable, and Chris DeJong of the BHS Science Dept. (Chemistry)

Dear School Board Members,

Chemistry D is a double period, year long, college preparatory course that meets the UC laboratory science requirement. This course is currently using a twelve-year-old text for the approximately 410 students enrolled in this course. (Chemistry the Study of Matter; Dorin: 1998)

After much discussion of standards, criteria of selection, and the evaluation of six possible textbooks, the Berkeley High Chemistry Teachers have chosen to recommend the adoption of Introductory Chemistry: A Foundation by Steven S. Zumdahl, Houghton Mifflin Co.: 2000. (ISBN: 0-395-95536-X). This book, we believe, will serve as an excellent tool for our college bound students, encouraging development of problem-solving skills while making chemistry interesting, accessible, and understandable.

The strengths of Introductory Chemistry: A Foundation by Steven S. Zumdahl are:

- This text provides coverage of the material that more than satisfies the State of California Textbook Standards for the teaching of chemistry (9-12).
- It is very readable, presenting concepts in a clear and concise manner with language and analogies that make abstract chemical principles accessible to students.
- The worked example problems and abundant problem sets give a clear systematic and thoughtful approach to the development of problem solving skills.
- The chapter opening discussions and the "Chemistry in focus" sections featured throughout the text emphasize the connection of chemical concepts to real-world experiences.
- The text is visually inviting with graphics and photographs that illustrate chemical reactions, phenomena, and processes.

The weakness of this text is it does not completely cover one section that is traditional taught at Berkeley High, but instead includes other sections that augments the core curriculum. We, the chemistry teachers, strongly recommend the adoption of this text.

CHEMISTRY STANDARDS VS. TEXTBOOK

CHAPTER #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Measurements and Calculations		✓																	
Atomic & Molecular Structure			✓	✓						✓	✓								
Periodic Table		✓	✓	✓															
Position on Table vs. Prop.			✓	✓															
Identification of metals, etc.			✓	✓															
Trends in Ion. Energy, Sizes, etc.			✓	✓															
Electron and bonding relationships			✓	✓															
Nucleus prop.			✓	✓															
Bonding-Inter. & Intramolecular													✓						
Covalent vs. ionic bonds							✓												✓
Covalent diatomic molecules																			
Ionic Crystal - ionic bonds																			
Intermolecular bonding													✓	✓					
Lewis Dot structures																			
Conservation of Matter & Stoichiometry																			
Conservation of Matter			✓																
Balancing equations																			
Mole calculations																			
Avogadro's number								✓											
Determination of Molar mass								✓											
g-mole-mole-g problems								✓											
Gases																			
KMT												✓							
Pressure												✓							
Diffusion												✓							
STP												✓							
Conversions between K and Celsius												✓							
Absolute zero concept												✓							
Oxidation - Reduction																			
Balancing Oxidation-Reduction Rxn																			
Electrochemistry																			

CHEMISTRY STANDARDS VS. TEXTBOOK

CHAPTER #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Acids and Bases																			
Concept of electrolytes																			
Properties of Acids, Bases & Salts																			
Bronsted/Lowry Acids and Bases																			
Strong vs. weak Acids and Bases																			
pH scale																			
Solutions																			
Define																			
Solute vs. solvent																			
Description of dissolving process																			
Factors determining solubility																			
Concentration calculations																			
Energy relationships in chemical rxns																			
Relationship between temp, heat and heat flow																			
Endo vs. Exothermic rxns																			
Phase changes and energy relationships																			
Sp. Heat & phase change calculations																			
Reaction Rates																			
Factors that effect rates																			
Concentration, temp, etc effects																			
Role of catalyst																			
Chemical Equilibrium																			
Dynamic process																			
Relationship between forward & reverse rxns																			
LeChatelier's Principle																			
CHAPTER #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

CHEMISTRY STANDARDS VS. TEXTBOOK

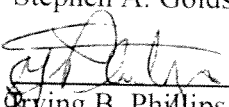
<p>Organic and Biochemistry Carbon chemistry Polymers (starches, nucleic acids, etc.) Amino Acids and proteins</p> <p>Nuclear Processes Nuclear Change Unstable vs. Stable isotopes Radioactivity(alpha, beta, etc.) Fission & Fusion Spontaneous vs. human made decay Strong force $E = mc^2$ Dangers of radioactivity</p>	1																			
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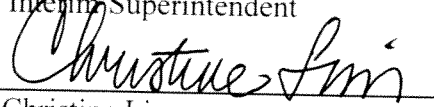
BERKELEY UNIFIED SCHOOL DISTRICT

DATE: February 21, 2001

TO: Members of the Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY:  Irving B. Phillips, Ph.D.,
Magnet Programs

 Christine Lim
Associate Superintendent, Instruction

RE: Proposals for Arts Education Implementation Grants

RECOMMENDATION

It is recommended that the Board of Education approve the District's proposal to the State Visual and Performing Arts Education Grant Program for a series of four (4) Arts Education Implementation Grants and certify that the funds appropriated by these proposals shall be used for the four projects more fully described in the Discussion, below. These projects include (1) A Standards Development and Implementation project that expands the Professional Development Program Series provided to teachers at John Muir, Oxford, Washington, Malcolm X, Thousand Oaks and Berkeley Arts Magnet to teachers at four additional K-5 schools; (2) A Student Assessment project that involves teachers from the six schools participating in this year's project in developing a district-wide assessment of standards-based arts instruction in conjunction with a statewide network project; (3) A Model Arts Program Network (MAP) project that continues BUSD's participation in this state-wide network and supports the development of arts programming within the district through coordination, advocacy and capacity-building, including providing teachers with collaborative and reflective time; and (4) A Special Project, which is the planning, writing and beginning implementation of a 4th and 5th grade music curriculum by district music teachers.

DISCUSSION

Arts Education Implementation Grants of up to \$25,000 are available to Local Education Agencies (LEAs) from the California Department of Education "to help implement comprehensive visual and performing arts programs" that include arts as part of the core curriculum and provide all students with standards-based arts education. This is the third year that BUSD is seeking funding under the CDE's ArtsWork program. In the 1999-2000 school year, an Arts Education Implementation Grant funded an inventory and assessment of the state of arts education throughout the district's K-12 schools. The project included a survey of K-8 teachers, and the development of a "Vision of a Fully Articulated K-12 Arts Program", which was adopted by the Board of Education in June, 2000. This year an ArtsWork Local Arts

Education Partnership Expansion Grant is funding project that includes supporting the Museum of Children's Art Discover Art program at Thousand Oaks, Oxford, Washington and John Muir Elementary Schools, as well as an "Arts as Literacy" Professional Development Program Series provided by The California Arts Project (TCAP) that brings together teachers from those four elementary schools, as well as with our two district arts magnet elementary schools, Berkeley Arts Magnet and Malcolm X Arts and Academics Magnet School. The proposals before the Board for approval for the 2001/02 school year build on and expand the work done on these prior projects.

A motivational and organizational force throughout this process has been the Berkeley Arts in Education Steering Committee (BAESC). This collaborative of arts providers, parents, district teachers and administrators, community members, funders and governmental representatives has been meeting monthly for the past three years with the goal of making Berkeley a model for a comprehensive, standards-based, integrated and articulated arts program for all students K-12. In June 2000 the Board adopted four goals proposed by BAESC. These included (1) adoption of the Vision described above; (2) constituting BAESC a Board Advisory Committee charged with supporting the development and implementation of the Vision, (3) cosigning Memoranda of Understanding with arts providers, which evidenced the mutual commitment and partnership to developing a model arts program in district schools and (4) authorizing BAESC to seek outside funding to support a full-time arts coordinator position until such time as the position could be fully supported by general funds.

The projects included in this discussion have all been designed with the support and participation of BAESC in collaboration with the District Music Committee, in direct support of those goals.

1. **Standards Development and Implementation.** This project will expand this year's professional development to four additional elementary schools. It includes two multi-session "Standards Implementation" Professional Development Program Series provided by East Bay California Arts Project (EBCAP). The series will be taught to K-2 and 3-5 teachers, and familiarize teachers with the newly adopted state Visual and Performing Arts State Content Standards, as well as give them specific strategies for integrating standards-based arts education in all four arts disciplines into their classroom curriculum. As do all the four projects, it includes a coordinator, whose duties include publishing a newsletter on the project's progress, as well as a kick-off and culminating event. The grants are written so that as many as are funded will be co-coordinated, so that there will be a single newsletter and beginning and ending event. The coordinator will also be responsible for gathering the products of each project into a document that can be available within the district and throughout the state.
2. **Student Assessment.** In conjunction with the newly formed California Arts Assessment Network, teachers participating in this year's project would spend the year developing instruments and methodology for a district-wide standards-based arts assessment of student work. This would be done through a combination of three "Arts Assessment" Professional Development Program Series (by grade level, as has been done this year) provided by EBCAP, participation in the Network, and project coordination, as described

in the preceding section. Teachers would develop and test instruments and make appropriate adjustments.

3. **Model Arts Programs Network.** This year BUSD is one of five districts (Emery, Oakland, Hayward and Fremont) brought together into a cohort of mutual support, advocacy and collaboration by the Alameda County of Education. This year all five of these districts are branching out to coordinate their own projects. One part of the project is the continuation of this five-district collaboration and also collaboration with a new cohort being started by ACOE. Another part is ongoing participation in the statewide MAP Network. The heart of the project is support of the development of the district's art program, through coordination of these four ArtsWork projects, and through teacher stipends that will provide collaborative and reflective time in conjunction with the projects described in the two preceding sections, in BAESC, and in the EBCAP's Summer Institute.
4. **Special Projects.** Thirteen district music teachers, as well as several classroom teachers will meet over the course of the year to train in curriculum writing, study curricula from other districts, write a 4-5 music curriculum for this district, train in the curriculum and pilot it, to the extent time allows. Grant funding will pay for expert consultation in collaboration with EBCAP, project coordination and materials, and teacher stipends.

The grant applications are due to be mailed to Sacramento on March 2, 2001. A full copy of each proposal is attached to this memorandum.

FINANCIAL IMPLICATIONS

There are no financial implications to the general fund.

California Department of Education Use Only	
Grant I.D. #	Fiscal Year

California Department of Education
VISUAL AND PERFORMING ARTS GRANT PROGRAM
2001-2002
Application Cover Form for All Programs

Grant Program and Category (Check One)

- ? I. Local Arts Education Partnership Assistance Grant
 ? II. Local Arts Education Partnership Expansion Grant
 X III. Arts Education Implementation Grant
 X 1. Arts Standards
 ? 2. Arts Assessment
 ? 3. Model Arts Programs Networks
 ? 4. Special Projects
 ? IV. On-line Arts Resource Center

Have you received or do you currently have a Local Arts Education Partnership Grant?
 X Yes ? No If yes, for what year? 1999-2000

Name of Applicant Local Education Agency	CDS Code
Berkeley Unified School District	01-61143
Project Title	Amount Requested
Standards Implementation in K-5	\$25,000
Address (Street, City, County, State, and Zip)	
2134 Martin Luther King Jr. Way, Berkeley, CA 94704 Alameda County	
Project Coordinator's Name	Title
Christine Lim	Associate Superintendent, Instruction
Phone	Fax
510-644-6268	510-644-8815
E-mail Address	
clim@berkeley.k12.ca.us	

*Date of Board Approval February 21, 2001

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that the Specific and General Assurances described in the application guidelines are accepted as the basic conditions in the operations of this project/program; and that to the best of my knowledge, the information contained in this application is correct and complete.

Name of Superintendent or Charter School Director	Dr. Stephen A. Goldstone, Interim Superintendent
Signature of Superintendent or Charter School Director	Date

***Follow this page with the minutes or the substantiating approval of the District Board of Education**

**Visual and Performing Arts Education Grant Program
2001 – 2002**

Project Summary Form

Application Local Education Agency Berkeley Unified School District CDS Number 01-61143

Project Title: Standards Implementation in K-5

Grant Program Number (and category): III (1) (Arts Education Implementation/Arts Standards)

Number of schools in district: 16 Number of students in district: 9,622

Number of schools to be served: 4 Number of students to be served: 1,400 (approximate)

Geographic location: Rural ____ Suburban ____ Urban X

The Goal of This Project (Description in 75 words or less):

Goal #1: To provide some 1,400 students at four elementary schools classroom instruction that is in alignment with the Framework and VAPA Content Standards

Goal #2: Staff at four elementary schools participating in the project will help to move the district forward in realizing its Vision of A Fully Articulated Arts Program

List Major Objectives: Teachers from four elementary schools will participate in a Standards Development project provided by EBCAP. Teachers will develop familiarity with State VAPA Content Standards and strategies for integrating standards-based arts instruction into their daily classroom curriculum, and will have the opportunity for collaboration and reflection across all participating schools. Teachers will develop an awareness and understanding of the district's Vision of a Fully Articulated Arts Program. Project coordination maximizes resources and networking and advocacy opportunities, both among the participants, and also with other programs and initiatives within the district and beyond. Teachers participating in project will develop leadership capacity, both within their schools, and beyond.

List Proposed Major Activities to Meet Objectives Project Coordinator (PC) forms team to design *Standards Implementation* training with EBCAP and meets with school principals to set schedule Orientation and overview attended by all participant schools. School staffs participate in professional development in theater, dance and music; staff uses strategies to increase arts integration in classroom instruction. Sessions include K-2 and 3-5 teachers, and each includes time for shared reflection on how participants' practice is changing and the impact upon student work. Bringing together four schools by grade level increases collaborative opportunity. Participants' awareness of Vision will increase through referencing throughout project and in culminating event. Coordinator provides ongoing support, acts as liaison among schools, through all-school beginning and culminating events, monthly newsletter, site visits and attendance at inservices. PC acts as liaison between arts and literacy initiatives (BAESC. Alameda County & statewide MAP networks, District Instructional Management Team) Teachers have opportunities to participate in MAP activities, including BAESC meetings and Board of Education presentations.

USE THIS PAGE ONLY

A MODEL ARTS PROGRAM NETWORK PROJECT

1. District Arts Goal

Each Berkeley Unified School District graduate will experience a sequential and articulated arts education that includes the four arts areas: visual arts, theater arts, dance and instrumental and vocal music. The curriculum is in alignment with the Visual and Performing Arts Framework for California Public Schools and the Visual and Performing Arts Challenge Standards, adopted by the district in March 1999 – and the newly adopted Visual and Performing Arts Content Standards, which will come before the Board for adoption in March 2001. This district goal includes not only classroom instruction, practical and performance opportunities, but also the strengthening and expansion of partnerships with our community arts providers, so that each student is not only exposed to professional level performances/exhibitions in each of the arts disciplines, but also has the opportunity to interact with working artists in ways that promote awareness of the full range of potential careers in the arts. All students will have the opportunity to develop their artistic skills and interests to a high level within our schools. Students who never consider an arts career will graduate with a cultural and historical awareness, an aesthetic appreciation, and a contextual understanding that will assure lifelong access to performing and visual arts in their community, and beyond. And finally, students and adults of different backgrounds, cultures and experience will build strong mutual trust and respect through a shared appreciation of and interest in the arts. This is the goal that has formed the vision and guided the programs from which **Model Arts Programs Network** project has developed and which this project will help to achieve, as described in the sections that follow.

2. Current Assessment of Arts Program Implementation.

Berkeley's 9,622 students attend twelve elementary, three middle and one high school. They are 36% African American, 28% White, 14% Hispanic, 8% Asian, 14% interracial and 1% all other groups. Berkeley students speak more than 60 languages at home. Since 1968 the district has voluntarily racially integrated its schools; as a result, Berkeley students from all racial, ethnic, linguistic and socio-economic backgrounds attend every district school. From Kindergarten, *all of our students learn together*. While our diversity creates challenges, it also maximizes our opportunities for collaboration and for serving all students equally as we move towards our goal.

The richness and diversity of arts organizations and events in our city reflects the high value that our community places upon the arts. However, decreased school funding over the past several decades has diminished and fragmented our K-12 arts programs. Individual schools have shown great determination and ingenuity in piecing together various discretionary and site-based funding to support continued arts education in the form of specialists, partnerships and programs. One of our elementary schools has developed an arts magnet program, using its own site-based funds. We have also pursued funding as a district, which has allowed us to develop an additional arts magnet elementary, as well as an arts magnet middle school. Our LAEP partnership with the Museum of Children's Art (MOCHA) between 1997/98 and 99/00 planted the roots of standards-based arts integration in four of our twelve elementary schools. Thanks to a parcel-tax initiative, Berkeley Schools Excellence Program (more fully described in Section 8, below), all 4th and 5th graders

participate in an instrumental and vocal music program. And, after decades of decline, our high school performing arts department has begun to rebuild music and drama programs.

Three years ago we took two significant steps to drawing these individual efforts into a unified whole. A Visual and Performing Arts Committee comprised of representatives from all of our schools met throughout school year 1998-99 to study arts standards and materials, resulting in the Board adopting the VAPA Challenge Standards, as well as instructional materials in Drama and Visual Art in March, 1999. Having adopted the Standards, the next step was to consider how to begin implementation. With this objective in mind, VPAC members – including teachers and district administrators -- joined with arts providers, parents, students, city, county and federal representatives to look at ways in which this objective could be achieved. The group, which came to be known as Berkeley Arts in Education Steering Committee (BAESC), understood that the first step in developing an articulated, integrated standards-based K-12 arts curriculum was to make a thorough assessment of arts education district wide. Thanks to an ArtsWork Program III grant, this was done the following year, 1999/2000. All principals, BAESC members and a majority of K-8 teachers participated in the process, which determined that, while “pockets of excellence” existed, there was no overarching whole into which they fit. Over the course of several months, BAESC members developed a “Vision of a Fully Articulated K-12 Arts Program”, including a description of curriculum, learning domains, an organizational chart and next steps.

Using the Vision as a framework into which to fit the results of the assessment, BAESC supported the preparation of a LAEP Expansion Grant to deepen the MOCHA partnership and also to bring more than half our elementary teachers together in a single Professional Development Program Series, “Arts as Literacy”, over the course of this 2000/01 school year. The year culminated with the Board of Education adopting the Vision “*as a long term goal and basis for current and future program planning and budgeting,*” and constituting BAESC as an *official Board Committee*. The Board also authorized BAESC to seek outside funding to support an arts coordinator until such time as the position could be fully supported by ongoing district funds.

This year has seen further progress towards realizing our Vision. Our LAEP Expansion Project – with an 85 to 90% teacher participation rate – has brought standards based arts education to more than half of our elementary students. BAESC activities have included the formation of an Evaluation Committee, which has just completed an intensive training, which serves as the foundation for a Standards and Assessment ArtsWork grant for next year. The District has participated in a MAP Network project through the County Office of Education that has broadened our awareness and strengthened our partnerships. Our LAEP MOCHA partnership has led to one of the participating schools applying for federal funding to become a full-fledged arts magnet school. BAESC will write the lion’s share of the district’s tri-annual 12-page newsletter, focusing on the arts. For the third year in a row, BAESC’s monthly meetings continue to be extremely well attended and to reflect the energy and passion of our local arts advocates. And last, but by no means least, the newly adopted VAPA Content Standards will be brought before the Board of Education for adoption on March 7.

These plans and achievements fill us with hope. At the same time, we are constantly aware of the fragility of the fabric we are weaving in this time of steadily increasing demands both on

teachers' and students' time and on the General Fund. We are keenly conscious of the key role ArtsWork funding has played in our development thus far as we work to build the capacity that will eventually make our Vision a reality.

3. Outcomes.

This year the BUSD is part of a five-district "foundation" network cohort that is coordinated by the Alameda County Office of Education and includes Hayward, Fremont, Oakland and Emery. Although these districts are all at different points in their programmatic and organizational development, each time we come together, we find that there is something for each of us to learn. Working together has been a supportive and energizing experience, and one which we look forward to continuing in the coming year. As a group, we have developed a "building" plan for a MAP Network project that will take place over the course of the 20001/02 school year. In addition to this external component, which is common to all five districts, each of us has developed an internal component specific to the situation of our own district, along the Tool Kit Continuum. The leadership and facilitation provided to us this year by our EBCAP Director has been one of our strengths, and we look forward to that relationship continuing in the coming year. A Project Coordinator will ensure that objectives are met in a timely manner, and also will focus on building capacity within our staff and partners, both individually and through BAESC as our arts advocacy leader.

Outcome #1: Participating on the "Building" Network. Our five-district "building" MAP Network will meet regularly over the course of the year to provide ongoing mutual support both for each other and for the "foundation" MAP Network that will begin next year.

Our meeting schedule and activities are as follows:

- October: Initial meeting; progress report on implementation of district ArtsWork projects and of district program in general; setting group and individual goals for the year.
- November: Joint meeting with "foundation" MAP Network begun by ACOE in September 2001. Sharing information and support. (Although these "foundation" districts are new to MAP, we anticipate that they will also have something to teach us).
- January: Attend mid-year MAP Network conference. Discuss plans for ArtsWork projects for following year.
- February: Discuss ArtsWork projects, including continuing MAP Network participation in order to develop a collaborative strategy county-wide.
- March: This March we will be presenting as a group to the monthly meeting of the Assistant District Superintendents. Next March we will present the same group with our "progress report."
- April: Plan end of year strategies, prepare for end of the year conference.
- May: Attend state MAP conference.

Outcome #2: Supporting the development and implementation of the Vision of A Fully Articulated Arts Program.

Within the district, the MAP project will have a three-pronged focus, designed to help move the district forward in realization of its Vision for arts education. MAP efforts and activities will continue to be located within BAESC, and will have the objective of strengthening BAESC and building capacity within it as an organization to provide the strong ongoing advocacy necessary to make the Vision a reality. The Project Coordinator and other BAESC members

who participate in county and state-wide meetings and activities will tie BAESC to more broadly based initiatives and thus deepen its advocacy ability.

- 1) MAP will serve as a **coordinating focus for other district arts education programs**, including other ArtsWork projects that we have applied for for the coming year. With the support of BAESC, the Coordinator would use such strategies a district MAP newsletter, BAESC's opportunity, as a Board Advisory Committee, to address the Board of Education at each meeting, as well as in a final report, and at the "kick-off" and culminating events planned as part of the ArtsWork projects, to place each project and undertaking within the Vision and to describe both its role and its purpose in that context.
- 2) MAP will support **capacity building of district staff** through project participation and specifically through attendance of a team of two teachers at the EBCAP summer Invitational Institute. This team will be sent in collaboration with the County Office of Education, which will provide a matching stipend for each staff member sent. It is our "building" network hope that each of the five districts will send a team, thus deepening the collaboration among us through this leadership event.
- 3) MAP will also build staff capacity through its third internal focus, which is **assessment**. This is an area that has been identified this year by BAESC as a priority focus. Thanks to funding by BAESC member East Bay Community Foundation, a BAESC team has already participated in an evaluation workshop provided by 3-D. BAESC has supported the design of an ArtsWork Student Assessment project for next year. Staff involved in that project would be considered a part of the BAESC Evaluation Committee and would engage in the important ongoing dialogue as to the goal and methodology of assessment in arts education and also as an advocacy tool. The ongoing dialogue among teachers, artists, parents, arts agencies and students on this subject is critical to developing a practice that is not only effective in measuring what it is meant to measure, but that reflects our community vision and ethic with regard to the arts.

4. Chart of Goals, Objectives, Activities and Timelines (Is attached to the end of this narrative).

5. Planning Process and Use of Resources

The impetus for this proposal grew out of both the current "foundation" MAP network group, and also from BAESC. The Network group, including the five district liaisons, Louise Music, the ACOE Project Coordinator, and Sara Lynne Simpson, the EBCAP Director, all participated in designing the project's "external" component. The "internal" component was planned within BAESC, based upon this year's ongoing work and focus, which includes MAP Network participation. BAESC strongly believes in the importance of statewide (and national) advocacy and looks forward to the opportunity to strengthen its capacity to fill that role within the district.

The letters attached to this proposal demonstrate both the strong community support for this project and the high level of participation in its creation from the partners described above.

The Berkeley Public Education Foundation is a founding member of BAESC and has been a tireless advocate for the district music program throughout its existence, while BAESC members, including the Berkeley Symphony and Cal Performances, have long brought music and music appreciation to our students through professional development, reduced price tickets, performance and exhibition space, classroom presentations and hands-on student participation.

6. Project Coordinators Responsibilities

The Project Coordinator is responsible for overall project planning and implementation, including network participation, budget management, evaluation of the project's achievement of its objectives and its impact overall, as well as serving as a project advocate and a liaison with other programs and initiatives within the district, and beyond. Specifically, the Project Coordinator will:

- Meet with BAESC and communicate with “building” network participants and other relevant participants to coordinate a project timeline
- Attend scheduled meetings and events of the “building” MAP Network, as specified in Section 3, above.
- Participate in the state-wide Model Arts Program Network (MAP) through meeting attendance, exchange of information, instruments and results, and in other appropriate ways
- Coordinate and support building leadership of a core group of participants through attendance at local and state-wide MAP meetings and conferences;
- Support the assessment focus of BAESC through project coordination and in any other appropriate way;
- Coordinate recruitment and registration for the Summer Leadership Institute within the district and with the “building” network members and ACOE;
- Publish a periodic newsletter as an advocacy and communication tool;
- Support the development and implementation, through piloting and other strategies, of a district-wide arts assessment
- Oversee the project budget
- Collect all project results into a document that can be shared throughout the district, and beyond
- Make regular reports to BAESC and a year-end report, including evaluation of the MAP Network project and recommendations for next steps to the Board of Education
- Submit a final project report to the CDE

The Project Coordinator position is funded to support a teacher on special assignment, or similarly qualified individual, working one half-day a week throughout the school year. This time allotment is sufficient to coordinate the project and accomplish all responsibilities listed above. The district is fortunate to have personnel well-qualified to fill this position.

7. Program Evaluation

Ultimately, the success of this project will be measured through the changes in our district placement on the Tool Kit continuum. As one of our “building” network activities, we will revisit the continuum at the beginning of the project year to note any changes from the preceding year. We will do the same at the end of the project. Within the district, we will do this exercise within BAESC, both as an educational and evaluative process. Meeting

attendance, by both the coordinator and also by other BAESC members will be another indicator of the project's internal success. We will also survey BAESC members at the end of the year, either in a written survey or through focus groups, to ascertain the impact the project has had on BAESC as an advocacy force, and also on arts education within the district. Numbers of newsletters published and of Board presentations will be another indicator of success. As part of our other ArtsWork projects we will be measuring participant awareness of the Vision, and we will consider this a part of our MAP evaluation, as well. The final indicator of success will be the completion of the student assessment project. While that project will measure the effect of the instrument produced, within MAP we will be especially interested in measuring teachers' increased confidence in their ability in this area..

8. Future Support. The commitment of BUSD and the Berkeley community to the funding of arts education and to the long-term sustainability of this project has been demonstrated in a number of ways. In 1986, determined to prevent the elimination of arts and other enrichment programs that followed the passage of Proposition 13, Berkeley voters approved the Berkeley Schools Excellence Program (BSEP), a parcel tax to provide annual revenues to the public schools. BSEP provides discretionary funds, which virtually all schools have used to support school day instructional programs in the arts. In November 1998, *92% of Berkeley voters reauthorized BSEP*. The Berkeley Public Education Foundation annually funds specific classroom, school wide and district-wide projects in performing and visual arts. This year's funding for arts-based classroom projects in 12 of our 16 schools totaled almost \$32,000. (See attached letter of support).

Three years ago the district successfully sought federal Magnet Schools Assistance Program (desegregation) funds to implement a fully articulated, integrated and sequential arts curriculum at Malcolm X Elementary and Longfellow Middle Schools. The district has just submitted an application for expanded funding that will include developing a new K-5 arts magnet program – one which has grown directly from our LAEP partnership. Individual schools have created important funding relationships with community foundations both directly and in partnership with community arts agencies. This is true of each of the schools participating in this project.

Perhaps most important, is the extent to which this project is designed to build capacity within the district. The skills teachers learn will remain and grow, as students move from grade to grade, learning from teachers who regularly integrate standards-based art into their daily lessons. This year's LAEP Expansion Grant has demonstrated the enormous value of the leadership capacity our teachers develop through their participation in EBCAP. The model lessons, instruments, knowledge and collaborative relationships are also ongoing program strengths, whose long-term effectiveness will be supported by BAESC's continuing work.

4. Chart of Goals, Objectives, Activities and Timelines

The purpose of this project is to continue and expand Berkeley Unified School District's Participation in a Model Arts Program Network, at the district, county and state levels.

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
<p>GOAL #1: During 2001/02 BUSD will move closer to realizing is Vision for A Fully Articulated Arts Program through participation in the Model Arts Program Network</p>	<p>Through BAESC, its community arts council and official Board Advisory Committee, BUSD will move from participation in a "foundation" MAP Network cohort to a "building" cohort.</p> <p>Measurement: Meeting attendance; pre post placement on Tool Kit continuum</p>	<p>The Project Coordinator and 3-4 other BAESC members will attend meetings with Emery, Hayward, Oakland and Fremont MAP Network teams with whom BUSD has been joined this year in a "foundation" Network cohort. Teams will continue to support each other's program development.</p> <p>The teams will also meet with a "foundation" cohort formed by the Alameda County Office of Education, to provide support and information; and will also attend state MAP Network meetings and conferences.</p>	<p>September 2001 – May 2002</p> <p>(See Section 3 for specific dates of meetings)</p>

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
	<p>The MAP Network Project will serve as a coordinating focus for other district arts education programs, heightening community awareness of, and advocacy for the Vision and standards-based arts education for all students.</p> <p>Measurement: Participants awareness will be measured in pre-post surveys; common events and budgetary allocations; references to the Vision in district publications and statements; placement on Tool Kit continuum pre post.</p>	<p>The MAP Network Coordinator will also coordinate all other ArtsWork projects, which we hope will include ongoing Standards Implementation professional development; Student Assessment and development of a music curriculum for our district-wide 4th & 5th grade music program.</p> <p>Publication of a Network Newsletter will help to tie these projects together within the context of the Vision, as will common kick-off and culminating events. Because these projects include all district current and proposed arts magnet schools, they will be included in this project.</p>	<p>July 2001 – June 2003</p>

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
<p>GOAL #1 (continued): During 2001/02 BUSD will move closer to realizing its Vision for A Fully Articulated Arts Program through participation in the Model Arts Program Network</p>	<p>MAP Network will build leadership capacity in both BAESC members and district teachers with regard to knowledge, practice and advocacy.</p> <p>Measurement: post survey of BAESC members; attendance at Leadership Institute; successful completion of Student Assessment Project; placement on Tool Kit continuum pre post.</p>	<p>A team of two teachers will attend the EBCAP Summer Invitational Institute, along with teams from our four sister network members.</p> <p>Teachers involved in the Student Assessment project will serve as a BAESC subcommittee, bringing the project work to BAESC and leading dialogue on this topic</p> <p>BAESC has designated as a priority.</p> <p>BAESC members will participate in the MAP Network activities, thus expanding and strengthening its advocacy role.</p>	<p>June – August 2001</p> <p>August 2001 – June 2002</p> <p>September 2001 – May 2002</p>

**Visual and Performing Arts Education Grant Program
Budget Proposal 2001-2002**

LEA: Berkeley Unified School District	CDS Code: 01-61143	Grant Program (Category) Program III (1)
Project Coordinator: Christine Lim, Associate Superintendent, Instruction	Phone: (510) 644-6268	

Budget Object Code	Description/Justification	Amount
A. Certified Personnel Salaries (substitute teacher release pay, stipends for non-work hours)		
1100	Project Coordinator (0.1FTE) will coordinate program schedules, plan kick-off and culminating event, publish newsletter, act as liaison, facilitate Evaluation, collect & disseminate work product.	\$4,000
	Teacher Stipends will support teacher participation beyond the school day in EBCAP Standards Implementation Series. At \$24/per hour this will pay for 191 teacher hours, to cover attendance at 3.5 -4 sessions, if sessions run until 5pm. Some teachers will request credit instead of stipends.	\$4,575
B. Classified Personnel Salaries		
2000	N/A	
C. Employee Benefits		
3000	Benefits for Project Coordinator (at 25 %)	\$1,000
D. Instructional Materials and Supplies (i.e. books, instructional resource materials, software)		
4000	Materials and supplies , including newsletter, instructional resource material	\$ 1,000
E. Operating Expenses (includes travel, meals, lodging costs and registration fees for workshop attendance, room rental, speakers for training, school buses, subcontractors, such as artists performing groups, professional development providers.		
5000	Two East Bay California Arts Project Professional Development Program Series , "Standards Implementation" for K-2 and 3-5 teachers at four Elementary schools. (\$6,500 each) will give familiarity with State VAPA Content Standards, strategies for integration with classroom curriculum, and provide for teacher reflection and collaboration.	\$ 13,000
F. Capital Outlay (i.e. video camera, computer hardware)		
6000		
G. Other		
Indirect Costs: Indirect costs may not exceed the CDE approved rate for FY 2001-2002		
Indirect cost calculation: Total A through G: \$23,575 x CDE rate: 6.05 % =		\$1,425
Total Budget:		\$25,000

DRUG-FREE WORKPLACE CERTIFICATION
 STD.21 (NEW11-90)

COMPANY/ORGANIZATION NAME

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matter relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substances is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355 (b), to inform employees about all of the following:
 - a) The dangers of drug abuse in the workplace,
 - b) The person's or organization's policy of maintaining a drug-free workplace,
 - c) Any available counseling, rehabilitation and employee assistance programs, and
 - d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - a) Will receive a copy of the company's drug-free policy statement, and
 - b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State Of California.

OFFICIAL'S NAME

Dr. Stephen A. Goldstone

DATE EXECUTED

February 21, 2001

EXECUTED IN THE COUNTY OF

Alameda

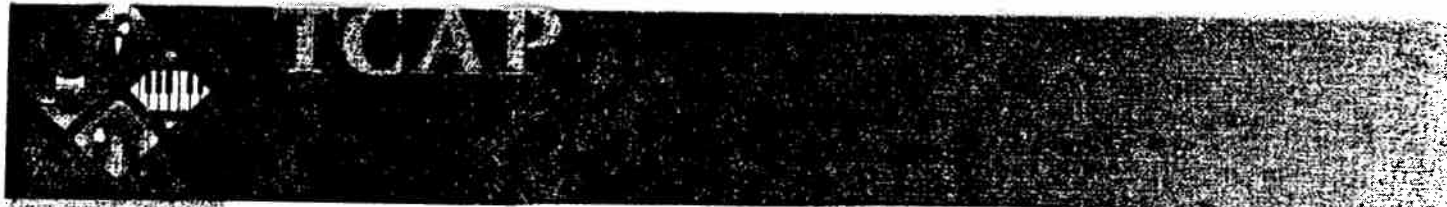
CONTRACTOR or GRANT RECIPIENT SIGNATURE

TITLE

Interim Superintendent, Berkeley Unified School District

FEDERAL I.D. NUMBER

94-6002113



February 13, 2001

Patty Taylor
Visual and Performing Arts Consultant
California Department of Education

Re: Berkeley Unified School District's 2001/2002 Arts Work
Proposal--Program III-1

Dear Taylor:

The East Bay California Arts Project (EBCAP) is in full support of Berkeley's proposal to continue to work on the comprehensive implementation of standards-based arts programs to better serve its students. Collaborative planning between the district and EBCAP has been integral to the development of this proposal.

Thank you for supporting our collaboration with these school communities. We appreciate your program design for its encouragement of partnership, depth over time, access and equity, and sustainability.

Sincerely,

Sara-Lynne Simpson
Site Director

Stanford Office

THE CALIFORNIA

ARTS PROJECT

Box 400

Stanford, CA 94305

Phone: (415) 495-4000

Fax: (415) 495-4000

Regional Sites

NORTHERN CALIFORNIA

ARTS PROJECT

Box 100

University of California

San Francisco, CA

Box 100

San Francisco, CA

Box 100

San Francisco, CA

Box 100

San Francisco, CA

Box 100

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February 13, 2001

California Department of Education
Standards and Resources Unit
Visual and Performing Arts Education Grant Program
660 "J" Street Suite 300
Sacramento, CA 95814

RE: Visual and Performing Arts Standards Development and Implementation

To Whom It May Concern:

I am writing as Chairperson of the Berkeley Arts in Education Steering Committee (BAESC) to urge the California Department of Education to support the Berkeley Unified School District's (BUSD) commitment to integrate arts education in to the core curriculum of every K-12 school in Berkeley. In particular, the Steering Committee supports the District's application for Visual and Performing Arts Standards Development and Implementation.

This year, BAESC has continued to move steadily ahead. Half of the elementary school teachers are engaged in a professional development series provided by The California Arts Project (TCAP) designed to integrate standards-based arts instruction into the core curriculum. The BAESC Assessment and Evaluation Subcommittee has just completed intensive training provided by the 3-D group. Berkeley's participation in the Model Arts Program Network has begun to build strong partnerships, locally and state wide. Workshops by our members have included an introduction to the Lincoln Center Program sponsored by The Julia Morgan Theatre and The Berkeley Repertory Theatre focus group on school and student needs. We are currently engaged in review of the newly adopted State VAPA Content Standards, which will come before the Board of Education for adoption in March. We have fully participated in the design of this particular project, from inception through final draft. We are very excited about this important step in realizing our goal of full implementation of the Board-Adopted vision of a fully articulated arts program, which was developed within BAESC last year and is attached to this letter.



Building upon the LAEP Expansion project in progress this year, K-5 teachers who have not yet participated in the TCAP Professional Development series on integration of standards-based instruction into the curriculum would participate in a series that would be taught over the course of the school year 2001-02. Teachers from throughout the district would come together based upon skill and grade level. The outcome would be that all teachers K-5 would be integrating standards based art instruction into their classroom curriculum.

As the Managing Director of the Berkeley Repertory Theatre, where we serve over 18,000 students in our arts education program each year, I have had the opportunity to witness first hand the powerful impact that the arts can have on children during their formative years. Attached, please find the Berkeley Repertory Theatre's Vision Statement that shows our passion for the pursuit of artistic excellence. On behalf of the Berkeley Arts in Education Steering Committee, I encourage the California Department of Education to support this important arts education initiative.

Sincerely,

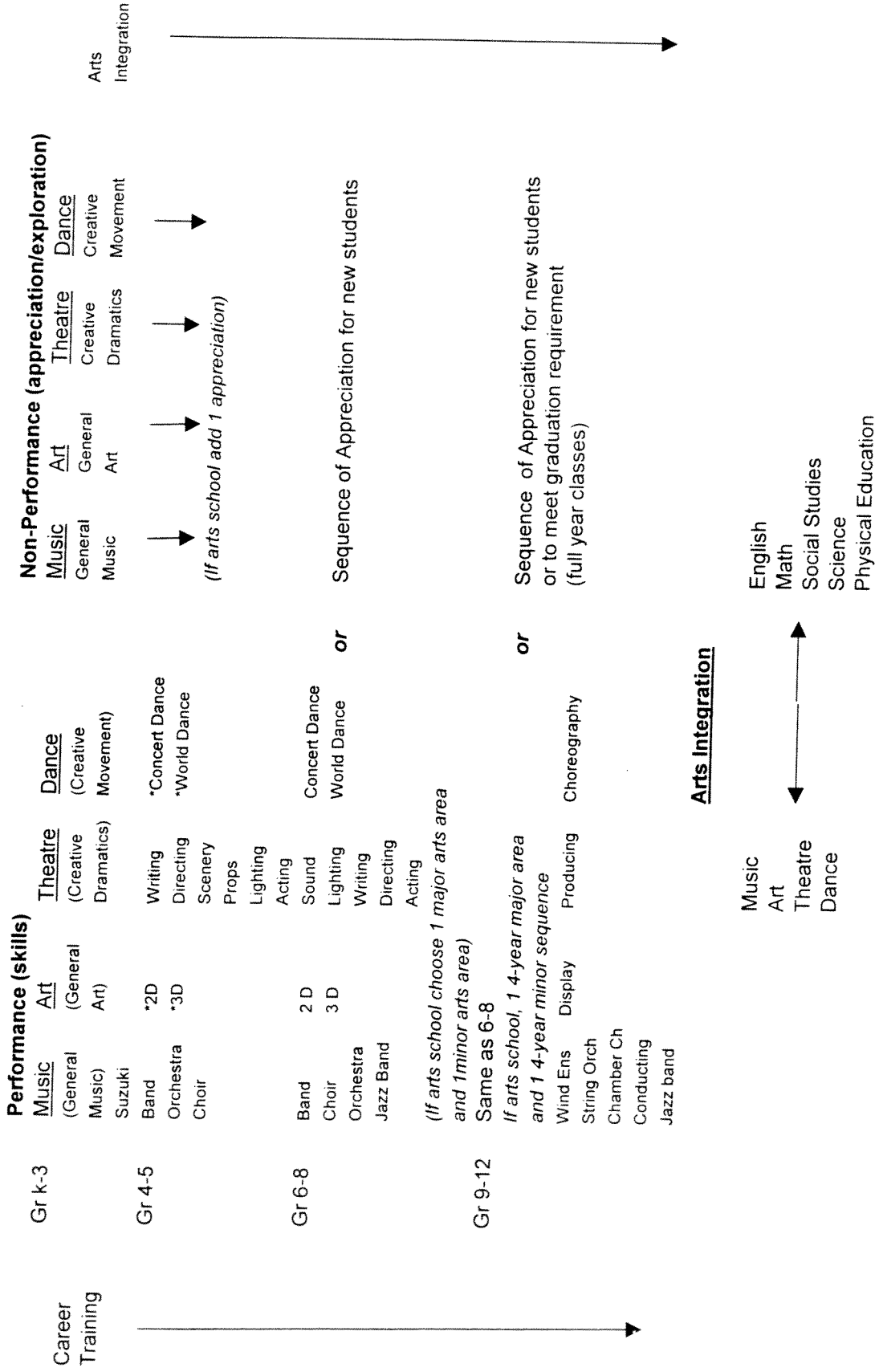
Susan Medak
Managing Director

Berkeley Repertory Theatre
MISSION STATEMENT

Berkeley Repertory Theatre seeks to set a national standard for ambitious programming, engagement with its audiences, and leadership within the community in which it resides. We endeavor to create a diverse body of work that expresses a rigorous, embracing aesthetic and reflects the highest artistic standards, and seek to maintain an environment in which talented artists can do their best work. We strive to engage our audiences in an ongoing dialogue of ideas, and encourage lifelong learning as a core community value. Through productions, outreach, and education, Berkeley Rep aspires to use theatre as a means to challenge, thrill, and galvanize what is best in the human spirit.

A FULLY ARTICULATED ARTS PROGRAM

(A Working Model Based on The California Visual and Performing Arts Frameworks and Challenge Standards)



Basic Elements of the Arts

(based on the National Standards for Arts Education)

Music
Art
Theatre
Dance

Melody, harmony, rhythm, form, timbre
Color, shape, form, line, texture, design
visual, aural, oral, kinetic
space, time, force/energy

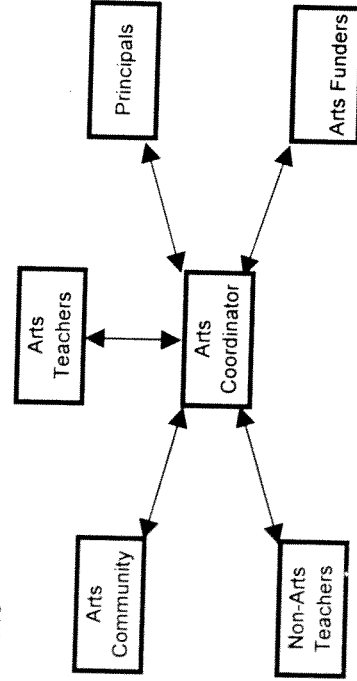
- * Concert dance includes ballet, modern, jazz, and tap
- * World dance includes the dances of world cultures
- * 2D includes painting, drawing, oils, pastels, watercolors etc.
- * 3D includes sculpture, ceramics, etc.

Next steps include

(not in priority order)

1. Curriculum design
2. Plan for teacher training
3. A plan for administration includes time and space
4. Budget and funding
5. A clear commitment from the district
6. A connection with the literacy committee
7. Continue to gather input from teachers
8. Presentation to the Board - current program and future vision

Organization Chart



**BERKELEY
PUBLIC
EDUCATION
FOUNDATION**



*building a community
committed to
our schools*

BOARD OF DIRECTORS

Allan C. Miller, *Chair*
Ron Kemper, *Vice Chair*
Margaret Corrigan, *Secretary*
Emmett Jones, *Treasurer*
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Larry Gibbs
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Ivan Meyerson
Avonnet Peeler
Donald Read
Clio Tarazi
Carolyn Weinberger

STAFF

Mary Friedman
Executive Director
Trina Ostrander
Development Director
Susan Self
Program Coordinator
Barbara Bowman
Director
Berkeley School Volunteers

February 8

California Department of Education
Standards and Resources Unit
Visual and Performing Arts Education Grants Program
660 J Street, Suite 300
Sacramento, CA 95814

RE: Arts Work Visual and Performing Arts Education Grants Program
Visual and Performing Arts Standards Development and Implementation

To Whom It May Concern:

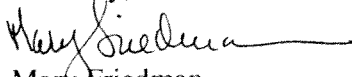
I am writing as a member of the Berkeley Arts in Education Steering Committee (BAESC) and as Director of the Berkeley Public Education Foundation to urge your support of the Standards and Implementation Grant request submitted by the Berkeley Unified School District.

The Berkeley Public Education Foundation is a community non-profit organization with a core program of providing annual grants to classroom teachers. Approximately twenty percent of our grants consistently go to fund arts related projects. This year we awarded 46 grants for a total of \$31,744. The grants we award represent a tremendous amount of effort and creativity on the part of teachers implementing them. They also represent a deep commitment to integrating arts instruction into the classroom curriculum in order to serve all children equally.

This grant request moves us closer to our goal of having all teachers K-5 integrating standards based art instruction into their classroom curriculum.

On behalf of the Berkeley Public Education Foundation and as a member of the Berkeley Arts in Education Steering Committee, I urge your support for this valuable opportunity.

Sincerely,


Mary Friedman
Executive Director

1835 Alston Way
Berkeley, CA 94703
telephone 510 • 644-6244
fax 510 • 644-4865
bpof@berkeley.k12.ca.us



**Berkeley Unified School District
Arts Education Implementation Grant/Arts Standards
Board Policy on Arts Education**

SUBJECT:

Arts Education

DATE:

March 5, 1997

FILE:

Berkeley Unified School District Arts Education Policy

The Board of Education recognizes that arts education, including dance, drama/theater, music and visual arts is an integral part of basic education for all students.

The Board of Education supports a comprehensive curriculum that includes arts education as part of the program for all students. In order to implement a correlated and integrated arts education program, the Board of Education supports the need to provide resources necessary to implement the program, to provide a continuing program of in-service education for staff, and to provide comparable education opportunities for all students.

The Office of the Associate Superintendent for Instruction will provide for review, evaluation, and development of the District's arts education program.

Legal Reference:

Education Code

51000 et seq. Legislative Intent for Education program

51004 Education Goals

51040-51041 Role of Local Agency

HISTORY:

C48

SUBJECT:

PUBLIC ART POLICY

DATE:

November 1, 1995

FILE:

PUBLIC ART POLICY

The Board of Education recognizes that from time to time there will be proposals for incorporating works of art into the buildings of the District. Some works of art, such as paintings, can be accepted and hung by present occupants of a building and discarded or moved out of sight by the next. Other art works, such as murals or large pieces of sculpture, become a permanent part of the school and should have a certain timeless quality because of the many generations of students, parents, and staff members who will study and work in proximity to the art.

Therefore, the Board instructs the Superintendent to establish a Review Board on an as-needed basis for the purpose of approving proposals for murals, tile walls, sculptures, or other works of art to be placed permanently at any Berkeley Public School. Membership should include architects, artists, and/or art museum personnel who are not directly involved at the school in question as well as the principal, parents, teachers, and students connected to the school. Membership may vary depending on the project. The review board will convey its recommendations to the Superintendent and the Board.

Proposals involving permanent architectural enhancement of school district buildings will demonstrate educational and artistic value to receive board approval. Approval will be based on the criteria below. How many of these criteria are applied and how they are weighted will depend upon the nature and scope of the project involved. Applicants will be prepared to document how these criteria are met.

1. The art work will identify the building as a student-centered environment. The work will be developmentally appropriate to the students of the school.
2. Projects may be opportunities for students to have a hands-on learning experience. The permanence of a project will be used to bring significance to the contributions of the students.

HISTORY:

049

BERKELEY UNIFIED SCHOOL DISTRICT BOARD POLICY

<p>SUBJECT:</p> <p>PUBLIC ART POLICY (Continued)</p>	<p>DATE:</p> <p>November 1, 1995</p>	<p>FILE:</p>
<p>3. Where feasible, projects should provide staff development or support teacher-directed classroom projects.</p> <p>4. The public artwork at our schools should be considered in the overall context of the school and will have a sense of inclusiveness and be broadly meaningful to the larger community.</p> <p>5. The work will compliment the architecture of the building and the physical environment, including form, scale, and materials.</p> <p>6. The proposed materials will withstand weather, vandalism, and maintenance.</p> <p>7. Projects will have artistic merit.</p> <p>8. Applicants will demonstrate appropriate experience and the organizational capacity to carry out the proposed activity and achieve the intended outcome.</p>		
<p>HISTORY:</p> <p>050</p>		
<p>BERKELEY UNIFIED SCHOOL DISTRICT BOARD POLICY</p>		

California Department of Education Use Only	
Grant LD. #	Fiscal Year

California Department of Education
VISUAL AND PERFORMING ARTS GRANT PROGRAM
2001-2002
Application Cover Form for All Programs

Grant Program and Category (Check One)

- ? I. Local Arts Education Partnership Assistance Grant
 ? II. Local Arts Education Partnership Expansion Grant
 X III. Arts Education Implementation Grant
 ? 1. Arts Standards
 X 2. Arts Assessment
 ? 3. Model Arts Programs Networks
 ? 4. Special Projects
 ? IV. On-line Arts Resource Center

Have you received or do you currently have a Local Arts Education Partnership Grant?

X Yes ? No If yes, for what year? 1999-2000

Name of Applicant Local Education Agency	CDS Code
Berkeley Unified School District	01-61143
Project Title Developing a Student Assessment	Amount Requested \$25,000
Address (Street, City, County, State, and Zip) 2134 Martin Luther King Jr. Way, Berkeley, CA 94704 Alameda County	
Project Coordinator's Name Christine Lim	Title Associate Superintendent, Instruction
Phone 510-644-6268	Fax 510-644-8815
E-mail Address clim@berkeley.k12.ca.us	

*Date of Board Approval February 21, 2001

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that the Specific and General Assurances described in the application guidelines are accepted as the basic conditions in the operations of this project/program; and that to the best of my knowledge, the information contained in this application is correct and complete.

Name of Superintendent or Charter School Director	Dr. Stephen A. Goldstone, Interim Superintendent
Signature of Superintendent or Charter School Director	Date

***Follow this page with the minutes or the substantiating approval of the District Board of Education**

**Visual and Performing Arts Education Grant Program
2001 – 2002**

Project Summary Form

Application Local Education Agency Berkeley Unified School District CDS Number 01-61143

Project Title: Developing a Student Assessment

Grant Program Number (and category): III (2) (Arts Education Implementation/Arts Assessment)

Number of schools in district: 16 Number of students in district: 9,622

Number of schools to be served: 6 Number of students to be served: 2,221

Geographic location: Rural ____ Suburban ____ Urban X

The Goal of This Project (Description in 75 words or less):

Goal #1: Students in six of Berkeley's twelve elementary schools will be exposed to an arts curriculum in alignment with the Framework and the VAPA content standards.

Goal #2: Staff at six elementary schools participating in the project will help to move the district forward in realizing its Vision of A Fully Articulated Arts Program

List Major Objectives: Teachers who have participated in this year's "Arts as Literacy" EBCAP PDPS will develop a means of measuring the impact of the arts integration they have learned over the course of the 2000/01 school year. Participants will deepen and expand their skills and confidence in integration of standards-based arts instruction into the core curriculum. Teachers will participate in the statewide CAN, enriching their practice & products. Participation will develop leadership capacity. Teachers will participate in BAESC (the district's arts council) through this project, which is BAESC's specific focus. Project coordination maximizes resources and networking and advocacy opportunities, both among the participants, and also with other programs and initiatives within the district and beyond.

List Proposed Major Activities to Meet Objectives. Project Coordinator will meet with EBCAP coordinators to plan Student Assessment PDPS, establish project schedule, and communicate the schedule to the participants. Teachers will participate in two simultaneous series, in which they assessment methodology, explore assessment models, develop and pilot rubrics. Teachers will continue the work they are doing in the current year, and will use model lessons they have developed in order to test the assessment tools they create. The coordinator will recruit participants to attend 4 state-wide network meetings, and will have the opportunity to participate in the district's Model Arts Programs Network Project. Participation in BAESC as an evaluation committee, will build capacity and enrich arts education in BUSD. PC will act as liaison among schools, through beginning and culminating events, monthly newsletter, site visits and attendance at inservices; and will tie project to arts and other initiatives (BAESC, Alameda County & statewide MAP networks, District Instructional Management Team)

USE THIS PAGE ONLY

A Student Assessment Project Proposal

1. District Arts Goal

Each Berkeley Unified School District graduate will experience a sequential and articulated arts education that includes the four arts areas: visual arts, theater arts, dance and instrumental and vocal music. The curriculum is in alignment with the Visual and Performing Arts Framework for California Public Schools and the Visual and Performing Arts Challenge Standards, adopted by the district in March 1999 – and the newly adopted Visual and Performing Arts Content Standards, which will come before the Board for adoption in March 2001. This district goal includes not only classroom instruction, practical and performance opportunities, but also the strengthening and expansion of partnerships with our community arts providers, so that each student is not only exposed to professional level performances/exhibitions in each of the arts disciplines, but also has the opportunity to interact with working artists in ways that promote awareness of the full range of potential careers in the arts. All students will have the opportunity to develop their artistic skills and interests to a high level within our schools. Students who have never considered an arts career will graduate with a cultural and historical awareness, an aesthetic appreciation, and a contextual understanding that will assure lifelong access to performing and visual arts in their community, and beyond. And finally, students and adults of different backgrounds, cultures and experience will build strong mutual trust and respect through a shared appreciation of and interest in the arts. This is the goal that has formed the vision and guided the programs from which this **Student Assessment Project** has developed and which the project will help to achieve.

2. Current Assessment of Arts Program Implementation.

Berkeley's 9,622 students attend twelve elementary, three middle and one high school. They are 36% African American, 28% White, 14% Hispanic, 8% Asian, 14% interracial and 1% all other groups. Berkeley students speak more than 60 languages at home. Since 1968 the district has voluntarily racially integrated its schools; as a result, Berkeley students from all racial, ethnic, linguistic and socio-economic backgrounds attend every district school. From Kindergarten, *all of our students learn together*. While our diversity creates challenges, it also maximizes our opportunities for collaboration and for serving all students equally as we move towards our goal.

The richness and diversity of arts organizations and events in our city reflects the high value that our community places upon the arts. However, decreased school funding over the past several decades has diminished and fragmented our K-12 arts programs. Individual schools have shown great determination and ingenuity in piecing together various discretionary and site-based funding to support continued arts education in the form of specialists, partnerships and programs. One of our elementary schools has developed an arts magnet program, using its own site-based funds. We have also pursued funding as a district, which has allowed us to develop an additional arts magnet elementary, as well as an arts magnet middle school. Our LAEP partnership with the Museum of Children's Art (MOCHA) between 1997/98 and 99/00 planted the roots of standards-based arts integration in four of our twelve elementary schools. Thanks to a parcel-tax initiative, Berkeley Schools Excellence Program (more fully described in Section 8, below), all 4th and 5th graders participate in an instrumental and vocal music program. And, after decades of decline, our high school performing arts department has begun to rebuild music and drama programs.

Three years ago we took two significant steps to drawing these individual efforts into a unified whole. A Visual and Performing Arts Committee comprised of representatives from all of our schools met throughout school year 1998-99 to study arts standards and materials, resulting in the Board adopting the VAPA Challenge Standards, as well as instructional materials in Drama and Visual Art in March, 1999. Having adopted the Standards, the next step was to consider how to begin implementation. With this objective in mind, VPAC members – including teachers and district administrators -- joined with arts providers, parents, students, city, county and federal representatives to look at ways in which this objective could be achieved. The group, which came to be known as Berkeley Arts in Education Steering Committee (BAESC), understood that the first step in developing an articulated, integrated standards-based K-12 arts curriculum was to make a thorough assessment of arts education district wide. Thanks to an ArtsWork Program III grant, this was done the following year, 1999/2000. All principals, BAESC members and a majority of K-8 teachers participated in the process, which determined that, while “pockets of excellence” existed, there was no overarching whole into which they fit. Over the course of several months, BAESC members developed a “Vision of a Fully Articulated K-12 Arts Program”, including a description of curriculum, learning domains, an organizational chart and next steps.

Using the Vision as a framework into which to fit the results of the assessment, BAESC supported the preparation of a LAEP Expansion Grant to deepen the MOCHA partnership and also to bring more than half our elementary teachers together in a single Professional Development Program Series, “Arts as Literacy”, over the course of this 2000/01 school year. The year culminated with the Board of Education adopting the Vision *“as a long term goal and basis for current and future program planning and budgeting,”* and constituting BAESC as an *official Board Committee*. The Board also authorized BAESC to seek outside funding to support an arts coordinator until such time as the position could be fully supported by ongoing district funds.

This year has seen further progress towards realizing our Vision. Our LAEP Expansion Project – with an 85 to 90% teacher participation rate – has brought standards based arts education to more than half of our elementary students. BAESC activities have included the formation of an Evaluation Committee, which has just completed an intensive training, which serves as the foundation for a Standards and Assessment ArtsWork grant for next year. The District has participated in a MAP Network project through the County Office of Education that has broadened our awareness and strengthened our partnerships. Our LAEP MOCHA partnership has led to one of the participating schools applying for federal funding to become a full-fledged arts magnet school. BAESC will write the lion’s share of the district’s tri-annual 12-page newsletter, focusing on the arts. For the third year in a row, BAESC’s monthly meetings continue to be extremely well attended and to reflect the energy and passion of our local arts advocates. And last, but by no means least, the newly adopted VAPA standards will be brought before the Board of Education for adoption on March 7.

These plans and achievements fill us with hope. At the same time, we are constantly aware of the fragility of the fabric we are weaving in this time of steadily increasing demands both on teachers’ and students’ time and on the General Fund. We are keenly conscious of the key role ArtsWork funding has played in our development thus far as we work to build the capacity that will eventually make our Vision a reality.

3. Expected Outcomes :

This Student Assessment project will build directly upon the LAEP Expansion Grant project we are implementing during this 2000/01 school year. This year, teachers from six of our elementary schools have been participating in a Professional Development Program Series “Arts as Literacy” training provided by the East Bay California Arts Project (EBCAP). Through this PDPS participating teachers are learning to integrate all four art disciplines into their core classroom curriculum. This June, when we hold our culminating event, some ninety teachers -- *representing 85-90% of the full staff at these participating schools* – will have attended a total of seven sessions in which they have been presented a model lesson, have discussed its practical application and have reflected on classroom experience. Each session focuses on outcomes, as well as specific standards alignment of arts and other curricular areas. In addition at the final session, Level 2 participants¹ will present a model lesson to their colleagues, including samples of student work. The lessons and other work products created in the course of this process will be compiled and made available to participants and others, both within the district and through our MAP Network participation.

Outcomes#1 & 2: Development of the Assessment & Increased Skills. The Standards Assessment project described in this narrative is designed (1) to provide teachers who have participated in this year’s project with the opportunity to develop a means of measuring the impact of the arts integration they have learned over the course of this year. The instrument or instruments developed over the course of this project will greatly strengthen our standards-based arts instruction by providing critical feedback on both teaching and learning results. Participants will not only develop an understanding of assessment methodology, but through this additional knowledge will (2) deepen and expand their skills and confidence in integration of standards-based arts instruction into the core curriculum.

Led by EBCAP and designed specifically to interface with this year’s work, the project will also benefit from the guidance of the 3-D group in developing a valid instrument. Using the model lessons compiled in this year’s project, and reflection upon their experience with elementary assessment during this school year, participants will begin to explore assessment models in the four arts in order to determine which of these might provide BUSD teachers with the best authentic assessment instruments. Teachers at several sites and grade levels will teach the same model lesson. Teachers would then share the resultant student work and develop effective assessment tools.

The second step in the process will be developing rubrics with which to assess student work. Using model lessons from this year’s project, participants will then pilot the rubrics, then come back to their work groups to discuss the results and to adjust them, as needed. Finally, teachers will teach a model lesson, using the final assessment tool. The results of this project will be added to this year’s Arts as Literacy model lesson compilation, and will be made available to all participants. While the project will specifically target K-5 instruction, our hope is that representatives from pre-K, 6-8 and 9-12 schools will also participate, in order to lay the foundation for expanding this project’s work K-12, as described in the Vision. The middle and

¹ In order to maximize the benefit to participants, sessions have been divided into Level 1 (beginners) and Level 2 (Advanced Beginners).

high schools will also be kept informed as to the project's progress through regular BAESC meetings.

Outcome #3: Network Participation. In addition, the project coordinator and a number of participants will take part in the statewide Assessment Network, thus enriching both their practice and the product they are creating. Network participation will also help to develop their leadership capacity in their schools and district wide.

Outcomes #4 & 5: Communication and Advocacy. The project coordinator will also publish a newsletter on the progress of the project, tying it to the Vision of the Fully Articulated Program, to statewide work, celebrating the accomplishments of participants and educating the community on the role of arts education. (5) Participants will also take part in a year-end presentation to the Board of Education describing the project's accomplishments and recommended next steps.

Outcome #6: Collaborative Reflection. Finally, the project will fill an important need raised by this year's participants – to provide teachers with an ongoing forum for collaborative reflection on the skills they are developing.

4. Chart of Goals, Objectives, Activities and Timelines (Attached to the end of this narrative)

5. Planning Process and Use of Resources

The Berkeley Arts in Education Steering Committee (BAESC) met to discuss approaches to the Program III grant process as part of ongoing participation in the implementation of a Board adopted 'Fully Articulated Arts Program'. Because our focus this year has been on evaluation, we were very enthusiastic about designing an assessment project. BAESC's Evaluation Committee took on the work of specific design, under the leadership of our LAEP Expansion Grant Coordinator, who is a Committee member, and brought strong insight into how this project would naturally connect to the LAEP Expansion work being done this year. EBCAP was contacted to insure support for the project, to provide input on the project design and to secure a collaborative bond for project implementation. Progress reports on project development, as well as a draft of this application were presented and discussed at BAESC meetings, with input used to adjust the project so as to be in line with BAESC. Finally, the project was shared with BUSD School Directors to ensure viability and agreement on follow-through.

The letters attached to this proposal demonstrate both the strong community support for this project and the high level of participation in its creation from the partners described above. The Berkeley Public Education Foundation is a founding member of BAESC and has been a tireless advocate for (as well as supporter of) arts education, while BAESC members, including the Berkeley Repertory Theatre, the Berkeley Art Center, Berkeley Symphony and Cal Performances, have long brought music and music appreciation to our students through professional development, reduced price tickets, performance and exhibition space, classroom presentations and hands-on student participation.

6. Project Coordinator's Responsibilities

The project coordinator is responsible for staff development planning and implementation -- including network participation -- budget management, evaluation of the project's achievement of its objectives and its impact overall, as well as serving as a project advocate and a liaison with other programs and initiatives within the district, and beyond. Specifically, the Coordinator will:

- Meet with EBCAP to outline the 5-session series
- Meet with school principals and central administration to coordinate a project timeline
- Meet with series coordinators to plan the EBCAP sessions, including time, place and content
- Communicate this information, as well as ongoing project news and information to all participants
- Support the development and implementation, through piloting and other strategies, of a district-wide arts assessment
- Oversee the project budget
- Participate in the California Arts Assessment Network (CAAN) through meeting attendance, exchange of information, instruments and results, and in other appropriate ways
- Coordinate and support building leadership of a core group of participants through attendance at CAAN meetings and conferences;
- Publish a periodic newsletter as an advocacy and communication tool;
- Collect all project results into a document that can be shared throughout the district, and beyond
- Submit a final project report to the CDE
- Make regular reports to BAESC and a year-end report, including recommendations for next steps to the Board of Education
- Participate in the district's ongoing MAP Network activities.

The PC position is funded to support a teacher on special assignment, or similarly qualified individual, working one half day a week throughout the school year. This time allotment is sufficient to coordinate the project and accomplish all responsibilities listed above. The district is fortunate to have personnel well-qualified to fill this position.

7. Project Evaluation

Evaluation will focus on the effectiveness of teacher training and collaboration and on student growth in the arts. The Project Coordinator will coordinate the overall program evaluation of the EBCAP series, focusing on teacher development and use of assessment tools and rubrics. The PC will continue to work with the 3D Group: Data Driven Decisions, to design the evaluation instruments used in this project. Pre and post surveys will measure teachers attitudes toward assessment of standards based student performance in the arts and toward the development and use of rubrics with students. Pre and post surveys will also be used to evaluate the effectiveness of the networking meetings and the collaborative reflection on assessment with other professional educators. The PC will communicate the results of the surveys, collaborative work, and networking to the BAESC, the participating schools and the Assistant Superintendent of Instruction in the form of mid-year and end of the year reports.

8. Future Support. The commitment of BUSD and the Berkeley community to the funding of arts education and to the long-term sustainability of this project has been demonstrated in a number of ways. In 1986, determined to prevent the elimination of arts and other enrichment programs that followed the passage of Proposition 13, Berkeley voters approved the Berkeley Schools Excellence Program (BSEP), a parcel tax to provide annual revenues to the public schools. BSEP provides discretionary funds, which virtually all schools have used to support school day instructional programs in the arts. In November 1998, *92% of Berkeley voters reauthorized BSEP*. The Berkeley Public Education Foundation annually funds specific classroom, school wide and district-wide projects in performing and visual arts. This year's funding for arts-based classroom projects in 12 of our 16 schools totaled almost \$32,000. (See attached letter of support).

Three years ago the district successfully sought federal Magnet Schools Assistance Program (desegregation) funds to implement a fully articulated, integrated and sequential arts curriculum at Malcolm X Elementary and Longfellow Middle Schools. The district has just submitted an application for expanded funding that will include developing a new K-5 arts magnet program – one which has grown directly from our LAEP partnership. Individual schools have created important funding relationships with community foundations both directly and in partnership with community arts agencies. This is true of each of the schools participating in this project.

Perhaps most important, is the extent to which this project is designed to build capacity within the district. The skills teachers learn will remain and grow, as students move from grade to grade, learning from teachers who regularly integrate standards-based art into their daily lessons. This year's LAEP Expansion Grant has demonstrated the enormous value of the leadership capacity our teachers develop through their participation in EBCAP. The model lessons, instruments, knowledge and collaborative relationships are also ongoing program strengths, whose long-term effectiveness will be supported by BAESC's continuing work.

4. Chart of Goals, Objectives, Activities and Timelines

The purpose of this project is to provide teachers at six elementary schools who have completed the “Arts as Literacy” PDPS during the 2000/01 school year an opportunity to expand and deepen their collaborative work through development of a student assessment.

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
Goal #1: Students in six of Berkeley’s twelve elementary schools will be exposed to an arts curriculum in alignment with the Framework and the VAPA content standards.	Teachers who have participated in this year’s Arts as Literacy PDPS will develop a means of measuring the impact of the arts integration they have learned over the course of the 2000/01 school year. Measurement: Instruments developed, teacher pre and post surveys.	Project coordinator will notify participants and principals of availability of project and to secure commitments Project Coordinator will meet with EBCAP coordinators to plan Student Assessment series and settle calendar	June 2001
		Teachers will participate in two simultaneous EBCAP Student Assessment PDP Series (K-2 and 3-5), in which they assessment methodology, explore assessment models, develop and pilot rubrics	June – August 2001
	Participants will deepen and expand their skills and confidence in integration of standards-based arts instruction into the core curriculum.	Teachers will continue the work they are doing in the current year, and will use model lessons they have developed in order to test the assessment tools they create.	August 2001 – May 2002
	Measurement: Pre and post surveys, quality & usability of instruments created		August 2001 – May 2002

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
Goal #2: Staff at six elementary schools participating in the project will help to move the district forward in realizing its Vision of A Fully Articulated Arts Program	Teachers will participate in the statewide CAN, enriching their practice & products. Participation will develop leadership capacity. Measurement: Meeting and conference attendance; pre and post surveys.	The coordinator will recruit participants to attend four state-wide network meetings. Participants will also have the opportunity to participate in the district's Model Arts Programs Network Project.	September 2001 - June 2002
	Teachers will participate in BAESC through this project, which is BAESC's specific focus. Measurement: Attendance rosters; pre and post surveys	Participation in the ongoing dialogue about the role and purpose of assessment with the arts agencies, governmental administrators and officials, funders, parents and students who participate in BAESC will build capacity and enrich arts education in BUSD.	August 2001 – June 2002
	Project coordination maximizes resources and networking and advocacy opportunities, both among the participants, and also with other programs and initiatives within the district and beyond.	PC acts as liaison among schools, through all-school beginning and culminating events, monthly newsletter, site visits and attendance at inservices.	August 2001 - June 2002
	Measure: Orientation includes a pre-test to compare teacher awareness with evaluation post-test; awareness survey of Instructional Managers	PC acts as liaison among arts initiatives and with other initiatives (BAESC, Alameda County & statewide MAP networks, District Instructional Management Team)	August 2001 - June 2002

**Visual and Performing Arts Education Grant Program
Budget Proposal 2001-2002**

LEA: Berkeley Unified School District	CDS Code: 01-61143	Grant Program (Category) Program III (2)
Project Coordinator: Christine Lim, Associate Superintendent, Instruction	Phone: (510) 644-6268	

Budget Object Code	Description/Justification	Amount
A. Certified Personnel Salaries (substitute teacher release pay, stipends for non-work hours)		
1100	Project Coordinator (0.1FTE) will coordinate program schedules and participation in CAN, plan kick-off and culminating event, publish newsletter, act as liaison, facilitate evaluation, collect & disseminate work product.	\$4,000
	Teacher Release time will support coordinator and 1-2 other participants' participation in 2 single day and 2 2-day CAN meetings and conferences (sub rate is \$111.39 per day)	\$1,696
	Teacher Stipends support additional staff participation	\$600
B. Classified Personnel Salaries		
	N/A	
C. Employee Benefits		
3000	Benefits for Project Coordinator (at 25 %)	\$1,000
D. Instructional Materials and Supplies (i.e. books, instructional resource materials, software)		
4000	Materials and supplies , including newsletter, instructional resource materials, rubrics, model lessons, etc.	\$ 780
E. Operating Expenses (includes travel, meals, lodging costs and registration fees for workshop attendance, room rental, speakers for training, school buses, subcontractors, such as artists performing groups, professional development providers.		
5000	Two East Bay California Arts Project Professional Development Program Series , "Student Assessment" for K-2 and 3-5 teachers at six elementary schools participating in LAEP expansion for 2000/01 school year. (\$6,500 each) will increase familiarity with State VAPA Content Standards, develop assessment understanding, methodology and instruments, and provide for teacher reflection and collaboration.	\$13,000
	Travel and Lodging for 2-3 people to 2 single day meetings (at \$50 per person travel for driving to single day, and \$150 air fare for 2-day; and lodging for 2 people for 2 nights each at \$100 per night.	1,500
F. Capital Outlay (i.e. video camera, computer hardware)		
6000		
Indirect Costs: Indirect costs may not exceed the CDE approved rate for FY 2001-2002		
Indirect cost calculation: Total A through G: 23,576 x CDE rate: 6.05 % =		1,424
Total Budget:		25,000

DRUG-FREE WORKPLACE CERTIFICATION

STD.21 (NEW11-90)

COMPANY/ORGANIZATION NAME

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matter relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substances is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355 (b), to inform employees about all of the following:
 - a) The dangers of drug abuse in the workplace,
 - b) The person's or organization's policy of maintaining a drug-free workplace,
 - c) Any available counseling, rehabilitation and employee assistance programs, and
 - d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - a) Will receive a copy of the company's drug-free policy statement, and
 - b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State Of California.

OFFICIAL'S NAME

Dr. Stephen A. Goldstone

DATE EXECUTED

February 21, 2001

EXECUTED IN THE COUNTY OF

Alameda

CONTRACTOR or GRANT RECIPIENT SIGNATURE

TITLE

Interim Superintendent, Berkeley Unified School District

FEDERAL I.D. NUMBER94-6002113

February 13, 2001

Patty Taylor
Visual and Performing Arts Consultant
California Department of Education

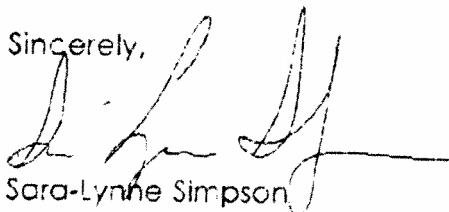
Re: Berkeley Unified School District's 2001/2002 Arts Work
Proposal--Program III-2

Dear Taylor:

The East Bay California Arts Project (EBCAP) is in full support of Berkeley's proposal to continue to work on the development of authentic arts assessment systems. Collaborative planning between the district and EBCAP has been integral to the development of this proposal.

Thank you for supporting our collaboration with these school communities. We appreciate your program design for its encouragement of partnership, depth over time, access and equity, and sustainability.

Sincerely,


Sara-Lynne Simpson
Site Director

Supporting Sites:

FERRIS CALIFORNIA
ARTS PROJECT
BOX 4000
FERRIS, CA 94501
TEL: 925-400-1001
FAX: 925-400-1006

Supporting Sites:

REDWOOD ARTS
PROJECT
REDWOOD STATE
UNIVERSITY, ARCADIA

SOUTHEAST
CALIFORNIA ARTS
PROJECT
CALIFORNIA STATE
UNIVERSITY, CHICO

SILVERA NORTH
ARTS PROJECT
CHERRY CENTER
UNIVERSITY OF
CALIFORNIA, IRVINE

SAN AREA CALIFORNIA
ARTS PROJECT
SAN JOSE STATE
UNIVERSITY

THE MID-SOUTH
CALIFORNIA ARTS
PROJECT
CALIFORNIA STATE
UNIVERSITY,
NORTHIDGE

SOUTHERN COUNTIES
ARTS PROJECT
SAN DIEGO STATE
UNIVERSITY

SIMBA CALIFORNIA
ARTS PROJECT
CALIFORNIA STATE
UNIVERSITY,
SAN BERNARDINO

Supporting Sites:

EAST BAY CALIFORNIA
ARTS PROJECT
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MAYWOOD

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ARTS PROJECT
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ARTS PROJECT
UNIVERSITY OF
CALIFORNIA,
LOS ANGELES



February 13, 2001

California Department of Education
Standards and Resources Unit
Visual and Performing Arts Education Grant Program
660 "J" Street Suite 300
Sacramento, CA 95814

RE: Student Assessment in the Visual and Performing Arts

To Whom It May Concern:

I am writing as Chairperson of the Berkeley Arts in Education Steering Committee (BAESC) to urge the California Department of Education to support the Berkeley Unified School District's (BUSD) commitment to integrate arts education in to the core curriculum of every K-12 school in Berkeley. In particular, the Steering Committee supports the District's application for Student Assessment in the Visual and Performing Arts.

This year, BAESC has continued to move steadily ahead. Half of the elementary school teachers are engaged in a professional development series provided by The California Arts Project (TCAP) designed to integrate standards-based arts instruction into the core curriculum. The BAESC Assessment and Evaluation Subcommittee has just completed intensive training provided by the 3-D group. Berkeley's participation in the Model Arts Program Network has begun to build strong partnerships, locally and state wide. Workshops by our members have included an introduction to the Lincoln Center Program sponsored by The Julia Morgan Theatre and The Berkeley Repertory Theatre focus group on school and student needs. We are currently engaged in review of the newly adopted State VAPA Content Standards, which will come before the Board of Education for adoption in March. We have fully participated in the design of this particular project, from inception through final draft. We are very excited about this important step in realizing our goal of full implementation of the Board-Adopted vision of a fully articulated arts program, which was developed within BAESC last year and is attached to this letter.



Teachers who have participated in the 2000-01 TCAP Professional Development series will participate in a yearlong series whose purpose is to develop instruments to assess the impact of the integrated instruction they are delivering based upon the 2000-01 training. The project will consider the focus of assessment as well as the means of assessment. Instruments will be developed and will be piloted. The goal will be that all participants will be ready to administer baseline assessments in September 2002.

As the Managing Director of the Berkeley Repertory Theatre, where we serve over 18,000 students in our arts education program each year, I have had the opportunity to witness first hand the powerful impact that the arts can have on children during their formative years. Attached, please find the Berkeley Repertory Theatre's Vision Statement that shows our passion for the pursuit of artistic excellence. On behalf of the Berkeley Arts in Education Steering Committee, I encourage the California Department of Education to support this important arts education initiative.

Sincerely,

Susan Medak
Managing Director

**BERKELEY
PUBLIC
EDUCATION
FOUNDATION**



*building a community
committed to
our schools*

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Berkeley School Volunteers

February 8

California Department of Education
Standards and Resources Unit
Visual and Performing Arts Education Grants Program
660 J Street, Suite 300
Sacramento, CA 95814

RE: Arts Work Visual and Performing Arts Education Grants Program
Student Assessment in the Visual and Performing Arts

To Whom It May Concern:

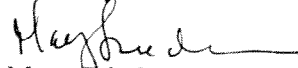
I am writing as a member of the Berkeley Arts in Education Steering Committee (BAESC) and as Director of the Berkeley Public Education Foundation to urge your support of the Standards and Implementation Grant request submitted by the Berkeley Unified School District.

The Berkeley Public Education Foundation is a community non-profit organization with a core program of providing annual grants to classroom teachers. Approximately twenty percent of our grants consistently go to fund arts related projects. This year we awarded 46 grants for a total of \$31,744. The grants we award represent a tremendous amount of effort and creativity on the part of teachers implementing them. They also represent a deep commitment to integrating arts instruction into the classroom curriculum in order to serve all children equally.

As a funder of many arts projects in the schools, I cannot imagine a more important endeavor at this time than assessing the impact of integrated arts instruction teachers are delivering in our schools. Teachers, in their grant requests to us, give us anecdotal evidence of the importance of arts integration to instruction. How much more powerful would their evidence be if we had a formalized means of assessment. For our Foundation, it would help us direct all teachers to standards-appropriate activities they could consider for their grant requests to us.

On behalf of the Berkeley Public Education Foundation and as a member of the Berkeley Arts in Education Steering Committee, I urge your support for this valuable opportunity.

Sincerely,


Mary Friedman
Executive Director

1835 Allston Way
Berkeley, CA 94703

telephone 510 • 644-6244

fax 510 • 644-4865

bpef@berkeley.k12.ca.us

066

California Department of Education Use Only	
Grant I.D. #	Fiscal Year

**California Department of Education
VISUAL AND PERFORMING ARTS GRANT PROGRAM
2001-2002
Application Cover Form for All Programs**

Grant Program and Category (Check One)

- ? I. Local Arts Education Partnership Assistance Grant
 ? II. Local Arts Education Partnership Expansion Grant
 X III. Arts Education Implementation Grant
 ? 1. Arts Standards
 ? 2. Arts Assessment
 X 3. Model Arts Programs Networks
 ? 4. Special Projects
 ? IV. On-line Arts Resource Center

Have you received or do you currently have a Local Arts Education Partnership Grant?

X Yes ? No If yes, for what year? 1999-2000

Name of Applicant Local Education Agency	CDS Code
Berkeley Unified School District	01-61143
Project Title	Amount Requested
A "Building" Model Arts Program Network	\$25,000
Address (Street, City, County, State, and Zip)	
2134 Martin Luther King Jr. Way, Berkeley, CA 94704 Alameda County	
Project Coordinator's Name	Title
Christine Lim	Associate Superintendent, Instruction
Phone	Fax
510-644-6268	510-644-8815
E-mail Address	
clim@berkeley.k12.ca.us	

*Date of Board Approval February 21, 2001

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that the Specific and General Assurances described in the application guidelines are accepted as the basic conditions in the operations of this project/program; and that to the best of my knowledge, the information contained in this application is correct and complete.

Name of Superintendent or Charter School Director	Dr. Stephen A. Goldstone, Interim Superintendent
Signature of Superintendent or Charter School Director	Date

***Follow this page with the minutes or the substantiating approval of the District Board of Education**

**Visual and Performing Arts Education Grant Program
2001 – 2002**

Project Summary Form

Application Local Education Agency Berkeley Unified School District CDS Number 01-61143

Project Title: A “Building” Model Arts Program Network

Grant Program Number (and category): III (3) (Arts Education Implementation/MAP Networks)

Number of schools in district: 16 Number of students in district: 9,622

Number of schools to be served: 16 Number of students to be served: 9,622

Geographic location: Rural ____ Suburban ____ Urban X

The Goal of This Project (Description in 75 words or less):

During 2001/02 BUSD will move closer to realizing its Vision for A Fully Articulated Arts Program through participation in the Model Arts Program Network. This movement will be measurable on the Tool Kit Continuum.

List Major Objectives: Through Berkeley Arts in Education Steering Committee (BAESC), its community arts council and official Board Advisory Committee, BUSD will move from participation in a “foundation” MAP Network cohort to a “building” cohort. The MAP Network Project will serve as a coordinating focus for other district arts education programs, heightening community awareness of, and advocacy for the Vision and standards-based arts education for all students. The MAP Network will build leadership capacity in both BAESC members and district teachers with regard to knowledge, practice and advocacy.

List Proposed Major Activities to Meet Objectives : The Project Coordinator and 3-4 other BAESC members will attend meetings with Emery, Hayward, Oakland and Fremont MAP Network teams with whom BUSD has been joined this year in a “foundation” Network cohort. Teams will continue to support each other’s program development. The teams will also meet with a “foundation” cohort formed by the Alameda County Office of Education, to provide support and information; and will also attend state MAP Network meetings and conferences. The MAP Network Coordinator will also coordinate all other ArtsWork projects. Publication of a Network Newsletter will help to tie these projects together within the context of the Vision, as will common kick-off and culminating events. Because these projects include all district current and proposed arts magnet schools, they will be included in this project. A team of two teachers will attend the EBCAP Summer Invitational Institute, along with teams from our four sister network members. Teachers involved in the Student Assessment project will serve as a BAESC subcommittee, bringing the project work to BAESC and leading dialogue on this topic BAESC has designated as a priority. BAESC members will participate in the MAP Network activities, thus expanding and strengthening its advocacy role.

USE THIS PAGE ONLY

A Standards Implementation Proposal

1. District Arts Goal

Each Berkeley Unified School District graduate will experience a sequential and articulated arts education that includes the four arts areas: visual arts, theater arts, dance and instrumental and vocal music. The curriculum is in alignment with the Visual and Performing Arts Framework for California Public Schools and the Visual and Performing Arts Challenge Standards, adopted by the district in March 1999 – and the newly adopted Visual and Performing Arts Content Standards, which will come before the Board for adoption in March 2001. This district goal includes not only classroom instruction, practical and performance opportunities, but also the strengthening and expansion of partnerships with our community arts providers, so that each student is not only exposed to professional level performances/exhibitions in each of the arts disciplines, but also has the opportunity to interact with working artists in ways that promote awareness of the full range of potential careers in the arts. All students will have the opportunity to develop their artistic skills and interests to a high level within our schools. Students who never consider an arts career will graduate with a cultural and historical awareness, an aesthetic appreciation, and a contextual understanding that will assure lifelong access to performing and visual arts in their community, and beyond. And finally, students and adults of different backgrounds, cultures and experience will build strong mutual trust and respect through a shared appreciation of and interest in the arts. This is the goal that has formed the vision and guided the programs from which this **Standards Development and Implementation Project** has developed and which the project will help to achieve.

2. Current Assessment of Arts Program Implementation.

Berkeley's 9,622 students attend twelve elementary, three middle and one high school. They are 36% African American, 28% White, 14% Hispanic, 8% Asian, 14% interracial and 1% all other groups. Berkeley students speak more than 60 languages at home. Since 1968 the district has voluntarily racially integrated its schools; as a result, Berkeley students from all racial, ethnic, linguistic and socio-economic backgrounds attend every district school. From Kindergarten, *all of our students learn together*. While our diversity creates challenges, it also maximizes our opportunities for collaboration and for serving all students equally as we move towards our goal.

The richness and diversity of arts organizations and events in our city reflects the high value that our community places upon the arts. However, decreased school funding over the past several decades has diminished and fragmented our K-12 arts programs. Individual schools have shown great determination and ingenuity in piecing together various discretionary and site-based funding to support continued arts education in the form of specialists, partnerships and programs. One of our elementary schools has developed an arts magnet program, using its own site-based funds. We have also pursued funding as a district, which has allowed us to develop an additional arts magnet elementary, as well as an arts magnet middle school. Our LAEP partnership with the Museum of Children's Art (MOCHA) between 1997/98 and 99/00 planted the roots of standards-based arts integration in four of our twelve elementary schools. Thanks to a parcel-tax initiative, Berkeley Schools Excellence Program (more fully described in Section 8, below), all 4th and 5th graders participate in an instrumental and vocal music program. And, after decades of decline, our

high school performing arts department has begun to rebuild music and drama programs.

Three years ago we took a two significant steps to drawing these individual efforts into a unified whole. A Visual and Performing Arts Committee comprised of representatives from all of our schools met throughout school year 1998-99 to study arts standards and materials, resulting in the Board adopting the VAPA Challenge Standards, as well as instructional materials in Drama and Visual Art in March, 1999. Having adopted the Standards, the next step was to consider how to begin implementation. With this objective in mind, VPAC members – including teachers and district administrators -- joined with arts providers, parents, students, city, county and federal representatives to look at ways in which this objective could be achieved. The group, which came to be known as Berkeley Arts in Education Steering Committee (BAESC), understood that the first step in developing an articulated, integrated standards-based K-12 arts curriculum was to make a thorough assessment of arts education district wide. Thanks to an ArtsWork Program III grant, this was done the following year, 1999/2000. All principals, BAESC members and a majority of K-8 teachers participated in the process, which determined that, while “pockets of excellence” existed, there was no overarching whole into which they fit. Over the course of several months, BAESC members developed a “Vision of a Fully Articulated K-12 Arts Program”, including a description of curriculum, learning domains, an organizational chart and next steps.

Using the Vision as a framework into which to fit the results of the assessment, BAESC supported the preparation of a LAEP Expansion Grant to deepen the MOCHA partnership and also to bring more than half our elementary teachers together in a single Professional Development Program Series, “Arts as Literacy”, over the course of this 2000/01 school year. The year culminated with the Board of Education adopting the Vision “*as a long term goal and basis for current and future program planning and budgeting,*” and constituting BAESC as an *official Board Committee*. The Board also authorized BAESC to seek outside funding to support an arts coordinator until such time as the position could be fully supported by ongoing district funds.

This year has seen further progress towards realizing our Vision. Our LAEP Expansion Project – with an 85 to 90% teacher participation rate – has brought standards based arts education to more than half of our elementary students. BAESC activities have included the formation of an Evaluation Committee, which has just completed an intensive training, which serves as the foundation for a Standards and Assessment ArtsWork grant for next year. The District has participated in a MAP Network project through the County Office of Education that has broadened our awareness and strengthened our partnerships. Our LAEP MOCHA partnership has led to one of the participating schools applying for federal funding to become a full-fledged arts magnet school. BAESC will write the lion’s share of the district’s tri-annual 12-page newsletter, focusing on the arts. For the third year in a row, BAESC’s monthly meetings continue to be extremely well attended and to reflect the energy and passion of our local arts advocates. And last, but by no means least, the newly adopted VAPA standards will be brought before the Board of Education for adoption on March 7. These plans and achievements fill us with hope. At the same time, we are constantly aware of the fragility of the fabric we are weaving in this time of steadily increasing demands both on teachers’ and students’ time and on the General Fund. We are keenly conscious of the key role ArtsWork funding has played in our development thus far as we work to build the capacity that will eventually make our Vision a reality.

3. Expected Outcomes :

This Standards Development and Implementation project will build directly upon the LAEP Expansion Grant project we are implementing during this 2000/01 school year. This year, teachers from six of our elementary schools have been participating in a Professional Development Program Series “Arts as Literacy” training provided by the East Bay California Arts Project (EBCAP). Through this PDPS, participating teachers are learning to integrate all four art disciplines into their core classroom curriculum. This June, when we hold our culminating event, some ninety teachers -- *representing 85-90% of the full staff at these participating schools* – will have attended a total of seven sessions in which they have been presented a model lesson, have discussed its practical application and have reflected on classroom experience. Each session focuses on outcomes, as well as specific standards alignment of arts and other curricular areas. In addition at the final session, Level 2 participants¹ will present a model lesson to their colleagues, including samples of student work. The lessons and other work products created in the course of this process will be compiled and made available to participants and others, both within the district and through our MAP Network participation.

Overview: Our project will provide the opportunity to participate in an EBCAP Standards Implementation Series to for K-5 teachers who did not take part in this year’s Expansion Grant. The series would be provided for staff at four of our six remaining elementary schools, who would come together by grade level over the course of the year, not only building their skills, but also collaborating with staff from other schools. Coordination of the project would include networking and advocacy that would link the program with other initiatives and programs in the district, and beyond. Participants would develop familiarity with the newly adopted state VAPA Content Standards, and strategies for integrating standards-based arts instruction into their daily practice. Participants would also see their specific project work within the broader, powerful context of the implementation of the Vision of a Fully Articulated Arts Program.

Outcome #1: Teachers from four elementary schools will develop familiarity with the State VAPA Content Standards. At the six to seven sessions of the Standards Implementation PDPS, teachers will participate in standards based integrated lessons taught by EBCAP teacher leaders; teachers will identify the VAPA content standards addressed in the lessons; teachers will identify VAPA content standards they plan to address in their own lessons. Because the two PDPS will be provided to K-2 and 3-5 teachers, participants will have the opportunity to focus on their specific grade level standards. We are currently in the process of determining which four of the six eligible schools will participate.

Outcome #2. Teachers from four elementary schools will develop strategies for integrating standards-based arts instruction into their daily classroom curriculum. As part of the Standards Implementation Series, teachers will reflect upon the lessons presented. They will develop unit outlines, which integrate standards based arts instruction. They will also each flesh out one lesson, including identifying the VAPA content standards. They will then

¹ In order to maximize the benefit to participants, sessions have been divided into Level 1 (beginners) and Level 2 (Advanced Beginners).

share their lessons with grade-alike teachers.

Outcome #3. Teachers will have the opportunity for collaboration and reflection. In the survey completed by K-8 teachers as part of last year's arts inventory and assessment project, respondents expressed a strong desire for increased opportunities to collaborate in developing arts integration skills and strategies. This was reiterated by participants in this year's Expansion Project. Therefore, each project session includes time for this important activity. In addition, bringing together teachers from four schools expands the potential for shared knowledge and support, and expands arts-focused collaboration.

Outcome #4: Teachers will develop an awareness and understanding of the district's Vision of A Fully Articulated Arts Program. Often the magnitude of duties and responsibilities of classroom teachers leave little time for considering the big picture. The project is designed to provide participants with an understanding of the larger context. At the kick-off event, through the periodic newsletter and at the final event, the placement of the project within the Vision will be made clear, as will the connection of the project to other initiatives and projects. In addition, not only will teachers participating in this project come together from four schools, they will also be connected to the staff from six additional schools, who are participating in this year's project. If BUSD is successful in other ArtsWork applications, they will also join with music specialists and 6-12 grade staff.

Outcome #5. Participants will develop networking and advocacy skills. The district is applying for a Category 3 project that would support its continued MAP Network participation. If this application is successful, participants would have the opportunity to participate in MAP activities, which would be coordinated by the Project Coordinator, who would serve as coordinator of MAP activities, as well.

4. Chart of Goals, Objectives, Activities and Timelines (is at the end of this Narrative)

5. Planning Process and Use of Resources

The Berkeley Arts in Education Steering Committee (BAESC) met to discuss approaches to the Program III grant process as part of ongoing participation in the implementation of a Board adopted 'Fully Articulated Arts Program'. The enormous success of this year's Expansion Grant project prompted the group to seek funding to further expand the project so that staff at other schools could participate. Under the leadership of our LAEP Expansion Grant Coordinator, who is a Committee member, a subcommittee met to plan the project. EBCAP was contacted to insure support for the project, to provide input on the project design and to secure a collaborative bond for project implementation. Progress reports on project development, as well as a draft of this application were presented and discussed at BAESC meetings, with input used to adjust the project so as to be in line with BAESC. Finally, the project was shared with BUSD School Directors to ensure viability and agreement on follow-through.

The letters attached to this proposal demonstrate both the strong community support for this project and the high level of participation in its creation from the partners described above.

The Public Education Foundation is a founding member of BAESC and has been a tireless advocate for (as well as supporter of) arts education, while BAESC members, including the Berkeley Repertory Theatre, the Berkeley Art Center, Berkeley Symphony and Cal Performances, have long brought music and music appreciation to our students through professional development, reduced price tickets, performance and exhibition space, classroom presentations and hands-on student participation.

6. Project Coordinator's Responsibilities

The Project Coordinator (PC) will be responsible for overall project coordination, which will include:

- (1) Meeting with the EBCAP Director to plan program design and establish a master calendar of all program activities.
- (2) Coordinating program logistics, including space for orientation and final session, and all inservice meetings.
- (3) Regularly visiting participating school sites to observe classrooms and meet with Discover Art artists, and school staff.
- (4) Attending Standards Implementation inservices. The PC will attend at least two meetings of each cycle.
- (5) Publishing and distributing a periodic project newsletter.
- (6) Make regular reports to BAESC and a year-end report, including recommendations for next steps to the Board of Education
- (7) Participating in the district's MAP Network activities, and serving as liaison with other district initiatives through the Superintendent for Instruction.
- (8) Coordinating the project pretest and final evaluation, and preparing the final project report.

The PC position is funded to support a teacher on special assignment, or similarly qualified individual, working a half day a week throughout the school year. This time allotment is sufficient to coordinate the project and accomplish all responsibilities listed above. The district is fortunate to have personnel well-qualified to fill this position.

7. Project Evaluation

Since 1998 EBCAP has been working with 3D Group: Data Driven Decisions, a professional evaluation consultant based in Berkeley that specializes in the arts. Together the organizations have developed evaluation instruments that will be used in this project. Pre and post surveys will measure individual teachers attitudes and behaviors towards the arts & arts integration, frequency of inclusion of each of the four arts disciplines in the classroom, teachers' self-assessment of their knowledge and skill levels in each of four disciplines; and their knowledge of Challenge Standards.² In addition, BAESC members participating in a 3D Evaluation workshop this year are developing a survey that could be used as a post instrument for teachers, either as a written instrument or through focus group questions.

The PC will communicate the results of these evaluations to the Assistant Superintendent of Instruction, the participating schools and the partners in this project,

² EBCAP and 3D Group have also developed an instrument to measure student motivation, knowledge and skill pre and post. Because over two thousand students will be involved in this project, additional funding would be necessary to enable data entry and analysis. If possible, EBCAP and BUSD will seek funding to support this activity.

including BAESC. They will be incorporated into and form a basis for the ongoing development and implementation of strategies in support of achievement of the district's goal as stated in Section 1, above.

8. Future Support. The commitment of BUSD and the Berkeley community to the funding of arts education and to the long-term sustainability of this project has been demonstrated in a number of ways. In 1986, determined to prevent the elimination of arts and other enrichment programs that followed the passage of Proposition 13, Berkeley voters approved the Berkeley Schools Excellence Program (BSEP), a parcel tax to provide annual revenues to the public schools. BSEP provides discretionary funds, which virtually all schools have used to support school day instructional programs in the arts. In November 1998, *92% of Berkeley voters reauthorized BSEP*. The Berkeley Public Education Foundation annually funds specific classroom, school wide and district-wide projects in performing and visual arts. This year's funding for arts-based classroom projects in 12 of our 16 schools totaled almost \$32,000. (See attached letter of support).

Three years ago the district successfully sought federal Magnet Schools Assistance Program (desegregation) funds to implement a fully articulated, integrated and sequential arts curriculum at Malcolm X Elementary and Longfellow Middle Schools. The district has just submitted an application for expanded funding that will include developing a new K-5 arts magnet program – one which has grown directly from our LAEP partnership. Individual schools have created important funding relationships with community foundations both directly and in partnership with community arts agencies. This is true of each of the schools participating in this project.

Perhaps most important, is the extent to which this project is designed to build capacity within the district. The skills teachers learn will remain and grow, as students move from grade to grade, learning from teachers who regularly integrate standards-based art into their daily lessons. This year's LAEP Expansion Grant has demonstrated the enormous value of the leadership capacity our teachers develop through their participation in EBCAP. The model lessons, instruments, knowledge and collaborative relationships are also ongoing program strengths, whose long-term effectiveness will be supported by BAESC's continuing work.

4. Chart of Goals, Objectives, Activities and Timelines

The purpose of this project is to strengthen and expand the integration of standards-based art instruction to four additional elementary schools, thus expanding this year's LAEP Expansion Grant project to include 80-85% K-5 teachers and students.

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
Goal #1: To provide some 1,400 students at four elementary schools classroom instruction that is in alignment with the Framework and VAPA Content Standards	Teachers from four elementary schools will participate in a Standards Development project provided by EBCAP. Measurement: Series schedule prepared and presented at an orientation event.	Project Coordinator (PC) forms team to design <i>Standards Implementation</i> training with EBCAP. PC meets with school principals to set schedule Orientation and overview attended by all participant schools	June -August 2001
	Teachers from four elementary schools will develop familiarity with State VAPA Content Standards and strategies for integrating standards-based arts instruction into their daily classroom curriculum. Measure: pre-and post teacher survey; lesson plans designed (see Evaluation Section 7, below).	School staffs participate in professional development in theater, dance and music; staff uses strategies to increase arts integration in classroom instruction. Sessions include K-2 and 3-5 teachers. PC provides ongoing support.	August 2001 -May 2002
	Teachers participating will have the opportunity for collaboration and reflection. Measure: pre-and post teacher survey, project design;	Each session of the series will include time for shared reflection on how their practice is changing and the impact upon student work. Bringing together four schools by grade level increases collaborative opportunity.	August 2001 -- May 2002

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
<p>Goal #1 (cont) To provide some 1,200 students at four elementary schools classroom instruction that is in alignment with the Framework and VAPA Content Standards</p>	<p>Teachers will develop an awareness and understanding of the district's Vision of a Fully Articulated Arts Program.</p> <p>Measure: pre and post survey.</p>	<p>The kick-off event will include a discussion of the Vision, copies of which will be included in project materials. Participant will discuss both the Vision and the way in which this project moves it forward.</p>	<p>June 2001-May 2002</p>
<p>Goal #2: Staff at four elementary schools participating in the project will help to move the district forward in realizing its Vision of A Fully Articulated Arts Program</p>	<p>Project coordination maximizes resources and networking and advocacy opportunities, both among the participants, and also with other programs and initiatives within the district and beyond.</p>	<p>PC acts as liaison among schools, through all-school beginning and culminating events, monthly newsletter, site visits and attendance at inservices.</p>	<p>August 2001 - June 2002</p>
	<p>Measure: Orientation includes a pre-test to compare teacher awareness with evaluation post-test; awareness survey of Instructional Managers</p>	<p>PC acts as liaison between arts and literacy initiatives (BAESC, Alameda County & statewide MAP networks, District Instructional Management Team)</p>	<p>August 2001 - June 2002</p>
	<p>Teachers participating in project develop leadership capacity, both within their schools, and beyond</p> <p>Measure: Attendance logs; pre and post survey.</p>	<p>Teachers have opportunities to participate in MAP activities, including BAESC meetings and Board of Education presentations.</p>	<p>June 2001 - June 2002</p>

**Visual and Performing Arts Education Grant Program
Budget Proposal 2001-2002**

LEA: Berkeley Unified School District	CDS Code: 01-61143	Grant Program (Category) Program III (3)
Project Coordinator: Christine Lim, Associate Superintendent, Instruction	Phone: (510) 644-6268	

Budget Object Code	Description/Justification	Amount
A. Certified Personnel Salaries (substitute teacher release pay, stipends for non-work hours)		
1100	Project Coordinator (0.1FTE)) will coordinate program schedules and participation in MAP, serve as liaison with BAESC (district arts council), plan kick-off and culminating event, publish newsletter, facilitate evaluation, collect & disseminate work product, act as liaison.	\$5,500
	Teacher Release time will support coordinator and 3-4 other participants' participation in 4 planning meetings and 2 2-day MAP conferences (sub rate is \$111.39 per day)	\$3,605
	Teacher Stipends support capacity building and participation as a sub-committee of BAESC, specifically in area of evaluation.	\$8,545
B. Classified Personnel Salaries		
	N/A	
C. Employee Benefits		
3000	Benefits for Project Coordinator (at 25 %)	\$1,375
D. Instructional Materials and Supplies (i.e. books, instructional resource materials, software)		
4000	Materials & supplies, including newsletter.	\$800
E. Operating Expenses (includes travel, meals, lodging costs and registration fees for workshop attendance, room rent speakers for training, school buses, subcontractors, such as performing groups, professional development providers.		
5000	Send one teacher to EBCAP Summer Leadership Institute (matched by County Office of Education stipend for one additional)	\$650
	Travel for 3-5 people to 4 planning meetings and 2 conferences & lodging at 2 conferences	\$3,100
	Network Coordination	\$2,000
F. Capital Outlay (i.e. video camera, computer hardware)		
6000		
G. Other		
Indirect Costs: Indirect costs may not exceed the CDE approved rate for FY 2001-2002		
Indirect cost calculation: Total A through G: \$23,575 x CDE rate: 6.05 % =		1,425
Total Budget:		25,000

DRUG-FREE WORKPLACE CERTIFICATION

STD.21 (NEW11-90)

COMPANY/ORGANIZATION NAME

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matter relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substances is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355 (b), to inform employees about all of the following:
 - a) The dangers of drug abuse in the workplace,
 - b) The person's or organization's policy of maintaining a drug-free workplace,
 - c) Any available counseling, rehabilitation and employee assistance programs, and
 - d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - a) Will receive a copy of the company's drug-free policy statement, and
 - b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State Of California.

OFFICIAL'S NAME

Dr. Stephen A. Goldstone

DATE EXECUTED

February 21, 2001

EXECUTED IN THE COUNTY OF

Alameda

CONTRACTOR or GRANT RECIPIENT SIGNATURE

TITLE

Interim Superintendent, Berkeley Unified School District

FEDERAL I.D. NUMBER

94-6002113



TCAP

THE CALIFORNIA ARTS PROJECT
IS ADMINISTERED BY THE UNIVERSITY OF CALIFORNIA
WITH THE CONCURRENCE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
AND THE CHANCELLOR OF THE CALIFORNIA STATE UNIVERSITY

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EAST CALIFORNIA
ARTS PROJECT
P.O. BOX 480
SACRAMENTO, CA 95833
PHONE (916) 487-1999
FAX (916) 487-2856

Regional Sites:

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PROJECT
UNIVERSITY OF CALIFORNIA
BERKELEY, CALIFORNIA

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CALIFORNIA ARTS
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CALIFORNIA STATE
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LOS ANGELES

February 13, 2001

Patty Taylor
Visual and Performing Arts Consultant
California Department of Education

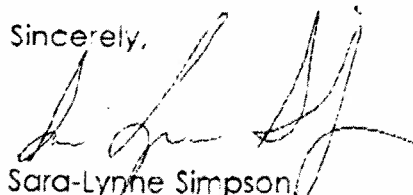
Re: Berkeley Unified School District's 2001/2002 Arts Work
Proposal--Program III-3

Dear Taylor:

The East Bay California Arts Project (EBCAP) is in full support of Berkeley's proposal to continue to participate in the MAP Network process and move forward on the MAP continuum. Collaborative planning between the district and EBCAP has been integral to the development of this proposal.

Thank you for supporting our collaboration with these school communities. We appreciate your program design for its encouragement of partnership, depth over time, access and equity, and sustainability.

Sincerely,


Sara-Lynne Simpson
Site Director



February 13, 2001

California Department of Education
Standards and Resources Unit
Visual and Performing Arts Education Grant Program
660 "J" Street Suite 300
Sacramento, CA 95814

RE: Model Arts Program Network

To Whom It May Concern:

I am writing as Chairperson of the Berkeley Arts in Education Steering Committee (BAESC) to urge the California Department of Education to support the Berkeley Unified School District's (BUSD) commitment to integrate arts education in to the core curriculum of every K-12 school in Berkeley. In particular, the Steering Committee supports the District's application for Model Arts Program Network.

This year, BAESC has continued to move steadily ahead. Half of the elementary school teachers are engaged in a professional development series provided by The California Arts Project (TCAP) designed to integrate standards-based arts instruction into the core curriculum. The BAESC Assessment and Evaluation Subcommittee has just completed intensive training provided by the 3-D group. Berkeley's participation in the Model Arts Program Network has begun to build strong partnerships, locally and state wide. Workshops by our members have included an introduction to the Lincoln Center Program sponsored by The Julia Morgan Theatre and The Berkeley Repertory Theatre focus group on school and student needs. We are currently engaged in review of the newly adopted State VAPA Content Standards, which will come before the Board of Education for adoption in March. We have fully participated in the design of this particular project, from inception through final draft. We are very excited about this important step in realizing our goal of full implementation of the Board-Adopted vision of a fully articulated arts program, which was developed within BAESC last year and is attached to this letter.

This year Berkeley is a member of a MAP that includes 5 Alameda County districts. This partnership has encouraged collaboration among the districts that has focused on building and



supporting district-wide standards-based instruction. Next year we will continue this partnership. We will also support the BUSD progress towards the goal of full implementation of the "vision" adopted last year, by strengthening connections within the district as well as to other districts throughout the state who are engaged in similar work. Based upon this year's experience, this is a powerful component of achieving our district goal.

As the Managing Director of the Berkeley Repertory Theatre, where we serve over 18,000 students in our arts education program each year, I have had the opportunity to witness first hand the powerful impact that the arts can have on children during their formative years. Attached, please find the Berkeley Repertory Theatre's Vision Statement that shows our passion for the pursuit of artistic excellence. On behalf of the Berkeley Arts in Education Steering Committee, I encourage the California Department of Education to support this important arts education initiative.

Sincerely,

Susan Medak
Managing Director

**BERKELEY
PUBLIC
EDUCATION
FOUNDATION**



*building a community
committed to
our schools*

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February 8

California Department of Education
Standards and Resources Unit
Visual and Performing Arts Education Grants Program
660 J Street, Suite 300
Sacramento, CA 95814

RE: Arts Work Visual and Performing Arts Education Grants Program
Model Arts Program Network (MAP)

To Whom It May Concern:

I am writing as a member of the Berkeley Arts in Education Steering Committee (BAESC) and as Director of the Berkeley Public Education Foundation to urge your support of the Standards and Implementation Grant request submitted by the Berkeley Unified School District.

The Berkeley Public Education Foundation is a community non-profit organization with a core program of providing annual grants to classroom teachers. Approximately twenty percent of our grants consistently go to fund arts related projects. This year we awarded 46 grants for a total of \$31,744. The grants we award represent a tremendous amount of effort and creativity on the part of teachers implementing them. They also represent a deep commitment to integrating arts instruction into the classroom curriculum in order to serve all children equally.

We in Berkeley believe we have a strong commitment to arts integration. However, we know that other Districts in our area have equally strong commitments. This grant to work with four other Alameda County Districts will give us the opportunity to learn from each other, work together, and strengthen connections within our community. It will also build capacity within our district, increasing BAESC's effectiveness as an advocacy council and supporting arts education for all our students.

On behalf of the Berkeley Public Education Foundation and as a member of the Berkeley Arts in Education Steering Committee, I urge your support for this valuable opportunity.

Sincerely,

Mary Friedman
Executive Director

1835 Allston Way
Berkeley, CA 94703
telephone 510 • 644-6244
fax 510 • 644-4865
bpgef@berkeley.k12.ca.us



California Department of Education Use Only	
Grant I.D. #	Fiscal Year

California Department of Education
VISUAL AND PERFORMING ARTS GRANT PROGRAM
2001-2002
Application Cover Form for All Programs

Grant Program and Category (Check One)

- ? I. Local Arts Education Partnership Assistance Grant
 ? II. Local Arts Education Partnership Expansion Grant
 X III. Arts Education Implementation Grant
 ? 1. Arts Standards
 ? 2. Arts Assessment
 ? 3. Model Arts Programs Networks
 X 4. Special Projects
 ? IV. On-line Arts Resource Center

Have you received or do you currently have a Local Arts Education Partnership Grant?
 X Yes ? No If yes, for what year? 1999-2000

Name of Applicant Local Education Agency	CDS Code
Berkeley Unified School District	01-61143
Project Title	Amount Requested
A Model 4th and 5th Grade Music Curriculum	\$25,000
Address (Street, City, County, State, and Zip)	
2134 Martin Luther King Jr. Way, Berkeley, CA 94704 Alameda County	
Project Coordinator's Name	Title
Christine Lim	Associate Superintendent, Instruction
Phone	Fax
510-644-6268	510-644-8815
E-mail Address	
clim@berkeley.k12.ca.us	

*Date of Board Approval February 21, 2001

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that the Specific and General Assurances described in the application guidelines are accepted as the basic conditions in the operations of this project/program; and that to the best of my knowledge, the information contained in this application is correct and complete.

Name of Superintendent or Charter School Director	Dr. Stephen A. Goldstone, Interim Superintendent
Signature of Superintendent or Charter School Director	Date

***Follow this page with the minutes or the substantiating approval of the District Board of Education**

**Visual and Performing Arts Education Grant Program
2001 – 2002**

Project Summary Form

Application Local Education Agency Berkeley Unified School District CDS Number 01-61143

Project Title: A Model 4th and 5th Grade Music Curriculum

Grant Program Number (and category): III (4) (Arts Education Implementation/Special Projects)

Number of schools in district: 16 Number of students in district: 9,6220

Number of schools to be served: 12 Number of students to be served: 1,130

Geographic location: Rural ____ Suburban ____ Urban X

The Goal of This Project (Description in 75 words or less):

The project will create the opportunity for all Fourth and Fifth Grade students in Berkeley Unified School District to learn a music curriculum that is aligned with the VAPA Content Standards and the state Framework. It will also support full realization of the District's Vision of a Fully Articulated Arts Program with regard to K-12 music education.

List Major Objectives: Under expert supervision, to develop expertise in curriculum writing in district music teachers; to determine an appropriate curriculum format for a 4th and 5th grade BUSD music curriculum, Write, train in and pilot a 4th and 5th grade music curriculum; to lay a foundation for writing a K-12 music curriculum that is aligned with the VAPA Content Standards and the Framework and that is articulated between grade levels and schools. Project coordination increases participants' awareness of the Vision and understanding of placement of project within the Vision; coordination also maximizes resources and advocacy by linking project to other arts projects and initiatives.

List Proposed Major Activities to Meet Objectives In collaboration with EBCAP the Project Coordinator will identify an expert in music curriculum who will act as consultant to the project. The expert will lead district music teachers in an exploration of curriculum models from other districts in California and nationally, and will bring the group to consensus on a model to use in writing curriculum. The expert will lead teachers in writing a 4th & 5th grade curriculum based upon the model selected; teachers will be trained in teaching the curriculum and pilot it at selected schools, after which they will adjust the curriculum, as appropriate, based upon piloting. Participants will include teachers instructing students K-3 and 6-12, in order to develop skills and prepare for project expansion to those grades. The Project Coordinator will link the project to other initiatives and place it with in the context of the Vision; will attend Berkeley Arts in Education Steering Committee meetings, serve as coordinator for other ArtsWork projects, including continued participation in MAP Network.

USE THIS PAGE ONLY

A Curriculum for a Model 4th and 5th Grade Music Program

1. District Arts Goal

Each Berkeley Unified School District graduate will experience a sequential and articulated arts education that includes the four arts areas: visual arts, theater arts, dance and instrumental and vocal music. The curriculum is in alignment with the Visual and Performing Arts Framework for California Public Schools and the Visual and Performing Arts Challenge Standards, adopted by the district in March 1999 – and the newly adopted Visual and Performing Arts Content Standards, which will come before the Board for adoption in March 2001. This district goal includes not only classroom instruction, practical and performance opportunities, but also the strengthening and expansion of partnerships with our community arts providers, so that each student is not only exposed to professional level performances/exhibitions in each of the arts disciplines, but also has the opportunity to interact with working artists in ways that promote awareness of the full range of potential careers in the arts. All students will have the opportunity to develop their artistic skills and interests to a high level within our schools. Students who never consider an arts career will graduate with a cultural and historical awareness, an aesthetic appreciation, and a contextual understanding that will assure lifelong access to performing and visual arts in their community, and beyond. And finally, students and adults of different backgrounds, cultures and experience will build strong mutual trust and respect through a shared appreciation of and interest in the arts. This is the goal that has formed the vision and guided the programs from which this music curriculum development project has developed and which this project will help to achieve, as described in the sections that follow.

2. Current Assessment of Arts Program Implementation.

Berkeley's 9,622 students attend twelve elementary, three middle and one high school. They are 36% African American, 28% White, 14% Hispanic, 8% Asian, 14% interracial and 1% all other groups. Berkeley students speak more than 60 languages at home. Since 1968 the district has voluntarily racially integrated its schools; as a result, Berkeley students from all racial, ethnic, linguistic and socio-economic backgrounds attend every district school. From Kindergarten, *all of our students learn together*. While our diversity creates challenges, it also maximizes our opportunities for collaboration and for serving all students equally as we move towards our goal.

The richness and diversity of arts organizations and events in our city reflects the high value that our community places upon the arts. However, decreased school funding over the past several decades has diminished and fragmented our K-12 arts programs. Individual schools have shown great determination and ingenuity in piecing together various discretionary and site-based funding to support continued arts education in the form of specialists, partnerships and programs. One of our elementary schools has developed an arts magnet program, using its own site-based funds. We have also pursued funding as a district, which has allowed us to develop an additional arts magnet elementary, as well as an arts magnet middle school. Our LAEP partnership with the Museum of Children's Art (MOCHA) between 1997/98 and 99/00 planted the roots of standards-based arts integration in four of our twelve elementary schools. Thanks to a parcel-tax initiative, Berkeley

Schools Excellence Program (more fully described in Section 8, below), all 4th and 5th graders participate in an instrumental and vocal music program. And, after decades of decline, our high school performing arts department has begun to rebuild music and drama programs.

Three years ago we took two significant steps to drawing these individual efforts into a unified whole. A Visual and Performing Arts Committee comprised of representatives from all of our schools met throughout school year 1998-99 to study arts standards and materials, resulting in the Board adopting the VAPA Challenge Standards, as well as instructional materials in Drama and Visual Art in March, 1999. Having adopted the Standards, the next step was to consider how to begin implementation. With this objective in mind, VPAC members – including teachers and district administrators -- joined with arts providers, parents, students, city, county and federal representatives to look at ways in which this objective could be achieved. The group, which came to be known as Berkeley Arts in Education Steering Committee (BAESC), understood that the first step in developing an articulated, integrated standards-based K-12 arts curriculum was to make a thorough assessment of arts education district wide. Thanks to an ArtsWork Program III grant, this was done the following year, 1999/2000. All principals, BAESC members and a majority of K-8 teachers participated in the process, which determined that, while “pockets of excellence” existed, there was no overarching whole into which they fit. Over the course of several months, BAESC members developed a “Vision of a Fully Articulated K-12 Arts Program”, including a description of curriculum, learning domains, an organizational chart and next steps.

Using the Vision as a framework into which to fit the results of the assessment, BAESC supported the preparation of a LAEP Expansion Grant to deepen the MOCHA partnership and also to bring more than half our elementary teachers together in a single Professional Development Program Series, “Arts as Literacy”, over the course of this 2000/01 school year. The year culminated with the Board of Education adopting the Vision “*as a long term goal and basis for current and future program planning and budgeting,*” and constituting BAESC as an *official Board Committee*. The Board also authorized BAESC to seek outside funding to support an arts coordinator until such time as the position could be fully supported by ongoing district funds.

This year has seen further progress towards realizing our Vision. Our LAEP Expansion Project – with an 85 to 90% teacher participation rate – has brought standards based arts education to more than half of our elementary students. BAESC activities have included the formation of an Evaluation Committee, which has just completed an intensive training, which serves as the foundation for a Standards and Assessment ArtsWork grant for next year. The District has participated in a MAP Network project through the County Office of Education that has broadened our awareness and strengthened our partnerships. Our LAEP MOCHA partnership has led to one of the participating schools applying for federal funding to become a full-fledged arts magnet school. BAESC will write the lion’s share of the district’s tri-annual 12-page newsletter, focusing on the arts. For the third year in a row, BAESC’s monthly meetings continue to be extremely well attended and to reflect the energy and passion of our local arts advocates. And last, but by no means least, the newly adopted VAPA standards will be brought before the Board of Education for adoption on March 7.

These plans and achievements fill us with hope. At the same time, we are constantly aware of the fragility of the fabric we are weaving in this time of steadily increasing demands both on teachers' and students' time and on the General Fund. We are keenly conscious of the key role ArtsWork funding has played in our development thus far as we work to build the capacity that will eventually make our Vision a reality.

3. Outcomes.

A strong instrumental music program has always been a district objective, and one wholeheartedly supported by the Berkeley community. From 1968 through 1995 the program began in the fourth grade, when students entered one of the district's three grades 4-6 "middle" elementary schools, and was continued as an elective through junior and high school. In the early 1990's, when budget shortfalls jeopardized the program's future, the community united in a successful "Save the Music Campaign" led by the Berkeley Public Education Foundation. Several years later, in 1995, when the district reconfigured its schools to a K-5, 6-8 and 9-12 model, the program faced the daunting challenge of serving fourth and fifth grade students in eleven elementary schools across the entire district. In order to meet this challenge a schedule was created to deploy itinerate teachers to groups of schools as part of a release time format. *The program, which includes wind, string, and choir classes, is taught to all 4th and 5th grade students at all district schools.* While many of the schools offer music to K-3 students, and although several schools use the Orff Shulwerk curriculum and instruments, there is no district-wide uniformity. All three middle schools and the high school have elective music programs. During the past two years a district-wide Music Committee, comprised of teachers, administrators, community members and music organizations has been meeting in a Board advisory capacity to support and develop the music program.

The principal objective of this project is to develop a standards-based curriculum for the 4th and 5th grade music program that will be taught to all students district wide. In order to achieve this objective, teachers who teach 4th and 5th grade music, along with representatives from the 6-12 program will be trained in curriculum writing, will review curricula from other districts, will decide upon an appropriate format for BUSD schools and students, write the curriculum, receive training in teaching it and pilot it in selected classrooms. Thus, the additional outcomes we anticipate are *developing teachers' expertise in curriculum writing and in the newly adopted state music standards, and laying the foundation for developing curriculum in other grades and other arts subjects.* Additional outcomes resulting from *project coordination and advocacy, and linking to other arts initiatives* are described below.

Outcome #1: Developing staff expertise in curriculum writing & music standards: The first step in the project will be to designate a coordinator, who will oversee the project and will also link it to other initiatives and programs within the district and beyond. (footnote: BUSD is applying for other ArtsWork project funding and will co-coordinate all funded projects. Because all projects are framed within the context of the Vision, there is a natural synergy among them that lends itself to effective coordination.) The coordinator will work with the East Bay California Arts Project (EBCAP) in identifying a consultant with an expertise in the area of music curriculum development and who will work with the project

throughout the year. (footnote: see EBCAP Letter of Support). In cooperation with the curriculum expert and the teachers, the coordinator will develop a meeting schedule for the entire year.

Training in how to write a valid, standards-based music curriculum will begin in September. Music teachers will meet regularly with the curriculum expert in a workshop format to develop skills, and also to develop a familiarity with the state music standards. Because of the scheduling complexity referred to above, and because music teachers are extremely difficult to appropriately substitute for, meetings will occur after the school day. The expert will assist the coordinator in identifying curricula from other districts nationally that teachers will review during the project's second phase. Before winter vacation the group will identify an appropriate format for a curriculum to be written.

The writing itself will begin in the new year and will focus first on the fourth grade, with the goal being to complete the curriculum by March. The completed curriculum will contain goals, objectives, benchmarks and evaluation sections. Training in the fourth grade curriculum would occur concurrently with the writing of the 5th grade curriculum. As the timetable in Chart 4 indicates, teachers would then pilot the fourth grade curriculum, in order to make appropriate adjustments. When the fifth grade curriculum is complete, teachers will train in it. If time permits, it will be piloted in the springtime; if not, it will be piloted at the beginning of the next school year. The project will be evaluated by teachers, first by means of a usability survey and then by performance test for students, such as the Watkins-Farnum performance scale. The year would end with a culminating event to celebrate the completion of the 4th and 5th grade curriculum and to kick off subsequent projects planned for the following year.

Outcome #2: Laying the foundation for development of a K-12 music curriculum.

Most 4th and 5th grade music teachers also have students at other grade levels. This gives them an inherent understanding of how a 4th–5th grade music curriculum fits in the student learning continuum. In addition, the inclusion of 6-12 music teachers in the project deepens this connection and provides teachers of upper grade students with the curriculum development skills and specific curricular knowledge that will prepare them for expansion of this process to other grades. This means that further writing projects can be shortened because the training component is not required. In addition, we intend to announce the project at the culminating LAEP project event this June, which will allow us to draw the connection between the two projects and create an expectation and awareness in K-5 teachers that will help tie the music program to arts integration in the core curriculum.

Outcome #3: Project coordination, advocacy and integration with other initiatives.

Through our LAEP project this year, we have experienced the critical importance of a strong coordinating presence in a professional development project. Coordination not only keeps the project moving on time, but it also creates powerful opportunities for advocacy. This year's LAEP project includes a newsletter, including pictures and articles about the project, as well as about related programs, events and opportunities. Announcing the project in June will build foundation for ties to K-3 music & classroom integration. Our district participation in the MAP network this year has underscored the importance of

sharing work and of mutual advocacy. We plan to continue our MAP involvement, either through the Alameda County Office of Education or in a new project with four other neighboring districts, which will give us the opportunity to share the expertise gained through this process, as well as the finished curriculum.

4. Chart of Goals, Objectives, Activities and Timelines (Attached to the end of this narrative)

5. Planning Process and Use of Resources

The Berkeley Arts in Education Steering Committee (BAESC) met to discuss approaches to the Program III grant process as part of ongoing participation in the implementation of a Board adopted 'Fully Articulated Arts Program'. It was decided that the music department of BUSD would benefit from funding for a special project. BAESC includes membership from the music committee, as well as from the wide range of teachers, administrators, parents, arts providers, city and other governmental agencies, and community members. An invitation to participate was extended to the music committee who readily accepted. A preliminary meeting was held with the music staff, who chose a staff member to assist in the grant project design process. Progress of the design was shared with the music teachers at four department meetings as the project was developed and input was used to hone the project design. EBCAP was contacted to insure support for the project, to provide input on the project design and to secure a collaborative bond for project implementation. Progress reports on project development, as well as a draft of this application were presented and discussed at BAESC meetings, with input used to adjust the project so as to be in line with both the BAESC and the music committee. Finally, the project was shared with BUSD School Directors to ensure viability and agreement on follow-through.

The letters attached to this proposal demonstrate both the strong community support for this project and the high level of participation in its creation from the partners described above. The Berkeley Public Education Foundation is a founding member of BAESC and has been a tireless advocate for the district music program throughout its existence, while BAESC members, including the Berkeley Symphony and Cal Performances, have long brought music and music appreciation to our students through professional development, reduced price tickets, performance and exhibition space, classroom presentations and hands-on student participation.

6. Project Coordinators Responsibilities

The project coordinator will coordinate the writing, training in and piloting of the curriculum. These duties will include contacting EBCAP for assistance in the identification of music curriculum experts and staff development for curriculum writing. The coordinator will collaborate with the expert consultants in identifying and obtaining other music curricula to study in selecting an appropriate format for BUSD. The coordinator will be create and distribute the project timetable to all participants, and will send out meeting reminders. The coordinator will communicate weekly with the music teaching staff as to the progress of the project at weekly music department meetings. The music committee and BAESC will receive reports at regularly scheduled meetings, which will also focus on strategies for aligning partner programs with the project. The reports,

which may take the form of the project newsletter, will be in writing and submitted to the Board of Education through the BUSD Associate Superintendent of Instruction.

The coordinator will develop an implementation plan for the curriculum during FY 2002-2003 and design a staff development program for the summer of 2002. An evaluation survey will be developed to assess usability of the curriculum, which the coordinator will distribute among and collect from teachers involved in piloting, and the results of which will be summarized as part of the project's final report. The coordinator will work with the office of the Associate Superintendent of Instruction to assure budget compliance in expenditures and reporting. The coordinator will prepare and submit to the CDE the final project report. The coordinator position is funded to support a teacher on special assignment, or similarly qualified individual, working one half-day a week throughout the school year. This time allotment is sufficient to coordinate the project and accomplish all responsibilities listed above. The district is fortunate to have personnel well-qualified to fill this position.

7. Program Evaluation and Student Assessment

The project will be evaluated through the use of a usability survey to be completed by music teachers and a separate evaluation will be completed by teachers piloting the curriculum. If applicable a student performance test such as the Watkins- Farnum Performance Scale will be administered to children in the pilot program. The music curriculum trainer, an evaluation subcommittee, and project coordinator will evaluate the results and report the results to the curriculum writing team so that adjustments in the program can be made. The report will also be made available to teachers involved with the next LAEP component. The Associate Superintendent for Instruction will forward the completed evaluation to the Board of Education for review. In addition the music committee and BAESC will review the report and make necessary recommendation to the Board if applicable.

8. Future Support. The commitment of BUSD and the Berkeley community to the funding of arts education and to the long-term sustainability of this project has been demonstrated in a number of ways. In 1986, determined to prevent the elimination of arts and other enrichment programs that followed the passage of Proposition 13, Berkeley voters approved the Berkeley Schools Excellence Program (BSEP), a parcel tax to provide annual revenues to the public schools. BSEP provides discretionary funds, which virtually all schools have used to support school day instructional programs in the arts. In November 1998, *92% of Berkeley voters reauthorized BSEP*. The Berkeley Public Education Foundation annually funds specific classroom, school wide and district-wide projects in performing and visual arts. This year's funding for arts-based classroom projects in 12 of our 16 schools totaled almost \$32,000. (See attached letter of support).

Three years ago the district successfully sought federal Magnet Schools Assistance Program (desegregation) funds to implement a fully articulated, integrated and sequential arts curriculum at Malcolm X Elementary and Longfellow Middle Schools. The district has just submitted an application for expanded funding that will include developing a new K-5 arts magnet program – one which has grown directly from our LAEP partnership. Individual schools have created important funding relationships with community

foundations both directly and in partnership with community arts agencies. This is true of each of the schools participating in this project.

Perhaps most important, is the extent to which this project is designed to build capacity within the district. The skills teachers learn will remain and grow, as students move from grade to grade, learning from teachers who regularly integrate standards-based art into their daily lessons. This year's LAEP Expansion Grant has demonstrated the enormous value of the leadership capacity our teachers develop through their participation in EBCAP. The model lessons, instruments, knowledge and collaborative relationships are also ongoing program strengths, whose long-term effectiveness will be supported by BAESC's continuing work.

4. Chart of Goals, Objectives, Activities and Timelines

The purpose of this project is to develop and implement a 4th and 5th grade music curriculum district wide that is aligned with the VAPA Content Standards and the State Framework.

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
Goal #1: Fourth and Fifth Grade students in Berkeley Unified School District will learn a music curriculum that is aligned with the VAPA Content Standards and the state Framework.	To develop expertise in curriculum writing in district music teachers Measurement: evaluation of expert serving as consultant to the project; teacher self-evaluation	In collaboration with EBCAP the Project Coordinator will identify an expert in music curriculum who will act as consultant to the project. The expert will train teachers in curriculum writing	June – August 2001 September – October 2001
	Determine an appropriate curriculum format for a 4 th and 5 th grade BUSD music curriculum Measurement: Group makes informed decision	Expert obtains and distributes models from other districts in California and nationally; leads study both in group and individually; brings group to consensus on a model to use in writing curriculum	October – December 2001
	Write, train in and pilot a 4 th grade music curriculum. Measurement: Curriculum is completed, teachers are trained and pilot in selected schools	Expert leads teachers in writing a 4 th grade curriculum based upon the model selected; teachers are then trained in teaching the curriculum and pilot it at selected schools; curriculum is adjusted, as appropriate, based upon piloting	January – April 2002

GOALS	OBJECTIVES	METHODOLOGY	TIMELINE
	<p>Write, train in and pilot a 5th grade music curriculum.</p> <p>Measurement: Curriculum is completed, teachers are trained and pilot in selected schools</p>	<p>Expert leads teachers in writing a 5th grade curriculum based upon the model selected; teachers are then trained in teaching the curriculum and, if time permits, pilot at selected schools</p>	<p>March – May 2002</p>
<p>Goal #2: To support full realization of the District's Vision of a Fully Articulated Arts Program</p>	<p>To lay a foundation for writing a K-12 music curriculum that is aligned with the VAPA Content Standards and the Framework and that is articulated between grade levels and schools.</p> <p>Measurement: Participation of K-3 and 6-12 teachers, pre-post survey.</p>	<p>Participants include teachers instructing students K-3 and 6-12, in order to develop skills and prepare for project expansion to those grades.</p>	<p>September 2001 – June 2002</p>
	<p>Project coordination increases participants' awareness of the Vision and understanding of placement of project within the Vision; coordination also maximizes resources and advocacy by linking project to other arts projects and initiatives.</p> <p>Measurement: pre-post survey; newsletters published.</p>	<p>Project coordinator begins project with description of Vision and references Vision throughout; project newsletter ties project to other initiatives; project coordinator attends BAESC meetings, serves as coordinator for other ArtsWork projects, potentially including Standards Development, Student Assessment and continued participation in MAP Network.</p>	<p>June 2001 – June 2002</p>

**Visual and Performing Arts Education Grant Program
Budget Proposal 2001-2002**

LEA: Berkeley Unified School District	CDS Code: 01-61143	Grant Program (Category) Program III (4)
Project Coordinator: Christine Lim, Associate Superintendent, Instruction	Phone: (510) 644-6268	

Budget Object Code	Description/Justification	Amount
A. Certified Personnel Salaries (substitute teacher release pay, stipends for non-work hours)		
1100	Project Coordinator (0.1FTE) will coordinate program schedules, plan kick off and culminating event, publish newsletter, act as liaison, facilitate evaluation, collect & disseminate work product	\$4,000
	Teacher Stipends will support teacher participation beyond the school day in training in curriculum writing, studying other curricula, selecting an appropriate format, writing, training in and piloting a 4-5 music curriculum (curriculum development rate is \$24/hour)	\$12,575
B. Classified Personnel Salaries		
2000	N/A	
C. Employee Benefits		
3000	Benefits for Project Coordinator (at 25 %)	\$1,000
D. Instructional Materials and Supplies (i.e. books, instructional resource materials, software)		
4000	Sample curricula, training and developing materials, as well as final curriculum for distribution.	\$1,000
E. Operating Expenses (includes travel, meals, lodging costs and registration fees for workshop attendance, room rent speakers for training, school buses, subcontractors, such as artists performing groups, professional development providers.		
5000	EBCAP will assist district in locating an expert in the area of music curriculum development. This will pay for the expert assistance throughout the project.	\$5,000
F. Capital Outlay (i.e. video camera, computer hardware)		
6000		
G. Other		
Indirect Costs: Indirect costs may not exceed the CDE approved rate for FY 2001-2002		
Indirect cost calculation: Total A through G:: \$23,575 x CDE rate: 6.05 % =		\$1,425
Total Budget:		25,000

DRUG-FREE WORKPLACE CERTIFICATION
 STD.21 (NEW11-90)

COMPANY/ORGANIZATION NAME

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matter relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substances is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355 (b), to inform employees about all of the following:
 - a) The dangers of drug abuse in the workplace,
 - b) The person's or organization's policy of maintaining a drug-free workplace,
 - c) Any available counseling, rehabilitation and employee assistance programs, and
 - d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - a) Will receive a copy of the company's drug-free policy statement, and
 - b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State Of California.

OFFICIAL'S NAME

Dr. Stephen A. Goldstone

DATE EXECUTED

February 21, 2001

EXECUTED IN THE COUNTY OF

Alameda

CONTRACTOR or GRANT RECIPIENT SIGNATURE

TITLE

Interim Superintendent, Berkeley Unified School District

FEDERAL I.D. NUMBER

94-6002113

February 13, 2001

Patty Taylor
Visual and Performing Arts Consultant
California Department of Education

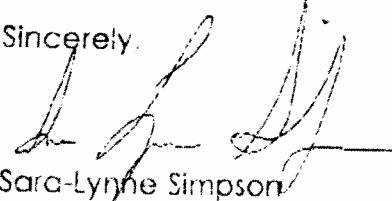
Re: Berkeley Unified School District's 2001/2002 Arts Work
Proposal--Program III-4

Dear Taylor:

The East Bay California Arts Project (EBCAP) is in full support of Berkeley's proposal to shift its current music program into alignment with the newly adopted Standards. Collaborative planning between the district and EBCAP has been integral to the development of this proposal.

Thank you for supporting our collaboration with these school communities. We appreciate your program design for its encouragement of partnership, depth over time, access and equity, and sustainability.

Sincerely,


Sara-Lynne Simpson
Site Director



February 13, 2001

California Department of Education
Standards and Resources Unit
Visual and Performing Arts Education Grant Program
660 "J" Street Suite 300
Sacramento, CA 95814

RE: District-wide Instrumental Music Program

To Whom It May Concern:

I am writing as Chairperson of the Berkeley Arts in Education Steering Committee (BAESC) to urge the California Department of Education to support the Berkeley Unified School District's (BUSD) commitment to integrate arts education in to the core curriculum of every K-12 school in Berkeley. In particular, the Steering Committee supports the District's application for District-wide Instrumental Music Program.

This year, BAESC has continued to move steadily ahead. Half of the elementary school teachers are engaged in a professional development series provided by The California Arts Project (TCAP) designed to integrate standards-based arts instruction into the core curriculum. The BAESC Assessment and Evaluation Subcommittee has just completed intensive training provided by the 3-D group. Berkeley's participation in the Model Arts Program Network has begun to build strong partnerships, locally and state wide. Workshops by our members have included an introduction to the Lincoln Center Program sponsored by The Julia Morgan Theatre and The Berkeley Repertory Theatre focus group on school and student needs. We are currently engaged in review of the newly adopted State VAPA Content Standards, which will come before the Board of Education for adoption in March. We have fully participated in the design of this particular project, from inception through final draft. We are very excited about this important step in realizing our goal of full implementation of the Board-Adopted vision of a fully articulated arts program, which was developed within BAESC last year and is attached to this letter.

BUSD's music program traditionally has reflected the community's recognition of the value of music and its importance as part of our children's education. When shrinking general funding



threatened the district's music program, the community included funding in the Berkeley Excellence Project parcel tax funding. This funding has been used to support a district-wide instrumental music program for all 4th and 5th grade students. This project would support music teachers, including those who teach 4th and 5th grade, in developing a curriculum for the program based upon the newly adopted State Standards that would be piloted in 2001/02 and ready for full implementation in 2002/03. The understanding is that this project would then be expanded to other grade levels, in order to move towards realization of our vision of a fully articulated program K-12.

As the Managing Director of the Berkeley Repertory Theatre, where we serve over 18,000 students in our arts education program each year, I have had the opportunity to witness first hand the powerful impact that the arts can have on children during their formative years. Attached, please find the Berkeley Repertory Theatre's Vision Statement that shows our passion for the pursuit of artistic excellence. On behalf of the Berkeley Arts in Education Steering Committee, I encourage the California Department of Education to support this important arts education initiative.

Sincerely,

Susan Medak
Managing Director

BERKELEY
PUBLIC
EDUCATION
FOUNDATION



*building a community
committed to
our schools*

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Berkeley, CA 94703
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bpgef@berkeley.k12.ca.us



February 8

California Department of Education
Standards and Resources Unit
Visual and Performing Arts Education Grants Program
660 J Street, Suite 300
Sacramento, CA 95814

RE: Arts Work Visual and Performing Arts Education Grants Program
Special Project

To Whom It May Concern:

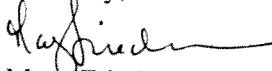
I am writing as a member of the Berkeley Arts in Education Steering Committee (BAESC) and as Director of the Berkeley Public Education Foundation to urge your support of the Standards and Implementation Grant request submitted by the Berkeley Unified School District.

The Berkeley Public Education Foundation is a community non-profit organization with a core program of providing annual grants to classroom teachers. Approximately twenty percent of our grants consistently go to fund arts related projects. This year we awarded 46 grants for a total of \$31,744. The grants we award represent a tremendous amount of effort and creativity on the part of teachers implementing them. They also represent a deep commitment to integrating arts instruction into the classroom curriculum in order to serve all children equally.

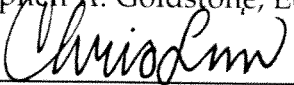
This grant request is very close to our heart. As the organization that spearheaded a campaign to save elementary instrumental music in 1994 (we raised over \$300,000 in six months), we have remained in very close contact with this program. While we are grateful to have staffing for an instrumental music program in the elementary grades, the challenge has been to develop a standards based curriculum with no dedicated staff time available. We have the teachers in place and believe their work and their students would tremendously benefit from a strong articulated curriculum.

On behalf of the Berkeley Public Education Foundation and as a member of the Berkeley Arts in Education Steering Committee, I urge your support for this valuable opportunity.

Sincerely,


Mary Friedman
Executive Director

Berkeley Unified School District

DATE: February 21, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction
SUBJECT: East Bay Community Foundation Grant to Oxford School

RECOMMENDATION:

It is recommended that the Board accept the East Bay Community Foundation Grant to Oxford School.

DISCUSSION:

Oxford Elementary School successfully applied for a \$5,000 APEX Capacity Building Grant from the East Bay Community Foundation. This grant is intended to support the implementation of Arts and Science in the Parks: Integrated Thematic Teaching.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

THE EAST BAY
COMMUNITY
FOUNDATION

*Investing in the people and the communities
of Alameda and Contra Costa counties*

January 24, 2001

#20010541

Ms. Kathleen Lewis
Principal
Oxford Elementary School
1130 Oxford Street
Berkeley, CA 94707

Dear Ms. Lewis:

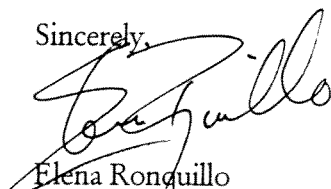
We are pleased to advise you that Arts Partnerships for Educational Excellence (APEX) is able to grant you \$5,000 in support of the Implementation of Arts and Science in the Parks: Integrated Thematic Teaching.

The enclosed Grant Agreement forms the contract between your agency and the Foundation. Please read it carefully as it outlines the conditions of the grant as well as the payment and reporting schedules. *Funds for this award cannot be disbursed until the complete signed agreement and required attachments are returned to the Foundation at its Oakland address and any special conditions are met.* If the signed agreement is not returned within 90 days from the receipt of the grant agreement, this award may be voided. We will forward a copy of the signed agreement back to you with your payment.

Also enclosed are the Follow-Up Report Guidelines. *Please keep this sheet in your files to assist you with preparing progress and/or final reports as indicated.* The grant number for this grant is #20010541. Please refer to it in your correspondence with us.

We are very pleased to be able to support your arts education program.

Sincerely,



Elena Ronquillo
APEX Director

enclosures

101

501 Wickson Avenue, Oakland, CA 94610
510 836-3223 Fax 510 836-3287

1711 Almond Avenue, Walnut Creek, CA 94596
925 280-0142 Fax 925 280-0145

www.eastbaycf.org

FOLLOW-UP REPORT GUIDELINES

APEX CAPACITY BUILDING GRANTS

Please note that these Follow-Up Report Guidelines differ from other Foundation reporting requirements. Please read these carefully at the start of your grant period to better address the points below at the grant's conclusion. Use a copy of this sheet as the cover for your report.

Grant #:20010541 Grant Amount: \$0.00 Grant Period: Feb 1, 2001 – Jan 31, 2002

Agency Name: Oxford Elementary School

Purpose of Grant: Implementation of Arts and Science in the Parks: Integrated Thematic Teaching

Elena Ronquillo, APEX Director
APEX Director

Report(s) Due By: Final Feb 28, 2002
Type of Report Due Date

Please submit a narrative report (approx. 2-4 pages) of your project's activities and progress as indicated, addressed to the Foundation's Oakland Office. **Note: We will be moving in the Spring of 2001, so please call us (or check our website) to confirm our new mailing address before submitting your report.**

The following issues should be addressed, as appropriate:

- Please briefly restate the goals of the funded program, what organizational aspects or activities needed strengthening, and how these would improve the engagement of youth in arts learning.
- Describe what you did to accomplish your goals and any changes you needed to make along the way.
- Describe the results of the funded program for your organization and the youth you serve, and your methods for evaluating and documenting the improvements in your practice. (Please include examples of any evaluation tools used.)
- What were the most important things you learned?
- What plans, if any, do you have to continue any work started?

In addition, please provide the following information with your report:

- An updated copy of your grant budget with actual expenditures.
- Any press releases, news clippings, magazine articles or other media associated with this project, as well as any related examples of flyers, brochures, publications, etc.
- Any comments or observations you would like to share with us concerning application procedures and the grantmaking and/or reporting process.
- # youth directly served
- # artists directly involved in providing services
- # other service providers (teachers, youth development workers, etc.) directly involved in providing services
- # other individuals benefiting from services

If you have any questions concerning these guidelines, please contact APEX. Thank you.

THE EAST BAY
COMMUNITY
FOUNDATION

*Resting in the people and the community.
"Alameda and Contra Costa Counties"*

APEX Grant Agreement

Between the East Bay Community Foundation, 501 Wickson Ave., Oakland, California 94610, and

Grantee: Oxford Elementary School
Address: 1130 Oxford Street
Berkeley, CA 94707
Contact Person: Ms. Kathleen Lewis, Principal
Program Officer: Elena Ronquillo

TERMS AND CONDITIONS OF THE GRANT:

The following terms and conditions must be met by the above named Grantee in order to receive the grant that has been awarded. If and when the Grantee fails to meet any of these terms and conditions, the East Bay Community Foundation (Foundation) may withdraw its award and terminate this Grant Agreement (Agreement) and shall thereupon have no further obligation to disburse to Grantee any remaining unpaid grant funds, and may further require repayment of any grant funds which were not used in accordance with the terms of the Agreement, including the Grant Purpose and Objectives set forth in this Agreement. In addition, the Foundation shall have all other rights available at law against the Grantee arising out of breach of this Agreement.

1. Grant Purpose: Support for Implementation of Arts and Science in the Parks: Integrated Thematic Teaching

2. General Terms:

Name of Project: Implementation of Arts and Science in the Parks: Integrated Thematic Teaching

Grant Number: #20010541

Grant Amount: \$5,000.00

Date Approved: January 22, 2001

Grant Period: February 1, 2001 – January 31, 2001

Payment Schedule: Within 30 days following the return of this signed Grant Agreement to the Foundation's Oakland office. NOTE: if the Agreement is not returned to the Foundation within 90 days, this grant award may be voided.

Paid from Fund:

Report Schedule: Final Report due at the close of the grant period by: February 28, 2002
(See enclosed Follow-Up Report Guidelines--please keep in your files.)

3. Special Conditions: Grant Classification (re: Financial Accounting Standard Board's SFAS 116-117):
I. Unconditional ☒ II. Unrestricted ☐
Conditional ☐ Restricted ☒

103

501 Wickson Avenue, Oakland, CA 94610
510 836-3223 Fax 510 836-3287

1711 Alameda Avenue, Walnut Creek, CA 94596
925 280-0142 Fax 925 280-0145

www.eastbaycf.org

4. Hold Harmless Agreement

The Grantee hereby irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify and hold harmless the Foundation, its officers, directors, trustees, employees, and agents from and against any and all claims, liabilities, losses and expenses (including reasonable attorney's fees) directly, indirectly, wholly or partially arising from or in connection with such grant, the application of funds furnished pursuant to such grant, the program or project funded or financed by such grant or in any way relating to the subject of this Agreement. This paragraph shall survive the termination of this Agreement.

5. Public Acknowledgment

The Grantee agrees to credit the Foundation in publications, press releases, brochures, videotapes, and other publicity or public relations materials and presentations resulting from the use of these funds or developed for activities authorized under this grant. The Grantee also agrees to credit the Foundation when any program or project results in a service, product, performance, or other tangible outcome made possible because of this grant. Foundation staff is available to advise the Grantee on public information activities.

6. Nondiscrimination

The Grantee agrees that in the performance of this Agreement it will not unlawfully discriminate in its employment practices, volunteer opportunities, or the delivery of programs or services, on the basis of race, color, religion, gender, national origin, ancestry, age, medical condition, veteran status, marital status, sexual orientation, or any other characteristic protected by law.

7. Handicapped Access

The Grantee shall make reasonable efforts to make the programs and facilities which are used for client services provided under terms of this Agreement physically accessible to handicapped and disabled persons.

8. Project Objectives, Budget, and Use of Funds

Funds must be used by the Grantee strictly in accordance with the terms of this Agreement, including the Grant Purposes set forth in Paragraph 1, and the Project Objectives and Project Budget except the Grantee may, without prior Foundation approval, make adjustments of up to 10% of the agreed grant allocations within personnel line items or within nonpersonnel line items, but not between personnel and nonpersonnel line items.

9. Access to and Use of Project Information

The Grantee agrees to provide the Foundation with full access, except to the extent specifically prohibited by applicable law, to any and all information developed in connection with or arising from the activities funded by this grant. The Grantee authorizes the Foundation to use, reproduce or publish, free of charge or royalty, and to authorize others to use, reproduce, or publish, free of any charge or royalty, any and all such information, including but not limited to reports, budgets, copyrighted materials, or other data. The Foundation agrees to properly attribute authorship in the use, reproduction, or publication of any information developed with these grant funds, and further agrees to include copyright notice, in any of its publications, of any copyrighted material.

10. Project Review and Evaluation

The Grantee agrees that the Foundation may review and/or evaluate the project funded by this grant. This may include visits by representatives or agents of the Foundation to observe the Grantee's project operations; to review project data, financial records, or corporate records; and to discuss the project with the Grantee's staff or governing board. At all times during the Agreement, Grantee shall accurately maintain all books of account, records and documents of every kind in which all matters relating to the project funded by the grant, including all income, expenditures, assets, and liabilities thereof, shall be entered. Grantee shall keep all such records for at least four years after completion of the use of the grant funds. The Foundation shall have the absolute right at any reasonable time to inspect and copy any of these materials, except to the extent specifically prohibited by applicable law.

11. Reports and Audits

The Grantee agrees to submit to the Foundation periodic reports and a final report, including narrative information and full financial accounting of the expenditure of these grant funds, according to the Report Schedule set forth in Paragraph 2 of this Agreement. All such reports shall become the property of the Foundation. Forms and guidelines for the reports will be provided by the Foundation. Any payments scheduled for release subsequent to the due date of a report shall be held by the Foundation until the report has been submitted and approved. The Foundation in its discretion may also require an audit of the agency or project, which may include the review of programmatic as well as financial records. The expense of any audit required by the Foundation will be borne by the Foundation, with the exception of audits required as a part of the grant application process.

12. Payments

Grant payments will be made by the Foundation according to the Payment Schedule set forth in Paragraph 2 of this Agreement provided that payments scheduled for a certain month may be made at any time during that month, and that if the project is not making reasonable progress toward meeting its stated objectives as set forth in the Project Objectives, or the Grantee is not otherwise in compliance with this Agreement, then the Foundation may at its sole discretion defer, reschedule, or cancel future payments.

13. Reversion

Any funds not expended for the purposes agreed to by the Foundation, including any unspent balance at the conclusion of the grant period, must be returned to the Foundation. Grantee agrees that it shall convey back to the Foundation any equipment or real estate/property purchased with grant funds if the nature of its use is diverted from the purposes for which the grant was made or if the Grantee organization ceases operations.

14. Modifications and Termination

The terms of this Agreement may be revised or modified only with the prior written consent of both parties. If and when the Grantee fails to meet any of the terms or conditions of this Agreement, the Foundation may withdraw its award and terminate the Agreement and shall thereupon have no further obligation to disburse to Grantee any remaining unpaid grant funds, and may further require repayment by Grantee to the Foundation of any grant funds which were not used in accordance with the terms of the Agreement including the Grant Purpose and Objectives set forth in Paragraph 1 and 3 of this Grant Agreement. The Grantee may terminate the Agreement at any time, by written notification to the

Foundation accompanied by a final report as required in Paragraph 11, and the return of any unspent funds to the Foundation.

15. Fund Restriction

The fund(s) which the Foundation has awarded the Grantee is set forth in Paragraph 2 of this Agreement. All grant funds must be used in accordance with the conditions set out in the appropriate Foundation document(s).

16. Limit of Commitment

This award is made with the understanding that the Foundation has no obligation to provide other or additional support for this project, nor does this award represent any commitment to or expectation of future support from the Foundation for this or any other project of the Grantee.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed and delivered as of the date listed below.

Dated as of January 30th, 2021

In signing this document the Grantee signatories each acknowledge that they have been authorized by grantee agency to sign on its behalf, that they have read and understand the entire Grant Agreement and that Grantee accepts and agrees to its terms and conditions. The Agreement shall not be effective until the Foundation has received and approved a signed copy with the required schedules from Grantee, and has signed and reconveyed a copy of the entire Agreement to Grantee.

GRANTEE:

By: Executive Director:

(Name) Kathleen Lewis (Signature) Kathleen Lewis
Principal

& By: Board Officer:

(Name) Cathleen Jones (Signature) Cathleen Jones (Title) teacher
Cathleen

EAST BAY COMMUNITY FOUNDATION:

By: (Name) _____ (Signature) _____ (Title) _____

Berkeley Unified School District

DATE: February 14, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: Chris Lim (cw)
Chris Lim, Associate Superintendent, Instruction

Julie Sinai
Julie Sinai, Manager, School Linked Programs

SUBJECT: Evaluation Contract between Berkeley Policy Associates and the District's School Linked Programs

RECOMMENDATION:

It is recommended that the Board approve the contract between Berkeley Policy Associates (BPA) and the District's School Linked Programs.

DISCUSSION:

Under the contract supervision of the Manager of School Linked Programs, BPA will work with the District to assess and synthesize current projects and coordinate an on-going evaluation effort to meet current compliance requirements. BPA will also work with the Manager of School Linked Programs and site-based coordinators of Healthy Start and After School Programs to develop a larger and longer-term institutional evaluation culture and capacity that will seek to more conclusively determine program efforts and how programs can be enhanced.

FINANCIAL IMPACT:

There is no financial impact to the General Fund. This contract will be funded by Healthy Start grants, After School Learning and Safe Neighborhood Partnership grants and 21st Century Learning Center grants.

CONTRACT BETWEEN

BERKELEY UNIFIED SCHOOL DISTRICT AND BERKELEY POLICY ASSOCIATES

ISSUED BY: Berkeley Unified School District

CONTRACTOR: Berkeley Policy Associates
440 Grand Avenue, Suite 500
Oakland, CA 94610-5085

TOTAL AMOUNT: \$86,200 in Year 1
\$98,700 in Year 2

EFFECTIVE DATE: February 22, 2001

TYPE OF CONTRACT: Fixed Price

CONTENTS: This contract consists of the following:

1. Cover Page
2. List of Articles
3. Specific Provisions
4. General Provisions (Incorporated by Reference)

LIST OF ARTICLES

ARTICLE I:	Statement of Work
ARTICLE II:	Reports
ARTICLE III:	Time of Performance
ARTICLE IV:	Technical Direction
ARTICLE V:	Proprietary Rights in Reports
ARTICLE VI:	Confidentiality of Data
ARTICLE VII:	Compensation and Method of Payment
ARTICLE VIII:	Cost Incurred Prior to Execution
ARTICLE IX:	Renegotiation
ARTICLE X:	Termination
ARTICLE XI:	Certificate of Nondiscrimination
ARTICLE XII:	Severability
ARTICLE XIII:	Prior Agreements
ARTICLE XIV:	General Provisions

**CONTRACT BETWEEN
BERKELEY UNIFIED SCHOOL DISTRICT
AND
BERKELEY POLICY ASSOCIATES**

The parties to this CONTRACT are Berkeley Unified School District (hereinafter called the DISTRICT) and Berkeley Policy Associates, a corporation organized under the laws of the State of California, with place of business at 440 Grand Avenue, Suite 500, Oakland, California (hereinafter called the CONTRACTOR).

WITNESSETH THAT:

WHEREAS, the DISTRICT is conducting various school-linked program efforts funded through multiple grants including Healthy Start, After School Learning and Safe Neighborhood Partnership Program, Academic Mentoring, and 21st Century Learning Centers,

Whereas, Berkeley Policy Associates was proposed and approved by the Manager of School-Linked Programs and her staff as the evaluation Contractor,

In order to accomplish elements of the work of the GRANTS, the DISTRICT hereby agrees to engage the CONTRACTOR, and the CONTRACTOR agrees to perform the work hereinafter set forth.

ARTICLE I: STATEMENT OF WORK

The CONTRACTOR shall undertake activities directed to fulfillment of Article I, under the direction of the DISTRICT'S Manager of School-Linked Programs. Article I will be revised as necessary during the annual renewal of this agreement. The CONTRACTOR will work to achieve two general goals:

1. CONTRACTOR will work with the DISTRICT to assess and synthesize current projects and coordinate an on-going evaluation effort to meet current compliance requirements. (See Attachment A for current list of grants and schools to be included in CONTRACTOR'S scope of work.)
2. CONTRACTOR will work with the school district and site participants to develop a larger and longer-term institutional evaluation culture and capacity that will seek to more conclusively determine program efforts and how programs can be enhanced, as they are ongoing.

CONTRACTOR will carry out the following tasks:

- Prepare written reports that will address program compliance and that will inform site-based decision making for program improvement, development and sustainability.
- Develop the evaluation methodology, plans and tools necessary to assess programs and make recommendations for any needed changes.
- Develop survey tools, format, the dissemination strategy, and the response rate.
- Help develop format for focus groups to provide most reliable input from community and/or clients.
- Import and analyze data on student performance and student demographics that are in the DISTRICT SASI (or equivalent) database. These data will be extracted by DISTRICT staff, and transferred to the CONTRACTOR in a format to be mutually agreed upon.
- Collect data and/or train site leaders to collect data.
- Enter, clean and analyze data collected from the school-based programs.
- Review preliminary findings from the interviews and surveys and assess how strongly they

are grounded in the underlying data.

- Help site leaders utilize the evaluation findings for long-term sustainability.
- Actively participate in coordination sessions with other evaluation consultants working in the district and UC Berkeley, Graduate School of Education.

ARTICLE II: REPORTS

- A. The CONTRACTOR agrees to maintain accurate time and financial records and to submit any reports that may be required by the DISTRICT's Manager of School-Linked Programs.
- B. The CONTRACTOR shall furnish evaluation reports as agreed with the Manager of School-Linked Programs, adhering to the reporting schedules and deadlines for each grant included in the evaluation (Attachment A).

ARTICLE III: TIME OF PERFORMANCE

This Agreement shall be effective as of February 22, 2001. The CONTRACTOR will work with the DISTRICT for the life of the grants identified in Attachment A. Annual contract amount and services beyond September 2002 will be determined by mutual agreement at a later date. The CONTRACTOR will receive additional funds to incorporate new grants added during the period of the contract.

ARTICLE IV: TECHNICAL DIRECTION

- A. Performance of the work under this Contract shall be subject to the technical direction of the DISTRICT'S Manager of School-Linked Programs. Such technical direction may include, but is not limited to:
 - 1. Specifying details of the Statement of Work in accordance with Article I.

2. Monitoring technical progress and performing technical evaluation of performance.
 3. Performing technical inspection and acceptance.
 4. Interpreting the Statement of Work and assisting the CONTRACTOR in the resolution of technical problems encountered during performance.
- B. The Manager of School-Linked Programs shall be responsible for inspecting and determining the acceptability of all products to be delivered under this Contract. The DISTRICT shall have the right to inspect all materials and workmanship at any time. All work under the CONTRACT is subject to final acceptance by the Manager of School-Linked Programs.

ARTICLE V: PROPRIETARY RIGHTS IN DATA AND REPORTS

All data collected and databases developed, all information contained in project documents, all evaluation tools developed, and all findings and reports are the property of the DISTRICT and cannot be duplicated, distributed or published without the consent of the DISTRICT. CONTRACTOR will transfer data to the DISTRICT upon request by the Manager of School-Linked Programs in a format to be mutually agreed.

ARTICLE VI: CONFIDENTIALITY OF DATA

CONTRACTOR will ensure that all data that can be linked to individual students and their families will be maintained in locked cabinets or in a secure computer network that cannot be accessed by the public. In all data collection activities involving students, CONTRACTOR will abide by informed consent procedures approved and implemented by the DISTRICT. Findings regarding students and their families will not be published except as under Article V above.

ARTICLE VII: COMPENSATION AND METHOD OF PAYMENT

- A. The estimated cost to the DISTRICT of performance of the CONTRACT is \$86, 200 in Year 1 (February 22 through September 30, 2001).
- B. The DISTRICT agrees to pay the CONTRACTOR one-seventh of the total Year 1 contract amount each month by the 15th of the month in which the costs are to be incurred. During the last month of the project year, the monthly payment amount will be adjusted to reflect any previously approved changes in the total contract amount. The CONTRACTOR shall submit invoices by the 5th of each month to the DISTRICT'S Accounts Payables Office at 2134 Martin Luther King Way.
- C. Payments in subsequent project years will follow a similar monthly schedule, except that the amount to be invoiced will be one-twelfth of the total contract amount.
- D. The CONTRACTOR will maintain accurate records of costs incurred in performance of the Contract and will make such records available to the DISTRICT upon request. Monthly cost statements will include both previous month=s costs and total costs to date. The DISTRICT may request additional supporting material as necessary.
- E. The CONTRACTOR shall be responsible for maintaining a cost accounting system which conforms to government audit procedures. The DISTRICT will have reasonable access to these accounting records.

ARTICLE VIII: COSTS INCURRED PRIOR TO EXECUTION

Costs incurred by the CONTRACTOR prior to execution of this CONTRACT and subsequent to February 22, 2001 shall be allowed to the extent they would have been allowable if the CONTRACT had been in effect when such costs were incurred.

ARTICLE IX: RENEGOTIATION

It is mutually understood and agreed that no alteration or variation in the terms of the CONTRACT shall be made unless in writing and signed by both parties hereto; and further, that no oral understanding or agreement not incorporated herein shall be binding on the parties hereto. If an altered scope of work increases the workload of the CONTRACTOR, the renegotiated CONTRACT shall include an equitable adjustment for additional costs incurred and associated fee.

The CONTRACT may be renegotiated or extended at any time by mutual consent of the DISTRICT'S Manager of School-Linked Programs and BPA's Project Director. The DISTRICT and CONTRACTOR anticipate extending the CONTRACT in future years, amending the scope of work by modifying Article I and the Contract amount.

ARTICLE X: TERMINATION

- A. In the event that the GRANT shall be terminated for default or convenience of the government, this CONTRACT shall be similarly terminated.
- B. In the event of failure of the CONTRACTOR to submit a deliverable within ten (10) working days of the date specified by the Manager of School-Linked Programs, the CONTRACTOR shall specify in writing the cause of the delay.
- C. If the CONTRACTOR fails within a reasonable time to submit an approved deliverable as specified above, the CONTRACTOR may, after ten (10) days' written notice, with an opportunity to cure, be terminated.
- D. Should the CONTRACTOR be terminated, the DISTRICT will reimburse for all costs accrued prior to the date of termination, except that in the case of a termination for

convenience, the CONTRACTOR shall also be paid for costs associated with the termination.

- E. In the event of termination, the CONTRACTOR will transfer data to the DISTRICT in a format to be mutually agreed within ten (10) working days.

ARTICLE XI: CERTIFICATION OF NONDISCRIMINATION

The CONTRACTOR certifies that the firm does not discriminate in employment on the basis of race, color, religion, national origin, sexual orientation or disability.

ARTICLE XII: SEVERABILITY

The invalidity or unenforceability of any one or more of the provisions of this CONTRACT shall in no way affect the validity or enforceability of any of the other provisions hereof, and any provision that is prohibited by or under the laws of any jurisdiction shall be ineffective in such jurisdiction only to the extent of such prohibition and shall not invalidate or in anywise affect the other provisions hereof.

ARTICLE XIII: PRIOR AGREEMENTS

This CONTRACT represents the sole agreement between the DISTRICT and CONTRACTOR with respect to the scope of services described herein. Any such understandings or agreements, written or oral, between the DISTRICT and CONTRACTOR are superseded by this CONTRACT.

IN WITNESS THEREOF, the parties have caused this to be duly signed and executed by their authorized representatives on the day and year first above mentioned subject to confirmation by:

DISTRICT:

Name: _____

Title: _____

Signature: _____

Date: _____

CONTRACTOR:

Name: _____

Title: _____

Signature: _____

Date: _____

BERKELEY POLICY ASSOCIATES

Berkeley Policy Associates is a nationally recognized independent firm with over 25 years of experience in evaluating social programs at the federal, state and local levels. BPA was first established in 1972 by five members of the Department of City and Regional Planning at the University of California, Berkeley. In 1994, BPA's employees purchased the firm and created an Employee Stock Ownership Plan (ESOP), which now owns 100% of the company.

BPA evaluations incorporate a mix of quantitative and qualitative methods, and typically are comprehensive in scope, addressing program design, implementation, and outcomes. Staff to be included in the BUSD evaluation team bring skills and experience in a wide variety of methods that include survey research, statistical analysis of large databases, focus groups, classroom observations, structured and semi-structured interviews. Staff have experience in collecting data from diverse groups of program participants and stakeholders including children and youth, low income parents, employers, teachers and other school personnel, and program staff.

BPA has evaluated many programs designed to improve outcomes for children and youth, including programs with both school-based and school-linked approaches to services; programs operated through school-community partnerships; and programs that foster involvement of parents and/or a broad network of community volunteers and supporters. Proposed staff have an understanding of the design, structure and goals of after-school programs and of school-linked social services and family support programs.

Relevant current and recent BPA projects include:

Evaluation of the BUSD Teacher Led Technology Challenge: BPA is evaluator of this federally funded demonstration project involving all BUSD elementary and middle schools as well as the early childhood education program. The TLTC is a classroom-based project that also includes an extended learning/parent involvement component; the project is a partner of Healthy Start in some schools. BPA is conducting a multi-method evaluation that includes parent, teacher, and student surveys; school and classroom case studies; analysis of student performance data; and teacher focus groups and interviews.

Evaluation of the Quantum Opportunities Program: BPA is working with Mathematica Policy Research on this five-year evaluation of a dropout prevention program in seven cities. The program offers high-risk ninth graders an intensive series of services including mentoring, extended learning, community service activities, summer jobs, and participation in community cultural events. BPA has led the process evaluation designed to document the program and identify factors contributing to or impeding the success of the program at each site.

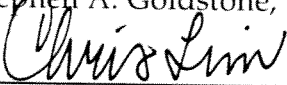
Evaluation Plan for the Interagency Children's Policy Council Neighborhood Pilot Projects: BPA worked with two neighborhoods to design and plan a participatory evaluation of five-year pilot projects designed to create neighborhood-based, school-linked networks of support to improve the well-being of children and families. The pilots used blended funding to combine community-based and school-based models of service integration; both neighborhoods developed Healthy Start Neighborhood Collaboratives. BPA worked with each neighborhood to identify appropriate short- and long-term outcome measures based on neighborhood goals and priorities, and helped design comprehensive evaluations.

BPA experience encompasses both summative and formative evaluations. Staff to be included in this project have experience in and a commitment to working collaboratively with schools and other community agencies to conduct evaluations that are responsive to program needs and useful in program decision-making. Their experience includes consulting with program staff on matching performance indicators to program goals and expected outcomes; obtaining program staff input on evaluation design, methods, and instruments; and providing timely evaluation feedback to guide program implementation.

ATTACHMENT A

<i>SCHOOL</i>	<i>GRANT</i>
City of Franklin	ASLSNPP
Thousand Oaks	ASLSNPP
	21stCLC (pending)
Washington	Healthy Start
Cragmont	Healthy Start (pending)
	21stCLC (pending)
Malcolm X	Healthy Start
	ASLSNPP
LeConte	21 st CLC
Emerson	Healthy Start
	ASLSNPP
	Academic Mentoring
John Muir	ASLSNPP
Willard	ASLSNPP
	21 st CLC
King	ASLSNPP
	21stCLC (pending)
Longfellow	ASLSNPP
	Healthy Start
	new21stCLC (pending)
BHS	21 st CLC

Berkeley Unified School District

DATE: February 21, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction
SUBJECT: "Celebrating Chavez Through Service" Collaborative Grant

RECOMMENDATION:

It is recommended that the Board of Education accept the "Celebrating Chavez Through Service" collaborative grant.

DISCUSSION:

The State of California and the California Commission on Improving Life Through Service announced in early January the availability of *Celebrating Chavez Through Service* grants. These grants were to be collaborative efforts between school districts and community non-profit groups, with the non-profit group being the legal applicant and the recipient of the funds. Berkeley Unified School District collaborated with Lifelong Medical Care Americorp Programs (LLMC) and the Cesar Chavez Memorial Solar Calendar Project to develop the proposal that was funded.

This collaboration will involve not only the traditional day program, but the extended day and the garden programs as well. This grant will enable the district with the help of teachers to put together grade appropriate curriculum kits for each site to use when teaching about Cesar Chavez and his movement. The extended day and garden programs will have the assistance of Americorp members in implementing service learning projects for students in the extended day and garden programs. And finally four classes will have the opportunity to participate in the dedication of the Cesar Chavez Memorial Solar Calendar Commemoration event on March 30, 2001.

The entire grant proposal is attached.

FINANCIAL IMPACT:

There is no financial impact on the General Fund.



California Commission on
Improving Life Through Service



GRAY DAVIS
Governor

EARL GALES
Commissioner

CHUCK SUPPLE
Executive Director

February 1, 2001

Dyveke Pratt
Lifelong Medical Care AmeriCorps Program
2031 Sixth Street
Berkeley, CA 94710

Dear Service Colleague:

Congratulations! On behalf of the Commission, I wish to congratulate your collaboration, Celebrating Chavez Through Service, on its selection as a 2001 Cesar Chavez Day of Service and Learning grantee. Your collaboration has been approved for a grant of up to \$18,850, subject to budget negotiations. Together with other grantees throughout the state, your project will make significant contributions by engaging school children and other community members in service and learning activities that honor the legacy and values of Cesar E. Chavez.

Budget Negotiations and Contracts

A member of the Commission staff will contact you during the week of February 5–9 to answer any questions you may have and to discuss your service objectives and activities. In addition, staff members will provide you with an overview of the resubmission, contracting, and invoicing processes. *Please note that the grant award amount contained in this letter is a maximum award. It is likely that through negotiations and the elimination of unallowable costs from your budget that your actual contract will be for a lesser amount.*

Your organization will receive an executable contract approximately 30 days after the conclusion of budget negotiations and the resubmission of your proposal package. Your organization is not authorized to expend funds related to this project prior to receipt of written notification from Commission staff involved in budget negotiations. The contract term will be February 1 – June 30, 2001. You may seek reimbursement for allowable expenses incurred during this time frame up to the amount specified in the final budget included in your contract. Be reminded that until an executed contract is entered into between your organization and the Commission, the Commission has no means through which to reimburse your organization for any expenses incurred for this project.

Cesar Chavez Day Grantee Training

A Cesar Chavez Day grantee training is tentatively scheduled for February 27–28. The Commission will cover the travel, lodging, and per diem expenses for up to two representatives


of your collaboration to attend this event. Participation in this event is mandatory. Additional representatives of your collaboration may attend the training at their own expense. The training will include information regarding the legacy and values of Cesar E. Chavez, the Commission's statewide communications strategy, the invoicing process, service-learning best practices, regional networking, and more. Further information regarding this event will be forwarded to you, as it becomes available.

Website Resources

The Commission has recently launched a new website devoted to Cesar Chavez Day at www.chavezday.ca.gov. Features on the website include a searchable directory of Commission-funded Cesar Chavez Day projects, an opportunity for other projects to register their events, and a toolkit to help in planning activities related to the day. In addition, the California Department of Education will launch a website with curriculum and learning resources related to Cesar E. Chavez – www.cde.ca.gov/cesarchavez – in the near future.

Again, congratulations! The Commission looks forward to working with your collaboration in the successful launch of the Cesar Chavez Day of Service and Learning.

Sincerely,



CHUCK J. SUPPLE
Executive Director

COLLABORATION NAME Celebrating Chávez through Service

LEGAL APPLICANT LifeLong Medical Care Americorps Program

Contact Person's Name and Title Dyveke Patrice Pratt, Americorps Program Director

(do not use PO Box) Address 2031 Sixth St.

City Berkeley Zip 94710

Phone (510)704-6010 x250 Fax (510)883-1667

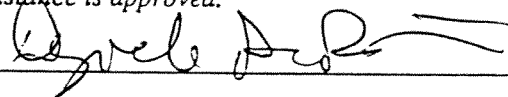
E-mail volunteer@lifelongmedical.org

CERTIFICATION

The applicant certifies to the best of his/her knowledge and belief that the data in this application is true and correct and that filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurances required of applicants if the assistance is approved.

Name Dyveke P. Pratt

Signature



Title Americorps Program Director

Phone (510)704-6010 x250

Date

1/18/01

PROGRAM OVERVIEW

A. Communities Where Service Will Occur: Berkeley

B. Service Participants

1. Estimated number of K-12 Public Schools Students involved: 400

2. Please list participants involved from Other Groups: _____

C. Service/Program Activity Areas: (Check all that apply)

- 1. Conservation-based Projects _____
- 2. Community Involvement X
- 3. Human Service X
- 4. Culture and Arts X
- 5. Multi-Cultural Education _____

D. Legal Applicant Affiliation: (Check all that apply)

- 1. Commission Sponsored AmeriCorps Program
- X 2. AmeriCorps National Direct Program w/Operating Sites in California
- 3. AmeriCorps Education Award Only Program w/Operating Sites in California
- X 4. California AmeriCorps*VISTA sites
- 5. California AmeriCorps*NCCC sites
- 6. California AmeriCorps Fellow Host Organization
- 7. California Conservation Corps
- 8. Local Conservation Corps certified by the California Conservation Corps

**CESAR CHAVEZ DAY OF SERVICE AND LEARNING
OBJECTIVES SUMMARY FORM**

Please include the objective summary statement for each proposed objective on this form. Applicants are required to submit at least one objective, but are encouraged to submit more. There is no limit on the number of objectives an applicant may submit. You may duplicate this form if you need additional space. Please number and name each objective.

Collaborative Name: Celebrating Chávez through Service

OBJECTIVE 1 -

Increase awareness about the life and legacy of César Chávez through grade-specific curricula, service learning projects, and a commemorative event on March 30, 2001.

OBJECTIVE 2 -

Encourage values César Chávez promoted through participation in service learning activities developed by students themselves.

OBJECTIVE 3 -

Strengthen community support for civil rights and César Chávez by engaging political and local leaders within the community.

(Please add additional pages as necessary)

COLLABORATION NAME Celebrating Chavez through Service

Number	Name and Address of Partner Organization and Contact Person	Organization Type	Roles, Responsibilities, and Resources
1	César Chávez Memorial Solar Calendar Project Santiago Casal 1368 Francisco St. Berkeley, CA 94702	O	Coordinate (along with LifeLong Medical Care) the Cesar Chavez Commemoration on March 30; Help provide connections to local Chávez supporters
2	Berkeley Unified School District Julie Sinai/Jennifer Vital 1835 Allston Way Berkeley, CA 94703	S	Help in development and distribution of learning resource kits; Coordinate service-learning projects in after school programs
3	Berkeley Mayor and City Officials Jennifer Drapeau 1900 Addison St. Berkeley, CA 94704	G	Political support to raise awareness about Chávez particularly surrounding March 30 event; Waive city fees for event; Mobilize appropriate city agencies

Organization Type Key

NCBO	Nationally Affiliated Community-Based Organization	S	K-12 School, School District, or County Office of Education
LCBO	Local Community-Based Organization	IHE	Institution of Higher Education
AMC	AmeriCorps Program	G	Local or State Government
VISTA	Volunteer in Service to America (VISTA) Sponsor	YSO	Youth Service Organization
NCCC	AmeriCorps National Civilian Community Corps	VC	Volunteer Center
LSAK12	Learn and Serve America - CalServe Initiative	HCO	Health Care Organization
SLL	CalServe Initiative Service-Learning Lead	B	Business or Business/Commerce Organization
LSAHE	Learn and Serve America - Higher Education	F	Foundation
NSSC	National Senior Service Corps Program	C	Conservation or Service Corps
SRPO	Senior/Retired Persons Organization	FBO	Faith-based Organization
		O	Other

BUDGET FORM**2001 Cesar Chavez Day of Service and Learning**

Please attach Budget Narrative to this page.

LEGAL APPLICANT LifeLong Medical Care Americorps Program

COLLABORATION NAME Celebrating Chavez through Service

PART A - TOTAL FUNDS REQUESTED

\$18,850

PART B - OPERATIONAL EXPENSES

	Requested Funds
Coordination & Preparation	\$3700
Outreach Materials	\$1000
Transportation	\$650
Service Related Supplies	\$9800
Staff Costs	\$2700
Indirect Administration*	\$0
(Please Specify in Budget Narrative) Other	\$1000
TOTAL	\$18,850

* Cannot exceed 5 percent of total funding requested

CELEBRATING CHÁVEZ THROUGH SERVICE: PLANTING THE SEED

Vision

“...the truest act of courage...is to sacrifice ourselves for others in a totally nonviolent struggle for justice.” - César Chávez

The vision of *Celebrating Chávez through Service* is to utilize the life example of César Chávez to plant and cultivate the seed of courageous service in our school children and in our community. To this end we have formed a partnership that weaves together the substantial resources of LifeLong Medical Care (LMC), the César Chávez Memorial Solar Calendar Project (CCMSC), the Berkeley Unified School District (BUSD), and the City of Berkeley.

César Chávez, labor leader, civil rights advocate and prophet of non-violence, was able to bring moral authority and stature, energy and forward movement to the struggle of farm workers in this country. He brought attention to a societal detachment from faceless farm workers who labor in the fields to put food on our tables, and who suffer the vicissitudes of a yearly harvest. In the words of Dolores Huerta, “César’s life is the *lucero*, the morning star that provides vision to the path, with the glow of energy generated by the struggle.”

Unfortunately, our children are insufficiently exposed to this luminary. The accomplishments of César Chávez and the United Farm Workers of America are not well understood among the younger population who largely were not alive when Chávez’ movement was at its prime. It is of great importance to our partnership, *Celebrating Chávez through Service (CCS)*, to educate our community about César Chávez, and especially about the importance of service in the community. Our vision is to increase awareness through service learning and to empower children to teach each other about the life and legacy of César Chávez.

In doing so, we hope to inspire many young people to commit themselves to service by volunteering in our community. Through our project we want not simply to raise awareness, but we hope to instill the values that César Chávez exemplified.

One of our main concerns is the sustainability of the projects that we will be initiating. We feel it is imperative that these projects last longer than one year. César Chávez' shining example should not be promoted once and forgotten, but rather be an integral part of our classrooms and society. CCS hopes to continue educational efforts through the remainder of the school year. We also hope to expand upon subjects of learning to include other civil rights leaders including Rosa Parks and Martin Luther King, Jr. Our goal is to introduce and honor the common values and virtues that underlie our heroic figures' dedication to service.

Celebrating Chávez through Service has many plans for the future, which include starting service clubs at schools to encourage students to volunteer in our community. LifeLong Medical Care will continue to have AmeriCorps members for many years to come and will play an increasingly active role in the development and management of these service-learning clubs and other educational programs. As we progress toward more social awareness in our community, we believe that more opportunities will make themselves available. Our hope is to incorporate as many community members as possible in recognizing and carrying on the life and legacy of César Chávez.

Community Partnerships

When the LifeLong Medical Care AmeriCorps programs, VISTA and National Direct, first heard of this grant opportunity we were very excited to create a project that would

incorporate our objectives – increasing access to health care for the uninsured – and help to raise awareness about Chávez who himself advocated for better access to healthcare. Yet, our excitement was overshadowed by the daunting task of establishing relationships that would take time to harvest. And time is what we didn't have. Nonetheless, we were still determined to create something in our community. It was then that we met Santiago, the founder and director of the César Chávez Memorial Solar Calendar Project. His project's vision is to create a significant memorial to César Chávez in the form of an ancient solar or sky calendar to be built at César Chávez Park on the Berkeley waterfront and to introduce curricula into the school on Earth Science, History, and social science and the life of Chávez that would help fulfill state grade level standards. The project already had an established working relationship with the Berkeley Unified School District and the City of Berkeley. When he heard about the California Commission, he began talks with the school district, LifeLong Medical Care, and the Mayor's office to see how they could work together to raise awareness about Chávez through service learning. When LifeLong's AmeriCorps members found out about this collaboration it seemed to fit perfectly into what we wanted to do.

The collaboration (*Celebrating Chávez through Service*) was formed and we are now working to target classes within the schools that would be interested in service learning surrounding Chávez' "legacy of service and conviction." The Mayor's office has joined us in making some resources of the city available to carry out our common objectives and help us to gain local political support.

A curriculum is currently being developed by the state regarding César Chávez and service learning, which will be completed in time for teachers to introduce it into the classroom before March 30th. Nevertheless, CCS will assemble a "Learning Resource Kit" made up of

readings, learning activities, internet resources, videos, and other materials from available sources to supplement the effort to educate students about the importance of Chávez' life work. These kits will be used during the service learning activities to teach children about César Chávez. They will also be used in classrooms to do the same. The BUSD has agreed to work with our respective groups to recommend schools to utilize this resource kit in their classrooms. They will facilitate the selection of classes to participate in the commemoration event. They will further provide support to develop an immediate and long term service learning program surrounding César Chávez and other exemplary leaders. LifeLong Medical Care's AmeriCorps program will provide staff support by acting as leaders of the service-learning program in the schools, particularly in the after school programs. The Solar Calendar Project will assume a leading role in the commemoration on March 30th. The AmeriCorps members will also conduct workshops at and help plan the event.

All participating organizations have a decision-making role, as each partner is integral to our program. There is a small group that has been assembled to represent each collaborating association. This group will make decisions and plan as necessary for the larger organizations. Each organization has agreed to bring in its own staff to support the project. LifeLong Medical Care will provide volunteers, as there is already a large volunteer program in place at this organization. We hope to use many volunteers to support our project including the AmeriCorps members.

Service and Learning Activities and Objectives

All activities will take place primarily in Berkeley, although other communities will not be prohibited from involvement if they express interest.

Celebrating Chávez through Service plans to do the following on or before March 30th:

1. *Distribute Learning Resources into schools to raise awareness*

We plan to develop and distribute grade-appropriate learning resources to every teacher in the Berkeley Unified School District. This will include books, learning activities, videos, internet resources, and other materials relevant to the life and legacy of César Chávez. This will benefit students, as a supplement to the statewide curricula so that teachers and AmeriCorps members can better educate their students. These learning resources will also be used in the after school programs where the service learning activities will take place.

2. *Development and integration of service-learning projects into collaborating schools*

In addition to the learning resources that will be distributed at all schools, we are currently developing several projects to be implemented in select after school programs that will educate students about César Chávez. As stated, learning resources developed will be used to aid in the learning aspect of these activities. Projects include but are not limited to the following: 1) Teaching about and making flags that represent the United Farm Workers of America; 2) informing kids about the lack of health care for indigent families and what Chávez did to improve health status for such communities; 3) education about indigenous culture and heritage including the importance of the seasons, the earth, and the sun; 4) developing creative ways to serve the community focusing on values Chávez stood for and promoted; 5) working with students building community gardens and educate them about agricultural labor laws and environmental justice; 6) training kids how to teach their fellow

students about what they have learned and discuss Chávez' emphasis on leadership in the community; and 7) creating a documentary of all service learning activities and the commemoration that will be produced by the film-making classes at Berkeley High School. After these projects have taken place, we plan to evaluate what the students learned by asking them to write about their experiences participating in these activities and the commemoration event. We also plan to have the teachers involved evaluate the success of this year's project and determine ways to improve for the future.

3. Commemoration Day on March 30th

To celebrate the birthday of César Chávez, we plan to have a commemoration at the César Chávez Park in the Berkeley Waterfront Marina. This will be a day of celebration and will serve to have the city and school district reaffirm its commitment to the César Chávez Memorial Solar Calendar. The commemoration will involve four regular classes from Berkeley schools who will embark on a field trip to the site where they will participate in workshops. These classes will be targeted before the event to use the "Learning Resource Kit" in order to be prepared for involvement in the day's activities. In addition, many city officials, parents, and other community members will be invited to attend these workshops. Workshops will teach about the life and legacy of Chávez and the reasons for the seasons among others. These seminars will be conducted by AmeriCorps members and teachers from the Lawrence Hall of Science, the Exploratorium, and Lawrence Livermore National Laboratory. The Mayor of Berkeley, Shirley Dean, the nephew of César Chávez, Federico Chávez, and an activist priest from St. Joseph the Worker, Father Bill O'Donnell, will speak at the event formally commemorating Chávez on March 30th. To ensure the safety of all participants, the mayor has agreed to waive fees in order to have police officers at the event

as well as to ensure that the site itself is safe.

4. *Plant the Seed Campaign*

With the Mayor and City Council's support we hope to issue a decree designating March 20th-March 31st as a special period to celebrate the life and legacy of César Chávez. March 20th is the first day of Spring (the vernal equinox/the season of planting). We hope with this decree, more government and community leaders will take a more active role in supporting efforts to raise awareness about Chávez and his movement. With more support from local government we feel our projects will thrive and grow in the future.

Description of Learning Resources and Implementation

We plan to create the "Learning Resources Kits" from materials that have already by developed by other groups. One of these materials is the César Chávez Curriculum. The César Chávez Curriculum was developed by the Association of Mexican American Educators, arte Americas, California Teachers Association, California Federation of Teachers, and the United Farm Workers. The curriculum is directly suited to grades 4-8, but can be adapted for K-3 and 9-12. It covers the themes of Respect for the Earth, Farm Workers-Past & Present, Social Responsibility, and Dignity Through Working Together. Content within the curriculum also includes The History of the UFW, United Farm Work Achievements, The Story of César Chávez, and a César Chávez Chronology. Activities for the curriculum include: Picket, Boycott and Strike, UFW Nonviolence, César Chávez Timeline, César Chávez Biography, Create A Mural, César Chávez Essay, Commemorative Stamp, and A Play About César Chávez "Si Se Puede". This will be one of the materials used to develop grade-appropriate materials that will be incorporated into the learning kits. Learning Resources will also include supplementary

books, videos, and internet resources as determined by a group of teachers who will work to put these kits together.

CCS plans to integrate the learning kits developed by teachers within the district by working with BUSD to encourage teachers to use the kits in the classroom and by having the AmeriCorps members educate students in the service learning programs with these resources. The AmeriCorps members will also work with the students to develop creative service-learning projects based on the content of the lessons. By involving students in developing activities, we feel that they will be more invested and therefore the projects may be more successful.

Timeline

CCS plans to implement the project as soon as possible, hopefully as early as February 1, 2001. We would integrate projects soon thereafter and continue with service learning even after March 30th.

Other Partnerships

We intend to work with the Commission and any other grantees in developing materials and activities for our program. Any input from outside sources is always welcome as we feel collaboration is an integral part of a well-designed and successful program. We plan to contact other potential grantees in the area including the East Bay Law Center, the Native American Health Center, Teach for America, the East Bay Conservation Corps, and the Mexican Heritage in San Jose. Currently, no proposed plan has been developed, but any organization wanting to contribute would be welcomed. Additionally, we urge the California Commission to provide a central internet link where we can share and exchange our respective efforts and resources.

Budget Narrative

Coordination and preparation costs include monies for ten teachers to develop "Learning Resource Kits". Four of these teachers whose classrooms will participate in the March 30th event represent the Berkeley elementary schools. Five teachers will represent the Berkeley middle and high schools. One of these teachers is the instructor of the film making class at Berkeley High. One additional teacher will take the lead in organizing the group. The cost for this is \$24 per hour per teacher. The district estimates that these teachers will need to spend at least 10 hours to compile and develop resource boxes. The total cost will be \$2400. These kits will also be used for the service projects for the after school programs to be used by the AmeriCorps members and current after school staff.

Transportation for the AmeriCorps members to go to schools participating in the service learning projects will cost approximately \$300 total or \$25 per AmeriCorps members (there are 12 who will be involved). Transportation must also be covered for the four classes and teachers that will be coming to the March 30th event. The School District has estimated a cost of no more than \$350 for these buses.

Outreach materials will include flyers to be handed out to students and others to raise awareness about March 30th. Special packets will also be assembled to send home with the children involved in the Commemoration Day event. Packets will include information about César Chávez and an invitation for their parents to attend the event. We estimate to distribute at least 500 flyers and about 150 packets. Additional materials include press packets and formal invitations to local government officials. The cost to produce the above will be approximately \$1000, including setup, printing, and paper costs.

Fabric, construction paper, pens, glue, and other art supplies will be needed to make

crafts for March 30th and for other things that will be produced during service learning activities.

We estimate we need supplies for 240 students in after school programs (12 schools with 20 students chosen per school) who will participate in the service-learning projects. Four other regular classes will be involved with the Commemoration Day celebration, which comes to approximately 120 students. Supplies are estimated to cost \$1000. 17 schools in the district have gardens and would like to participate in service learning activities surrounding their projects.

We estimate to spend \$100 per school solely for garden related service activities. This totals to \$1700. In order to implement the service learning activities in the after school programs, after school coordinators must train AmeriCorps staff and help develop activities. The cost is \$20 per hour for 13 coordinators for five hours, which totals \$1300.

Learning Resource Kits will be distributed to every school in the district. There are 18 schools in the Berkeley Unified School District. There are 328 teachers who will have access to these kits. In addition, 4 kits will be given to teachers involved in the Commemoration event. The AmeriCorps members will also need at least 2 kits to take to the after school programs doing service learning projects. Teachers involved in creating these kits will determine what exactly will be used. Kits may include the César Chávez Curriculum, videos, posters, books, and other resources. We estimate to spend \$200 per kit. We plan to distribute one kit to each elementary school, two kits to each middle school, and four kits to the high school. The alternative high school and students in independent study will each be given one kit. We also want to make two extra kits for the district, four for the classes that will be involved on the Commemoration day, and two for the AmeriCorps to take to after school programs. The total cost to produce the kits will be \$6400.

In order to ensure the success of the March 30th event, we intend to hire a coordinator.

The following are the responsibilities of this coordinator: requesting school board to issue state guidelines on what teachers are expected to do in their classes on March 30th, promoting parent participation, organizing four teachers/classes to participate in commemoration, organizing workshop leaders, booking speakers, organizing performances for event, and coordinating during event itself. We would like to compensate this person fairly. We estimate the above to take at least 80 hours at a rate of \$30 per hour for a total of \$2400. On the day of the event, we need to make service related supply rental, which we estimate to be \$500. In addition, a plan has been developed in case in rains on March 30th. Events will take place inside, at a room at a hotel or a community center. The room is estimated to cost about \$500 for four hours of use plus staffing.

In order to produce the service learning documentary, money must be set aside for the film teacher at \$28 per hour plus benefits for ten hours (\$300) included under staff costs. Editing time in a professional studio and other costs, which include equipment use, film, and transportation for students will be approximately \$1700. The total cost of production is \$2000.

Expense Report

Coordination & Preparation: \$3700

Outreach Materials: \$1000

Transportation: \$650

Service Related Supplies: \$9800

Staff Costs: \$2700

Indirect Administration: \$0

Other: \$1000

TOTAL \$18850



January 12, 2001


To Whom It May Concern:

I am writing to express my enthusiastic support for "**Celebrating Chavez through Service**" (CCS), a collaboration between LifeLong Medical Care, the Cesar Chavez Memorial Solar Calendar Project, and the Berkeley Unified School District.

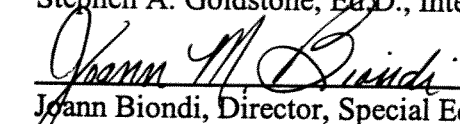
Through its goal to educate our community, especially its young people, about Cesar Chavez and the importance of service to the community, CCS will be a valuable addition to the School District's curriculum and benefit the entire community. CCS will use the lesson of Cesar Chavez's life of service to inspire Berkeley's children to commit themselves to volunteering in our community. The LifeLong Medical Care AmeriCorps members will develop and manage service-learning clubs in our schools and will use the curriculum about Cesar Chavez which has been introduced to the Berkeley Unified School District by the Cesar Chavez Memorial Solar Calendar project. The CCS project will use this year's first Cesar Chavez Commemoration Day, March 30, as a focal point for presenting service-learning projects in the schools.

The Celebrating Chavez through Service project has the support of the City of Berkeley which will issue a proclamation honoring Cesar Chavez and the CCS. The City will also be involved in planning the Cesar Chavez Commemoration Day events, including waiving City event fees. I urge you to support this worthwhile project to bring the life and legacy of Cesar Chavez to Berkeley's children.

Sincerely,


Shirley Dean
Mayor

BERKELEY UNIFIED SCHOOL DISTRICT

DATE: February 2, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: 
Joann Biondi, Director, Special Education

Christine Lim, Associate Superintendent,
Instructional Services

RE: Placement of a Special Education Student at La Cheim, Berkeley

RECOMMENDATION:

That the Board of Education approve the placement of a 15-year-old male student (CW, 3/6/85), who is emotionally disturbed, at La Cheim, for the period Jan. 29, 2001 to June 30, 2001, at a cost of \$13,900.

DISCUSSION:

The student was at Crossroads at East Campus last year and has sometimes been at BAHS this year. Due to his emotional problems, an AB3632 determination was made and he has been placed in day treatment at La Cheim.

FINANCIAL IMPACT:

Period:	January 29 to June 30, 2001
Number of school days:	100
Basic education rate per day:	\$139.00/day
Total cost:	\$13,900.00
Budget code:	11-901-68-0-1660 .00 5810.00-00

TIME SENSITIVE - DEADLINE MARCH 15, 2001

February 1, 2001

MEMORANDUM

TO: All Board Presidents and Superintendents
CSBA Member Boards of Education

FROM: Marilyn Buchi, President

SUBJECT: 2001 CSBA Delegate Assembly Election Ballots
Postmark Deadline – Thursday, March 15, 2001

RECEIVED
OFFICE OF
SUPERINTENDENT
01 FEB -5 PM 3:36

Enclosed is your region/subregion's election material for candidates running for CSBA's Delegate Assembly. You will find the official ballot on red paper, the required biographical sketch, and if submitted, a resumé for each candidate. In addition we are including a "copy" of the ballot on white paper so that it may be copied for inclusion in board agenda packets. However, **only the ballot on red paper is to be completed and returned.**

The board as a whole votes using the red ballot. The board may vote for up to the number of vacancies in the region or subregion, as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the clerk or secretary to the board and returned in the enclosed envelope. Only the members of the CSBA Elections Committee may open the envelopes, which is why it is important to use the envelope provided. If for some reason the envelope is misplaced, please write **DELEGATE ELECTION** prominently on your envelope. **Envelopes with the ballots must be postmarked on or before Thursday, March 15. No exceptions are allowed.**

All districts and candidates will be notified following the counting of the ballots. If there is a tie vote, a run-off election shall be held within 30 days. All re-elected and newly elected delegates are eligible to attend the Delegate Assembly on May 5-6, 2001 in Sacramento.

The names of newly elected delegates will be published and disseminated to the membership by May 1. Please do not hesitate to contact Dollye Breshears, board consultant, in the Administration and Governance department at (800) 266-3382 should you have any questions.



THIS COMPLETE, **ORIGINAL** BALLOT MUST BE SIGNED BY THE SUPERINTENDENT/BOARD CLERK AND RETURNED IN THE ENCLOSED ENVELOPE POSTMARKED BY THE POST OFFICE NO LATER THAN **MARCH 15, 2001**. ONE BALLOT PER BOARD. A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2001 DELEGATE ASSEMBLY BALLOT
SUBREGION 7-B
(Alameda County)

Number of vacancies: 4 (Vote for no more than 4 candidates)

*denotes incumbent

____ Berresford A. Bingham (Alameda City USD)*

____ Gwen Estes (New Haven USD)*

____ Barbara Krzywicki (Emery USD)*

____ Eileen McDonald (Newark USD)

____ Linda Perry (San Leandro USD)

____ Linda Vargas Widmar (Fremont USD)

WRITE-IN	NAME AND DISTRICT
WRITE-IN	NAME AND DISTRICT
WRITE-IN	NAME AND DISTRICT
WRITE-IN	NAME AND DISTRICT

SCHOOL DISTRICT

SIGNATURE OF SUPERINTENDENT/CLERK

TITLE

California School Boards Association
Delegate Assembly 2001 Candidate Biographical Sketch Form

Please complete this form in the space provided. Do not use the reverse side. **Only this form** and a single-sided, one-page resume (should you wish to attach one) will be copied and sent to the districts with the ballots.

Name Berresford A. Bingham Region/Subregion 7-B

Address _____ City _____ Zip 94501

Res. Ph. _____ Bus. Ph. _____ Fax _____ Email _____

District Alameda U.S.D. ADA 10,600 Years on Board six

Are you a continuing CSBA Delegate? Yes If Yes, how long have you served as a delegate? Two years

Please describe your activities/involvement or interests in your local district. Co-chair Alameda Youth Collaborati
resident AUD BOE 1998, Vice President AUD BOE 1997, member AUD BOE 1994-98 and re-elected
second term 1998-2002. Served as Board representative to legislative days organized by ACOE.
resident of Education Subcommittee of Base Reuse Advisory Committee 1995-97.

Please describe any other education-related activities/involvement. Served as PTA President Chipman School
for five years, and Alameda Council PTA Vice President. Member of Board of Directors Tri-High
Health Center, Board representative to Encinal Healthy Start Committee, Team Diversity (long
term project to improve multicultural education and relations in AUD). Active in school parcel
tax coalition in 1997. Speaker to various community organizations i.e., Kiwanis, Democratic Clu
tc. on issues regarding public education and AUD focus on improving student achievement.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA
delegate. Member CSBA Parent Task Force, President-elect California Coalition of Black School
Board Assn, Member CSBA Legislative Committee. I believe, as an advocate for the needs, concerns,
and issues of a diverse yet small district, I can continue to add to the delegate assembly
another committed voice for public education. The key issues I think are critical and of special
interest include: school funding and finance, student diversity, improving student achievement,
curriculum, and instruction.

Signature _____ Date _____

Your signature indicates your consent to have your name placed on the ballot and to serve as a delegate if elected.

**California School Boards Association
Delegate Assembly 2001 Candidate Biographical Sketch Form**

Please complete this form in the space provided. Do not use the reverse side. **Only this form** and a single-sided, one-page resume (should you wish to attach one) will be copied and sent to the districts with the ballots.

Name Gwen Estes Region/Subregion 7-B

Address _____ City _____ Zip _____

Res. Ph. _____ Bus. Ph. _____ Fax _____ Email _____

District New Haven Unified School District ADA 14,000 Years on Board 6


Are you a continuing CSBA Delegate? Yes If Yes, how long have you served as a delegate? Since 1997

Please describe your activities/involvement or interests in your local district. Member of school site councils:
School Community Program Council; Volunteer tutor and mentor; Tutor and motivational speaker,
Bethel Baptist Church; Member of New Haven USD Board of Trustees since 1994; Board Clerk 1997;
President, Los Robles Resident Organization (1998 to present) 1999;

Please describe any other education-related activities/involvement. Long-term substitute teacher, Alameda
County Juvenile Court Schools (1997 to present); Member, Board of Directors, Alameda Co. School
Boards Assn (1995 to present); Vice-President Alameda County School Boards Assn (1999);
President, Alameda County School Boards Assn (2000); Active member, Coalition of CA Black School
Board Members (President 2000).

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA
delegate. Member, Policy Platform Committee, 1998; English Language Learners Task Force, 1999;
Governance Relations Chair, 2000; Elected to CSBA Nominating Committee, 2000; Completed
masters in Governance Program, class of 2000.

I am interested in continuing to serve as a member of CSBA's Delegate Assembly because I am
about the business of providing the best environment for all children to learn. CSBA, through
Delegate Assembly, has continually shown that our children's educational opportunities are
their first priority. I will help keep CSBA focused on our children through Delegate Assembly.

Signature  Date December 13, 2000

Your signature indicates your consent to have your name placed on the ballot and to serve as a delegate if elected.

California School Boards Association
Delegate Assembly 2001 Candidate Biographical Sketch Form

Please complete this form in the space provided. Do not use the reverse side. Only this form and a single-sided, one-page resume (should you wish to attach one) will be copied and sent to the districts with the ballots.

Name Barbara Kzywicki Region/Subregion 7 B

Address _____ City _____ Zip _____

Res. Ph. _____ Bus. Ph. _____ Email _____

District Emery Unified ADA 920 Years on Board 13

Are you a continuing CSBA Delegate? Yes If Yes, how long have you served as a delegate? 6 years

Please describe your activities/involvement or interests in your local district. _____

Presently serving 5th term as Clerk, also served 3 terms as President and Vice President. Chaired Committee of the Whole 2 years. Participated in District Training Program, "Everybody Reads Phonics", and served as a reading tutor and classroom reader. Attended District Workshops, staff meetings, annual district retreats, student academic rallies, and the EHS Winter Ball. Attended SELPA Special Education Resource Training, serve on the Special Education Committee, and serve as a Special Ed Resource Parent. I am also a member of the Budget Advisory Committee.

Please describe any other education related activities/involvement. _____

Serving on the Board of Directors, Emeryville Education Foundation since 1998, and the Emeryville City/Schools Partnership Committee since 1988. Regularly attend Alameda County School Boards Assoc. meetings, served as President, Vice President and Legislative Chair, and attend the annual "Grape Escape" Conferences. Attended '97 & '98 "Schools In" Conferences.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

1999-2001: Small School Districts' Council; 2000: Election Committee; 1994-2001: Government Relations Chair, Federal Relations Network, CSBA Legislative Network; 1998: CSBA Conference Presenter; 1997: Legislative Committee. Attended 1993-2000 CSBA Annual Conferences, all Delegate Assemblies and Regional Caucuses. As your representative, I will continue to be involved in the Legislative process and in the communication between state associations and local districts. I will strive to build strong coalitions, seek student funding to the National Average, emphasize the importance of local control, and work toward implementation of Governance Standards for Board members.

Barbara Kzywicki
Signature

1/10/01
Date

**** Your signature indicates your consent to have your name placed on the ballot and to serve as a delegate if elected.**

California School Boards Association
Delegate Assembly 2001 Candidate Biographical Sketch Form

Please complete this form in the space provided. Do not use the reverse side. **Only this form** and a single-sided, one-page resume (should you wish to attach one) will be copied and sent to the districts with the ballots.

Name Eileen McDonald Region/Subregion 7b

Address _____ City _____ Zip _____

Res. Ph. _____ Bus. Ph. _____ Fax _____ Email _____

District Newark Unified School District ADA 7300 Years on Board 10

Are you a continuing CSBA Delegate? no If Yes, how long have you served as a delegate? _____

Please describe your activities/involvement or interests in your local district. I am a very active, visible and accessible board member in Newark. I am particularly interested in alternative programs, county schools for our at-risk students who are not successful in their home district placement, and lobbying our legislators to fund programs for students who do not fit into the one-size-fits-all educational system in California.

Please describe any other education-related activities/involvement. I have served on numerous committees and boards that promote and support public education and parent involvement in the schools. These include the Board of Directors of Second Chance, Inc. (5 yrs); East Bay Public Safety Corridor Project; PTA President; Sister City Committee; League of Volunteers; and Little League Board of Directors. I have taught Relapse Prevention at Santa Clara County Dept. of Corrections and Travel and Tourism for ROP in Fremont.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate. My experience has covered a wide range of activities from PTA to eventually serving on the Board of Education in Newark for the past ten years and the Alameda County School Boards Association as its President. My love of and support for the public school system are my most important qualifications.

Eileen McDonald
Signature

1-10-01
Date

**** Your signature indicates your consent to have your name placed on the ballot and to serve as a delegate if elected.**

California School Boards Association
Delegate Assembly 2001 Candidate Biographical Sketch Form

Use complete this form in the space provided. Do not use the reverse side. Only this form and a single-sided, one-page resume (should you wish to attach one) will be copied and sent to the districts with the ballots.

Name LINDA PERRY Region/Subregion 7/7B
Address _____ City _____ Zip _____
Res. Ph. _____ Bus. Ph. _____ Fax _____ Email _____
District SAN LEANDRO UNIFIED ADA 8200 Years on Board 4+
(1996 - PRESENT)
Are you a continuing CSBA Delegate? NO If Yes, how long have you served as a delegate? _____

Please describe your activities/involvement or interests in your local district. _____

I have served on numerous Board committees including Policy, Finance/Facilities, Curriculum, Communications, Technology; as well as Clerk, Vice President and President of the Board. Significant progress has been made on my focus areas of standards-based learning benchmarks and curriculum; accountability/assessment systems; increased test scores; passage of Measure A \$54 million facilities bond; class size reduction; technology modernization; intervention strategies; solved fiscal crisis; and increased parental involvement. I continue to advocate for increased student achievement; increased funding; long-range planning; fiscal responsibility; accountability; rewarding innovation; and providing a stimulating learning environment for our diverse student population.

Please describe any other education-related activities/involvement. _____

I serve on the Executive Board of the San Leandro Youth Collaborative. During my 8 years as a City Council member, I implemented a number of youth programs including the Youth Advisory Commission; Partnership for Youth Safety; Crime Free School Zones; City/School Liaison; and joint use projects. I frequently speak to numerous community groups about education issues, since I am also President of the Halcyon-Foothill Neighborhood Association. I also volunteer with the City Summer Reading Program.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA delegate. _____

I have completed the Masters of Governance program. I serve as a CSBA Government Relations Chair. I have attended CSBA annual conferences, Legislative Action Days, Back to School workshops as well as CSBA Board development training such as Spokesperson, Board President, and Board Self-Evaluation. As chair of the Policy Committee, I have been working with CSBA model policies and Gamut system.

Signature  Date 1/5/2001

Your signature indicates your consent to have your name placed on the ballot and to serve as a delegate if elected.



Linda Perry

CSBA Delegate Candidate, Region 7

Board Member, November 1996- Present

San Leandro Unified School District Activities:

Board Clerk (November 1997- June 1998)

Board Vice President (June-November 1998)

Board President (December 1998- December 1999)

Board Committees:

Policy (Chair)

Logo (Chair)

Finance/Facilities

Human Relations

Curriculum

Technology

Communications (Chair)

Orientation

City/School Liaison

Facilitator for Board Development, Goals and Board Self-Evaluation workshops

Board Representative:

San Leandro Youth Collaborative, Executive Board

MACSELPA (Mid Alameda County Special Education Local Planning Agency) (Chair)

Alameda County School Boards Association (alternate)

CSBA Government Relations Chair

Completed Masters of Governance Program, November 2000

Other Past Activities: (partial list)

San Leandro City Council Member 1988-1996 (2nd woman elected to council)

Served on 26 city, county and statewide committees and commissions, including:

League of California Cities Transportation, Communications and Public Works Committee

Chair, Telecommunications Task Force (statewide), League of California Cities

Chair, Association of Bay Area Governments, Regional Planning Committee

Executive Board, East Bay Division, League of California Cities

Alameda County Commission of the Status of Women

Bay Conservation and Development Commission

1989 California Legislature Woman of the Year

Project Manager/Consultant, Bay Area Economic Forum (working with 109 Bay Area governments (ABAG) and 250 large businesses (Bay Area Council)

Telecommunications Infrastructure Project (TIP)

Bay Area Defense Conversion Action Team (BADCAT)

Staff Member, California Legislature—I have worked in both Assembly and Senate offices for four legislators (Lockyer, Klehs, Petris, Fong)

I believe I have a unique background to bring to the CSBA Delegate Assembly. I have been an elected official for the past 12 years in my community. I have worked in all levels of government. I understand the Legislative process and can help lead advocacy efforts for our CSBA educational agenda. I am particularly interested in the current CSBA efforts around professional standards and development of Board members. I have developed and facilitated such efforts for my local Board (this was a focus of my year as President). I also have a strong background in technology. I have and will continue to be a strong and effective advocate for kids!

**California School Boards Association
Delegate Assembly 2001 Candidate Biographical Sketch Form**

Please complete this form in the space provided. Do not use the reverse side. Only this form and a single-sided, one-page resume (should you wish to attach one) will be copied and sent to the districts with the ballots.

Name Linda Vargas Widmar Region/Subregion 7-B

Address _____ City _____ Zip _____

Res.Ph. _____ Bus.Ph. _____ Fax _____ Email _____

District Fremont Unified School District ADA 31,000 Years on Board 8 years

Are you a continuing CSBA Delegate? No If Yes, How long have you served as a delegate? N/A

Please describe your activities/involvement or interests in your local district.

Please See The Attached Recent Election Flyer Under "FOCUS"

Please describe any other education-related activities/involvement.

Please See The Attached Recent Election Flyer Under "EXPERIENCE"

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

Earned the Master of Boardmanship Award. Participated with the CSBA members that worked on the School to Career Visioning Conference in 1995 that led to the CSBA publication "Increasing Rigor and Relevance: The School Board Connection". In eight years I feel I have gathered a broad-based range of experience that will enable me to serve the interests of the districts in Region 7B. Our area continues to grow in focus and needs that are different from other areas in the state and my legislative advocacy experience gained over seven years in the School-to-Career areas for ROP, the College Articulation Policy Councils, and CA Career Prep Consortium will enable me to expand CSBA goals to better meet the needs of our region and advocate for the students in our districts.

Linda Vargas Widmar Jan. 11, 2001
Signature Date

*** Your signature indicates your consent to have your name placed on the ballot and to serve as a delegate if elected.

F O C U S

- Equal Opportunities
- Healthier Schools
- Safer Schools
- Parental Involvement
- Higher Academics
- More Music/Arts/Drama
- Adequate Facilities
- Solid Basics
- Expanded Technology
- Balanced Curriculum
- Alternative Credit
- Earlier and more accurate assessment
- Greater Accountability
- Teacher Development
- Earlier Remediation
- Community Input
- Employee Parity
- Fiscal Responsibility
- Expanded 20:1
- Career Prep
- Business Partnerships
- Magnet Programs
- Service Learning
- After School Activities

Linda Vargas

Widmar

Fremont School Board



"I am dedicated to using my proven leadership skills, courage, knowledge, experience, and integrity to benefit the most important thing we share: the leaders of tomorrow being educated today!"

Linda was raised in the Bay Area. She's been married to Bob for 36 years, raising 6 children here in Fremont for the past 23 years. She was recognized as Fremont's "Mother of the Year" in 1992. Linda was a small business owner and free lance consultant.

Experience:

- *Fremont School Board (8 yrs)
- *California Master of Boardmanship Award
- *Ohlone Career Prep Council
- *Adult School Advisory Council
- *ROP Board Member (7 yrs)
- *CA Career Prep Consortium
- *National Dropout Prevention Network
- *BSA (29 yrs)

- *Performing Arts Advisory Council
- *Alpha Gamma Sigma Scholarship Society

Committees:

WASC, SIP, PTA, School Site Councils, Mission Possible, Principal Selection, Bond Proposal, GATE advisory, Restructuring Team for Irvington High School...

Widmar

Still the Right Choice!

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Instructional Services

January 31, 2001

TO: Members of the Board of Education
Stephen Goldstone, Interim Superintendent

FROM: Chris Lim, Associate Superintendent, Instruction

RE: BHS/BAHS Proposed Changes for Consideration

CLM

BACKGROUND

Attached you will find proposals currently under consideration for changes at Berkeley High School FY02 and FY03 and Berkeley Alternative High School for FY02. These proposals involve programmatic, schedule and policy changes. Frank Lynch and Alex Palau will be present to share the details of their proposals.

RECOMMENDATION

It is recommended that the Board of Education discuss the proposed changes for both Berkeley High School and Berkeley Alternative High School.

FINANCIAL IMPLICATIONS

The proposed changes are intended to increase the ADA revenue to the General Fund.

This item will be brought back to the Board for action on March 7, 2001.

PROPOSALS FOR 2001-2002 AND 2002-2003

FOR CONSIDERATION FOR 2001-2002

1. CLOSE CAMPUS FOR 9TH GRADERS
2. REINSTATE D GRADE FOR 9TH GRADERS
3. IMPLEMENT MODIFIED BLOCK SCHEDULE BASED UPON THE VOTE OF THE STAFF.
4. IMPLEMENT A SEVEN PERIOD DAY WITH AN OPTIONAL 0 PERIOD AT EITHER THE BEGINNING OR END OF THE DAY.
5. OFFER ADVANCED PLACEMENT GOVERNMENT AND ECONOMICS.
6. SENIORS SHOULD BE ENROLLED FOR 5 CLASSES UNLESS EXEMPTED BY COUNSELOR.
7. IMPLEMENT A TRUANCY POLICY.
8. POSSIBLY USE SAFE SCHOOL MONEY FOR A BHS TRUANT OFFICER.

FOR CONSIDERATION FOR 2002-2003

1. CLOSE CAMPUS FOR 9TH AND 10TH GRADERS
2. IMPLEMENT A REQUIRED PHYSICAL EDUCATION COURSE FOR ALL NINTH GRADERS.
3. MOVE ETHNIC STUDIES AND SOCIAL LIVING TO THE STATUS OF UPPER DIVISION ELECTIVES SO ROOM CAN BE CREATED FOR 9TH AND 10TH GRADERS TO TAKE MORE ACADEMIC COURSES.
4. OFFER ADVANCED PLACEMENT UNITED STATES HISTORY.
5. IMPLEMENT SMALLER LEARNING COMMUNITIES PROPOSAL.

**BERKELEY ALTERNATIVE HIGH SCHOOL
PROPOSALS FOR 2001-2002 SCHOOL YEAR**

FOR CONSIDERATION FOR 2001-2002

1. INCREASE COLLEGE PREP CLASSES OFFERED TO INCLUDE:
 - CPM OR IMP MATH AT ALL GRADE LEVELS
 - INTEGRATED SCIENCE 1-4.
 - SPANISH 1 AND 2
 - SENIOR ENGLISH ELECTIVE
2. SECURE FUNDING FOR A COORDINATED "AVID PROGRAM" TO ASSESS INDIVIDUAL STUDENT NEEDS AND PROVIDE STUDENT ACADEMIC SUPPORT SERVICES.
3. APPLY FOR A HEALTHY START PLANNING GRANT (IN PROCESS).
4. SECURE CURRICULUM DEVELOPMENT FUNDING FOR THE DEVELOPMENT OF INTERDISCIPLINARY ENGLISH/HISTORY AND MATH SCIENCE CORES AT THE 9TH , 10TH AND 11TH GRADE LEVELS.
5. IMPLEMENT A MODIFIED BLOCK SCHEDULE THAT WILL ALLOW EXTENDED CLASSROOM TIME FOR INTERDISCIPLINARY INSTRUCTION, AND BANK INSTRUCTIONAL MINUTES TO ALLOW FOR A MINIMUM DAY ON WEDNESDAYS FOR TEACHER COLLABORATION AND SCHOOL IMPROVEMENT EFFORTS.
6. CORE ACADEMIC CLASSES WILL BE TAUGHT BY TEACHERS CREDENTIALLED IN THAT AREA TO MAXIMIZE TEACHER EXPERTISE AND STUDENT SUCCESS. THIS MAY RESULT IN SOME SHARING OR REASSIGNMENT OF TEACHING PERSONNEL BETWEEN BHS/BUSD AND BAHS. TEACHER ASSIGNMENTS WILL BE MADE BASED ON PROGRAMMATIC NEED TO MEET GRADUATION/COLLEGE ADMISSION REQUIREMENTS AND DEVELOP THE SCHOOL TO CAREER PATHWAY PROGRAM.
7. DEVELOP PORTFOLIO COMPETENCY STANDARDS FOR TECHNOLOGY AND SERVICE LEARNING.
8. IMPROVE BREAKFAST AND LUNCHTIME FOOD PROGRAMS TO PROVIDE BETTER STUDENT NUTRITION AND MOTIVATE STUDENT ATTENDANCE.
9. SECURE FUNDING FOR A READING RESOURCE TEACHER TRAINED IN SECONDARY LITERACY TO ASSESS STUDENT LITERACY NEEDS, PROVIDE SPECIALIZED SMALL GROUP INSTRUCTION AND COORDINATE SCHOOLWIDE LITERACY INSTRUCTION ACROSS ALL CURRICULUM AREAS.

10. CONTINUE FOCUS ON DEVELOPING HEALTH PATHWAY PARTNERSHIPS, STUDENT INTERNSHIP OPPORTUNITES AND INTEGRATING HEALTH PATHWAY THEMATIC INSTRUCTION INTO ACADEMIC CURRICULUM ACROSS ALL GRADE LEVELS.
11. ESTABLISH A PARTNERSHIP WITH VISTA COMMUNITY COLLEGE TO CREATE A SUMMER BRIDGE PROGRAM THAT WILL SUPPORT POST SECONDARY EDUCATION OPPORTUNITIES FOR GRADUATING SENIORS.