

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

BOARD OF EDUCATION – MEETING AGENDA\*  
Wednesday, September 30, 2009

Call to Order           The Presiding Officer will call the Meeting to Order at  
7:00 pm, and begin the special meeting agenda at 7:00 pm

Roll Call

Members Present:

Nancy M. Riddle, President  
Karen Hemphill, Vice President  
Shirley Issel, Director  
John T. Selawsky, Director/Clerk  
Beatriz Leyva-Cutler, Director  
Valeria Gonzalez, Student Director

Administration:       Superintendent William Huyett, Secretary  
Javetta Cleveland, Deputy Superintendent  
Neil Smith, Assistant Superintendent of Educational  
Services  
Lisa van Thillo, Assistant Superintendent of Human  
Resources

\* Board agenda posted on District website: [www.berkeley.k12.ca.us](http://www.berkeley.k12.ca.us)

\*\* The Student Director does not attend Closed Session

<p>The Berkeley Unified School District intends to provide reasonable accommodations in accordance with the Americans with Disabilities Act of 1990. If a special accommodation is desired, please call the Superintendent's Office 48 hours prior to the meeting at 510-644-6206</p>
---

SPECIAL MEETING AGENDA

CALL TO ORDER

Approve Special Meeting Agenda of September 30, 2009

PUBLIC TESTIMONY

Persons wishing to address the Board should fill out a card located on the table by the door and submit the completed card to the Board Recorder. Speakers will be selected by lottery. The Public Testimony is limited to 15 minutes – 3 minutes per speaker.

Speakers with the same concerns are encouraged to select a spokesperson to address the Board.

Union Representatives' Reports  
Board Members' Reports  
Superintendent's Report

APPROVE CONSENT CALENDAR

INFORMATION ITEM

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

Educational Services

3.1-I  
Presentation on Alternative Education  
Model

Staff Recommendation:  
Receive report as information

5

ADDITIONAL ACTION ITEM

Approve Minutes of:  
9-23-09

UPCOMING BOARD MEETINGS

October 14  
October 28

November 18  
December 9

Board of Education Meetings are broadcast live on KPFB/FM 89.3  
Berkeley Government Access Channel 33

Guidelines for Speakers

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

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM please fill in a REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD) and give it to the Board Secretary. Speakers will be selected by lottery. Your card must be submitted before the Presiding Officer calls for PUBLIC TESTIMONY.

You will be called to speak by the Presiding Officer. A Speaker has three minutes in which to make his/her remarks.

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

## MISSION AND GOALS OF THE BERKELEY UNIFIED SCHOOL DISTRICT

### MISSION STATEMENT

The mission of the Berkeley Unified School District, a diverse community deeply committed to public education, is to ensure that all students discover and develop their special talents, achieve their educational and career goals, become life long learners, and succeed in a rapidly changing society by:

- empowering students, parents and staff,
- providing a strong standards based curriculum, and
- offering alternative learning experiences in a racially integrated, multilingual environment.

### VISION

Berkeley Unified School District creates a system that enables every student, including those with diverse needs, to meet or exceed rigorous standards for academic performance. All students will develop the attitudes, skills and habits of mind needed to succeed in and beyond the classroom. The members of this school community share a vision of educational excellence, an appreciation for the partnerships with local government agencies, community based organizations, businesses, institutions of higher education and will work collaboratively to realize this vision.

### PERFORMANCE GOALS

1. Increase the academic achievement of all students through effective instruction and a challenging and engaging curriculum
2. Implement interventions that address barriers to student learning in order to meet the needs of the whole child
3. Establish and maintain the culture and governance necessary to support an environment conducive to learning

### STRATEGIES TO CLOSE THE ACHIEVEMENT GAP

- A. Continue to build and implement a pre-K-12 comprehensive and aligned system of core curriculum, instruction, assessment and intervention
- B. Strengthen the ability of BUSD staff to educate a diverse student body
- C. Partner meaningfully with parents pre-K to 12
- D. Prepare pre-school children for success in elementary school
- E. Attract, support and retain teachers and administrators of color

# BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education  
FROM: William Huyett, Superintendent  
DATE: September 30, 2009  
SUBJECT: Presentation on Alternative High School

## BACKGROUND INFORMATION

The Board is asked to receive information regarding the development of a alternative high school. Staff will present information on a proposed curriculum, three facilities options, a multi- year financial plan for the school and an overview of charter schools. The Board is asked to receive this information, to ask clarifying questions and to give direction for the further development of a proposal for an alternative high school.

Attached is a timeline for the development and implementation of an alternative high school that was discussed at the August 26 board meeting.

## POLICY/CODE

None

## FISCAL IMPACT

See attached financial plan

## STAFF RECOMMENDATION

Receive for information.

## CURRICULUM AND INSTRUCTIONAL DESIGN

### Overview

REALM is designed around a project-based, technology-rich learning environment that promotes critical thinking and socially responsive perspectives. This means that students will learn to think about the world as a set of interconnected systems that can be affected through rigorous studies and action. Students will navigate and create complex information networks, virtual worlds, and immersive learning environments by utilizing emerging technologies. Moreover, through culturally relevant instruction and curricula, students will recognize and own their ability to shape our world and to better humanity.

REALM will offer an intensive college preparatory program integrating academics, technology, research, resiliency, and social action. REALM will increase academic achievement and social responsibility by creating authentic and challenging learning environments based on four core tenets: (1) project-based learning, (2) immersive technologies, (3) transformative life skills, and (4) student action research.

### Project Based Learning(PBL)

PBL engages students as active agents in the learning process and is characterized by recurrent cycles of analysis, synthesis, action and reflection. The topic being studied usually integrates concepts from multiple disciplines or fields of study. Group members collaborate with one another to produce a collective outcome over a designated period of time. The core idea of project-based learning is that real world problems capture student interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context.

PBL is widely believed to be a powerful teaching strategy that promotes self-directed learning. This pedagogical approach is part of a revolutionary paradigm shift from traditional to constructivist approaches of teaching and learning. Project-based learning is intended to:

1. Merge thinking and knowledge by helping students master both the content and the process;
2. Emphasize 21<sup>st</sup> century skills including problem solving, communication, collaboration, self-management;
3. Integrate disciplines by focusing on themes, issues, and deeper investigations of topics from local to global;
4. Capitalize on concerns and skills valued in the community;
5. Acknowledge and meet the needs of learners with a range of learning styles and skill levels.

PBL is not meant to supplant standards-based instruction. PBL, when guided by state standards, deepens students' content knowledge while developing critical thinking and collaboration skills.

## Immersive Technologies

New technologies, such as gaming and 3D movies, are merging real and virtual worlds. Using these immersive technologies, REALM students will design virtual worlds, which have proven to anchor learning differently than a traditional classroom setting. Virtual spaces allow students to place themselves in another—real, imaginary, ancient or futuristic—environment. Students will design and become fully immersed in intact worlds that contain history, geography, metaphor and story. This approach creates multiple points of entry into the curriculum providing students with a rich, complex understanding of the material.

In *Situated Language and Learning, A Critique of Traditional Schooling*, James Gee (2004), writes,

Schools must rely on technology-based simulation research to guide how games and other immersive environments are integrated into learning environments in authentic and meaningful ways. Simulations are structured opportunities for learners to engage with artificial worlds for the purpose of making predictions and/or engaging in a consequence-free interaction (p. 147).

Research by the Pew Foundation (2008) found that the vast majority of American youth now play at least one video game, that they engage with others in learning games, and that they encounter ethical and moral dilemmas through games. REALM students will learn the skills necessary to design and critique the aesthetic and social impact of virtual spaces. Students will also learn coding and programming languages that are necessary to modify, collaborate and build their own immersive and/or virtual environments. These new epistemologies place students within these settings and challenge students to learn things for themselves while developing 21<sup>st</sup> century technology skills.

## Transformative Life Skills (TLS) and Resiliency Work

REALM believes learning occurs best when students are known, respected, and loved. Increasingly, students face a multitude of psychological and social issues that prevent them from learning in school at the highest levels. Although it is impossible for a school to address every social issue, it is possible to provide students and their families with the skills necessary to best deal with these challenges in a pro-active and compassionate manner, using effective evidence-based strategies.

Research has shown that a comprehensive multi-modal intervention, including yoga, breathwork, and meditation, can provide a cognitive behavioral roadmap that is effective in the prevention and treatment of mental and emotional disorders among at-risk children and youth. Research shows that such interventions are effective in building

resiliency, improving relaxation response, and enhancing coping skills under stressful conditions.

In addition to the resiliency work of TLS, REALM will also provide Student Support Team (SST) members. This model of student support has been refined over time at Berkeley Technology Academy (B-Tech) where SST work with students in one-on-one settings and small groups to solve issues related to academic, employment, housing, transportation, counseling, probation, health, and overall well-being. In combining these services, we believe students will have the support necessary to deal with a rigorous curriculum, to transition to adulthood, and to become contributing members of society.

Student Action Research (Bettering our communities through action)  
Learning must serve a purpose. From reluctant learners to the gifted and talented, students need a tangible reason for their learning— “why are we studying this?” With the aim of making learning relevant and purposeful for students, REALM will offer students opportunities to change their communities and the world through the use of Student Action Research (SAR). SAR is an empirical research methodology in which those who are directly impacted by a problem are engaged as co-researchers in the process of researching the problem. It is a “systematic inquiry... for purposes of education and taking action or effecting social change” (Minkler, 2000, p. 192). Drawing on Friere’s (1973) notions of critical consciousness and liberatory education, SAR is also a pedagogical tool. It is designed to help local participants identify and confront “the situations which limit them” (Freire, 1970, p. 99). It stresses the importance of socially marginalized peoples interrogating and intervening into the conditions of their lives for the purposes of social justice and personal transformation. Thus, research projects typically focus on dimensions of social and/or educational inequity (Fine, Roberts, & Torre, 2004; McIntyre, 2000; Rodriguez & Brown, 2008).

In SAR,

1. Local knowledge is valued based on the belief that informants hold unique and essential expertise regarding the challenges they face.
2. Research is directly relevant to local informants’ needs and experiences and is designed to enhance critical thinking and knowledge-building.
3. Proposing and/or implementing intervention(s) is part of the research process.
4. Local informants (e.g. marginalized youth) are actively engaged in all stages of research. This includes defining issues, designing the project, creating and implementing data collection instruments (e.g. questionnaires, interviews, etc), analyzing data, and implementing interventions.

SAR allows students to learn with a purpose and to demonstrate mastery of academic standards in both traditional and non-traditional formats such as research papers, portfolios, exhibits, presentations, and

multimedia projects, all of which REALM will integrate across the curricula.

Student-centered teaching and learning is the unifying theme across these four principles. REALM educators will begin with where the students are—psycho/socially, behaviorally, and educationally—and move them beyond grade-level state standards by using these research-based, culturally relevant, and rigorous methodologies.

## Proposed REALM Curriculum 9-12

### 9th GRADE:

World History & Geography/English I (Composition) Combined  
Biology, Lab Science  
Math I  
Language (Spanish)  
Physical Education  
Design Principles in Digital Portfolio I  
Elective

### 10th GRADE:

Peace and Conflict Studies /English II (World Literature) Combined  
Chemistry: Matter and Its Changes/Math II Combined  
Language (Spanish)  
Physical Education  
Visual Performing Arts Elective  
Design Principles in Digital Portfolio II

### 11th GRADE:

US History/English III (American Literature/Ethnic Literature) Combined  
Physics /Math III Combined  
Visual Performing Arts Elective  
Student Action Research/Leadership (Community Service Learning)  
Electives, including possibility of Foreign Language

### 12th GRADE:

English IV (Senior Thesis)  
Economics/American Government Combined  
Math IV

Student Action Research/Leadership (Community Service Learning)  
2 Electives, including possibility of Foreign Language

### Integrating Curriculum/Team Teaching

The purpose of integrating curriculum across disciplines is to show students the interconnectedness of ideas. New ideas are not developed in a vacuum, but are rather influenced strongly by those developed in other academic fields. For example, state legislatures debating a new government policy may be influenced by scientific research (using mathematical analysis), economic and environmental impact reports, lobbying political interest groups, constitutional laws and historic policy decisions, etc. If we are teaching our students how to pose questions and solve problems that exist in the real world, they must be able to think critically and explore any topic from multiple perspectives. Students are not only exposed to integration through their combined math/science courses and English/history (humanities) courses, but also via the team teaching structure. Core teachers share approximately 50 students, two classes of 25 students each, and are therefore able to collaborate and develop projects that span all four disciplines.

### Mathematics

Core-Plus Mathematics is a four-year integrated mathematics program developed by the Core-Plus Mathematics Project (CPMP). The program includes student and teacher materials for a three-year core curriculum for all students and for a flexible fourth-year course that continues the preparation of students for college mathematics. All of the materials were designed to implement the vision of high school mathematics portrayed in the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics (1989) and Professional Standards for Teaching Mathematics (1991). The completed curriculum and the instructional and assessment practices it supports align well with NCTM's Principles and Standards for School Mathematics (2000). The CPMP curriculum builds upon the theme of mathematics as sense-making. Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them and that, in turn, enables them to make sense out of new situations and problems. This theme of sense-making, as well as the pervasive expectation that students reason about mathematics, aligns with the recently released NCTM document "Focus in High School Mathematics: Reasoning and Sense Making" (in press Fall 2009).

\*\*Other Math Curricula under consideration: Saxon Math, Interactive Mathematics Program (IMP), and Peoples Education.

## Mathematics Acceleration Models

	Model 1	Model 2	Model 3	Model 4	Model 5
8 <sup>th</sup> Grade	Course 1	8th Grade and Course 1 Mix	8th Grade Math	8th Grade Math	8th Grade Math
9 <sup>th</sup> Grade	Course 2	Courses 1-2	Course 2 and some Course 1	Courses 1-2	Courses 1-4
10 <sup>th</sup> Grade	Course 3	Course 3	Course 3	Course 3	
11 <sup>th</sup> Grade	Course 4 and AP Stat	Course 4 and AP Stat	Course 4 and AP Stat	Course 4 and AP Stat	
12 <sup>th</sup> Grade	AP Calc and/or AP Stat	AP Calc and/or AP Stat	AP Calc and/or AP Stat	AP Calc and/or AP Stat	

	Course One	Course Two	Course Three	Course Four
Math	Patterns of Change Patterns in Data Linear Functions Vertex-Edge Graphs Exponential Functions Patterns in Shape Quadratic Functions Patterns in Chance	Functions, Equations, and Systems Matrix Methods Coordinate Methods Regression and Correlation Nonlinear Functions and Equations Network Optimization Trigonometric Methods Probability Distributions	Reasoning and Proof Inequalities and Linear Programming Similarity and Congruence Samples and Variation Polynomial and Rational Functions Circles and Circular Functions Recursion and Iteration Inverse Functions	Families of Functions Vectors and Motion Algebraic Functions and Equations Trigonometric Functions and Equations Exponential Functions, Logarithms, and Data Modeling Surfaces and Cross Sections Concepts of Calculus    Counting Methods and Induction Binomial Distributions and Statistical Studies Mathematics of Information Processing and the Internet

## Science

### Biology

Through the investigation of the chemical basis of life, the examination of basic structural characteristics of cells, and cellular constituents, as well as the study of living organisms, a student will be able to recognize, discuss and correctly apply fundamental biological principles influencing his or her personal relationship with other living things. Furthermore, students will be able to apply their knowledge of basic biological principles to the problems humans face in a modern technological society. Laboratory work is an integral and required part of this course.

#### Course Goals:

- To encourage the students to apply the scientific method in their efforts to understand, interpret, and engage in the biological sciences
- To study biological science as both a body of collective knowledge and a set of processes that can be used to acquire and refine information in an organized way
- To learn how application of fundamental scientific concepts affect our daily lives
- To develop skills in the manipulation of materials and equipment and in the collection, organization, and communication of scientific information
- To use attitudes and knowledge about science to live as an informed citizen in a scientifically developed and literate nation
- To stimulate curiosity, respect and appreciation for living organisms( including self) and their place in the environment

#### Topics of Study

- Ecology
- Cell Biology
- Genetics
- Evolution
- Physiology

## Chemistry

Chemistry: Matter and Its Changes—an effective problem solving curriculum. This curriculum uses a three-step approach to solving chemistry problems: Analysis, Solution, and Is This Answer Reasonable? The publisher Peoples Education's textbook emphasizes problem-solving skills, has numerous resources for remediation, technology tools, and math support/alignment—all of the skills embedded in Project Based Learning.

## Physics

Essentials of Physics-- An effective problem solving curriculum. The publisher Peoples Education's textbook emphasizes problem-solving skills, has numerous resources for remediation, technology tools, and math support/alignment—all of the skills embedded in Project Based Learning.

## Humanities

Choices is one resource being considering. Choices develops curriculum units for use at the secondary level. All units include extensive background readings, primary sources, a framework of policy options, rigorous student-centered lesson plans, and a role-play or simulation exercise that encourages students to apply their knowledge in an authentic setting. Choices brings ground-breaking research on critical turning points in history and pressing issues of today to secondary classrooms. In order to ensure high quality, balanced, and accurate teaching resources, Choices draws on the content expertise of scholars at the Watson Institute, Brown University, and a range of other universities and research institutions.

### Choices materials:

- Promote critical thinking about multiple perspectives and competing interpretations of current international challenges and historical turning points.
- Actively engage students in informed deliberation on the uncertainties of history and the challenges of the present.
- Engage students in exploration of critical primary sources that give them a grounded understanding of the moment—past or present.
- Draw students into a fuller understanding of moments in history and dissuade them from applying the values of the present to historical dilemmas.
- Help students to make connections across time and place, making the study of history relevant in their lives today.

World History/ Geography	Peace and Conflict Studies	American Studies (US History)	Economics/Am. Govt.
<p>Global Communications is a 9th grade thematic course integrating English and Geography. Through a series of collaborative projects, students will examine their own global identity as they explore and reflect upon historical events and current issues. Students will read and respond to both classic and contemporary literature, as well as manuscript and informational material. Students will write on a variety of subjects, demonstrating a variety of writing skills and strategies. While guided by Geography themes based on National Geographic standards, this course emphasizes reading and writing and the mastery of English-Language Arts skills as outlined by the California State Standards.</p>	<p>Peace &amp; Conflict Studies is to develop and implement projects, research, and action in areas of scholarship related to international and domestic peace, war, social justice, arms control, globalization, multicultural awareness and constructive conflict resolution.</p> <p>The focus is on understanding the cultures and histories that make us unique, and the individual experiences that unite us in our humanity.</p>	<p>A Forgotten History: Slavery and the Slave Trade in New England  A More Perfect Union: American Independence and the Constitution  Challenges to the New Republic: The War of 1812  Beyond Manifest Destiny: America Enters the Age of Imperialism  To End All Wars: World War I and the League of Nations Debate  Between World Wars: FDR and the Age of Isolationism  Ending the War against Japan: Science, Morality, and the Atomic Bomb  The Origins of the Cold War: U.S. Choices after World War II  The Cuban Missile Crisis: Considering its Place in Cold War History  The Limits of Power: The United States in Vietnam</p>	<p>BIE's design and structure of Problem Based Economics units within a typical stand-alone high school economics course. A chart lists the Core Skills – also known as interdisciplinary, workplace, and critical thinking skills – that are built by each unit. This Overview also shows the alignment of each unit with Voluntary National Content Standards in Economics formulated by the National Council on Economic Education (NCEE) in partnership with the National Association of Economic Educators (NAEE), the Foundation for Teaching Economics, and the American Economic Association's (AEA) Committee on Education. Finally, the booklet includes a test bank of items for assessing students' understanding of the cross-unit economic concepts of scarcity, tradeoffs, and</p>

		opportunity costs
--	--	-------------------

Additional curriculum under consideration: Teacher Curriculum Institute's Geography Alive, History Alive, Government Alive, and Economics Alive. TCI's approach to curriculum development is centered on the Multiple Intelligence model which aligns perfectly with PBL.

### English

English classes will be closely aligned with Humanities classes. In addition to the expectations set forth below, themes/genres will be closely designed around questions that cross multiple subjects and require critical thinking, reading and writing.

#### English First Year (Composition)

Students learn the basics of the writing process including constructing thesis statements and writing essays. They also study grammar and vocabulary. In terms of literature, students typically look closely at each author's style, theme, and plot. Finally students learn about and practice research and public speaking skills.

#### English Year Two

This course builds on the major principles taught in English Year One. Students focus on expanding their formal and informal forms of written expression. They work through each step of the writing process from pre-writing to final drafts. Students continue to learn about grammar and expand their vocabulary. In terms of literature, students continue to focus on increasing their comprehension while recognizing theme and plot. They also examine each author's use of literary devices. Students are expected to present information orally and learn more about correct research techniques. The readings in Year II will center on "alternative" voices in literature. Narratives that center on peace and/or conflict will drive the reading material.

#### English Year Three

Students focus specifically on American literature. In many cases, this course can be successfully integrated with American History. Students continue to work on their formal and informal forms of written expression. Students are expected to successfully complete literary analyses of various forms of literature. Students are expected to successfully complete a research paper this year along with numerous oral presentations. An additional emphasis will be placed on American writers of color and their contributions to the larger discourse.

## English Year Four

Culminates the student's secondary school language arts experience. The focus is on World Literature this year. Students are expected by the end of this year to be able to comprehend and analyze various forms of literature including essays, nonfiction, fiction, and poetry. A strong focus will be on formal written expression through essays and literary analyses. Further, students are expected to complete a research paper (Senior Thesis) this year along with numerous oral presentations.

## Physical Education

Every student will complete the state's requirements for physical education classes. Consistent with our interdisciplinary philosophy, physical education is also integrated with other subjects throughout the year. The long-term goal of the program is to encourage every student to enjoy athletics and physical fitness as a source of well-being and pleasure throughout life. Specifically, the physical education curriculum develops a sense of self-esteem and self-confidence; increases physical flexibility, strength, and endurance; improves timing and coordination; and increases skills in particular sports (rules and strategies). The curriculum interweaves health lessons, including nutrition, anatomy, and body functions, such as the cardiovascular and respiratory systems. Cardiovascular fitness is developed through periodic runs in which students keep track of their times and pulse rates. After a warm-up and stretch period, most classes focus on a particular sport. Additional sports elective courses are offered for students who wish to spend more time in physical education.

## Electives:

Examples include Art I & II, Graphic Design and Motion, Game Design, Flash-Basic and Advanced, Video, Game Design, Designing with Open Source Tools, JavaScript, Psychology, Philosophy, Ethnic Studies, Women's and Men's Studies, and Raza Studies.

## Additional Student/Teacher Expectations

### Presentations of Learning (POLs)

Presentations of Learning (POLs) are formal oral presentations given by students to a panel of professionals from the community at the end of the first semester. The purpose of POLs is to improve students' presentation skills by asking them to organize and articulate what they have learned. Students may be asked to present work on a particular project and/or reflect on personal growth over the semester and set goals for the next. At the end of the second semester, students complete a Transitional Presentation of Learning (TPOL) to demonstrate that they are ready to move on to the next grade. During their TPOL, students must use evidence in the form of work samples from their digital portfolio to show growth in math, science,

humanities and a foreign language over the course of the year. Students must pass their TPOL to move on to the next grade and stay on course to graduate. If a student does not pass the TPOL, he/she is sent to the Board of Academic Review and may be given the opportunity to present a second time.

#### Digital Portfolios (DPs)

During the 9th and 10<sup>th</sup> grade years, students will take Design Principles in Digital Portfolio I and II. They will learn about Web design, Web 2.0 tools, aesthetics, history of media, typing skills, information literacy, databases, trouble-shooting, virtual spaces and interactivity, social networking, and other tools to create a 21<sup>st</sup> century digital portfolio (DP). All major projects are posted on their DP and include the following: a title, date, abstract, project image and links to any documents created for the project. During their TPOL at the end of each year, students must demonstrate that they have improved their literacy skills in the core content areas by displaying work from their digital portfolio. Therefore, it is very important that students keep their DP updated throughout the year. Digital portfolios are also used by students to house their current resume and as a medium to show prospective employers their work.

#### Student Action Research Project

Student Action Research (SAR) is an empirical research methodology in which those who are directly impacted by a problem are engaged as co-researchers in the process of researching the problem. It is a "systematic inquiry... for purposes of education and taking action or effecting social change." Through the use of SAR, students will conduct community service learning projects each year (approximately 25-30 hours a year). During the final two years, their projects with focus on bettering humanity through the guise of research, collaboration, presentations, and action. Their work will be presented during the POL's and be archived in their digital portfolio.

# FACILITIES

On August 26, 2009, the Board held a workshop on alternative education. One area for further exploration is facilities needs. Facilities are often a major constraint to alternative education. The programs often move into available spaces which may not be designed to assist the educational process. In the first few years until a program is well established, facilities are often inadequate.

To explore facility constraints in more depth, staff developed three possible models. One model would start with the 7<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade; a second model would start with a 7<sup>th</sup> and 9<sup>th</sup> grade, and a third model would start with a 9<sup>th</sup> grade. The models are intended to be illustrative and will need to be considered along with many other criteria before deciding on a model to be further developed. Attached to this cover document is a power point document which will be presented at the Board Meeting. The focus of the report will be on the power point. This cover document provides additional ideas or refinements which could be explored in the future.

A number of other concepts could be explored in more depth. One idea would be to house the program in non-District space. An advantage of this approach is that it may be easier to house the students together as it would open up the facilities options to the commercial market. Charter schools are not subject to the Field Act and can be housed in buildings not approved for public K-12 use. The buildings may not be as safe as school buildings. The Board should be aware that it still maintains some liability for housing charter students in non-Field Act approved buildings. Additionally, there is some possibility of a charter receiving facility grant funds, which could be used to partially offset rental costs, but those grants require 70% eligibility for free and reduced lunch, which is a very high threshold.

In preparing this report, little work was done on the configuration of a permanent campus for the alternative program. One strong possibility for housing a program is the West Campus site. Education specifications will need to be developed to determine facility needs and related technology needs which will allow estimates to be developed.

Possible facility resources needed for the models include our existing bond funds and/or potential State charter funds. Possible longer term facility resources could include a new local bond and/or new State bond resources.

In developing cost models we did not exhaustively study office needs at the West Campus site. We have developed the models based on our cost for classrooms only. It is possible there will be some additional space needed for office and, depending on location, restroom facilities.

Finally, we did not study the advisability of displacing any of the current programs. Ideas which may occur to others that have not been studied include: relocating the Independent Study program, displacing a portion of the current Adult School, or displacing the childcare program located at West Campus.

## Facilities Assumptions

1. Class sizes are 25:1 for 7-12.
2. 9-12 utilization is planned for 85%.
3. 7<sup>th</sup> and 8<sup>th</sup> grade are self contained.
4. Ten classrooms are available at B-Tech.
5. Four classrooms will be available at West Campus.
6. There is the potential for three classrooms at the old shop building at West Campus.
7. There are potentially six classrooms available at Washington Annex.

## Model 1

1. Start with 100 students in 9<sup>th</sup> and 10<sup>th</sup> grades.
2. Start with 50 students in 7<sup>th</sup> grade.
3. Program grows to full 7-8<sup>th</sup> grade in two years.
4. Program grows to full size in third year.

Students	FY 2011	FY 2012	FY 2013	FY 2014
7 <sup>th</sup>	50	50	50	50
8 <sup>th</sup>		50	50	50
9 <sup>th</sup>	100	100	100	100
10 <sup>th</sup>	100	100	100	100
11 <sup>th</sup>		100	100	100
12 <sup>th</sup>			100	100
Total	250	400	500	500
Continuing	75	25	0	0

## Model 1 By Years

- **2011** 7<sup>th</sup> grade at Washington Annex  
9<sup>th</sup> and 10<sup>th</sup> grades at B-Tech  
Continuing students at the Adult School
- **2012** 7<sup>th</sup> and 8<sup>th</sup> grade at Washington Annex  
9<sup>th</sup> grade at West Campus  
10<sup>th</sup> and 11<sup>th</sup> grade at B-Tech  
Continuing students at the Adult School
- **2013/14** 7<sup>th</sup> and 8<sup>th</sup> grade at Washington Annex  
9<sup>th</sup> and 10<sup>th</sup> grade at West Campus  
11<sup>th</sup> and 12<sup>th</sup> grade at B-Tech

## Model 2

1. Start with 100 students in 9<sup>th</sup> grade.
2. Start with 50 students in 7<sup>th</sup> grade.
3. Program grows to full 7-8<sup>th</sup> grade in two years.
4. Program grows to full size in fourth year.

Students	FY 2011	FY 2012	FY 2013	FY 2014
7 <sup>th</sup>	50	50	50	50
8 <sup>th</sup>		50	50	50
9 <sup>th</sup>	100	100	100	100
10 <sup>th</sup>		100	100	100
11 <sup>th</sup>			100	100
12 <sup>th</sup>				100
Total	150	300	400	500
Continuing	75	25	0	0

## Model 2 By Years

- 2011 All students housed at B-Tech  
Continuing students at the Adult School
- 2012 7<sup>th</sup> and 8<sup>th</sup> grade at Washington Annex or West Campus  
9<sup>th</sup> and 10<sup>th</sup> grades at B-Tech  
Continuing students at the Adult School
- 2013 7<sup>th</sup> and 8<sup>th</sup> grade at Washington Annex  
9<sup>th</sup> grades at West Campus  
10<sup>th</sup> and 11<sup>th</sup> grades at B-Tech
- 2014 7<sup>th</sup> and 8<sup>th</sup> grade at Washington Annex  
9<sup>th</sup> and 10<sup>th</sup> grades at West Campus  
11<sup>th</sup> and 12<sup>th</sup> grades at B-Tech

## Model 3

1. Start with 100 students in 9<sup>th</sup> grade.
2. Do not start a 7-8 grade program until new facilities are built.
3. Program grows to full 9-12 program in the fourth year.

Students	FY 2011	FY 2012	FY 2013	FY 2014
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>	100	100	100	100
10 <sup>th</sup>		100	100	100
11 <sup>th</sup>			100	100
12 <sup>th</sup>				100
<b>Total</b>	100	200	300	400
Continuing	75	25	0	0

## Model 3 By Years

- **2011** All students housed at B-Tech  
Continuing students at either B-Tech or the Adult School
- **2012** All students housed at B-Tech  
Continuing students at the Adult School
- **2013** 9<sup>th</sup> grade at West Campus  
10<sup>th</sup> and 11<sup>th</sup> grades at B-Tech
- **2014** 9<sup>th</sup> and 10<sup>th</sup> grade at West Campus  
11<sup>th</sup> and 12<sup>th</sup> grade at B-Tech

# Facilities Issues

## **Models 1 and 2**

- Minor costs to reconfigure West Campus plan.
- Will need West Campus shop and to add three portables.
- The elementary program cannot use Washington Annex.
- Some added costs for three campuses.
- Some costs at Adult School.
  
- **Cost estimated at \$850,000 + probable \$850,000 for the elementary program.**

## **Model 3**

- Minor costs to reconfigure West Campus plan.
- Will need West Campus shop and to add three portables.
- Some costs at Adult School
- Undefined cost for a permanent program to house 7-12 program, possibly in two locations.
  
- **Cost estimated at \$850,000.**

## Fiscal Analysis of Alternative High School - Model 2

The enclosed fiscal analysis includes a revenue and expenditure report for a District Alternative High School (Model 2). This report is just a model and does not represent the actual budget that would be submitted for the Alternative High School. The assumptions used are for a start up charter school. The report includes a proposed budget for revenues and expenditures and budget assumptions for period beginning fiscal year 2010 – 2011 through fiscal year 2013-2014.

### Revenues

Charter schools receive a General Purpose Block Grant in the amount of \$5,255 per average daily attendance (ADA) for Grades 7-8 and \$6,097.83 for grades 9-12. The charter school revenue receives the same COLA and deficit factor as the District. The Alternative High School's (AHS) ADA was calculated using District average of 92.8% of enrollment. The revenue assumptions for this financial model included Measure A/BSEP funds to support class size reduction and discretionary funds. The assumption used for the class size ratio for general fund support is 36:1 and Measure A/BSEP support is 25:1. BSEP Discretionary funds were calculated at \$224 per student.

### Expenditures

The assumption used for the Certificated Teacher Staffing was a ratio of 25 to 1 plus 1.2 for teacher preparation time. The report includes a list of proposed classified staffing. Start up costs for books, supplies, furniture and equipment will be needed for the first year of operation as well as the enrollment increases over the years. The assumption used for start up costs is \$500 per new student. The ongoing operation expenses were determined to be \$82.50 per student.

The District will charge \$806.40 per student for indirect costs for support services. This was calculated by summarizing all of the District centralized costs, less indirect cost revenue received from restricted programs and funds and calculating a per pupil cost.

Special Education costs was determined by calculating a per student cost of the District's unrestricted general fund contribution to Special Education. The cost of the District's unrestricted general contribution to Special Education by the number of Special Education student amounted to \$9,798.11 per student. This would only be charged to the School as a per special education student costs.

### Fiscal Analysis

A charter school can be cost neutral to the District if there is a memorandum of understanding (MOU) negotiated for the AHS to purchase services from the District. The District would also need to be able to reduce teacher staffing to make up for the loss of revenue to a reduction in the District's ADA.

- The fiscal impact of an Alternative Charter High School is a loss of revenue to the District due to the loss in ADA. The loss would be mitigated by a reduction in teacher staffing. However, if the students come from several schools, it may be difficult to reduce the teacher staffing for the reduction in students.
- The portion of the ADA that is used to support central office costs will be replaced by providing services to the AHS and charging an indirect cost.
- Based on the revenue and expenditure report, the AHS has an operating loss in the first several years that will require an investment, grant funding or a revolving fund charter loan from the State of California. California Department of Education has an application process for start up charter schools to secure loans up to \$250,000. There is no guarantee that a charter school loan will be granted. An alternative would be that the AHS would have to seek grant funding.
- A fiscal analysis will be needed to determine fiscal impact of maintaining the continuation school.

# Berkeley Alternative High School

## Financial Projections – Model 2

### Revenues and Expenditures

	2010-11	2011-12	2012-13	2013-14
<b>A. REVENUE</b>				
General Purpose Block Grant	664,423	1,352,647	1,828,852	2,313,644
Categorical Block Grant	45,801	93,647	127,894	164,792
Lottery		18,174	36,347	48,463
Economic Impact Aid	5,000	5,000	5,000	5,000
Teacher Transfer	197,006	397,753	535,678	675,269
BSEP Discretionary per pupil	31,181	62,362	83,149	103,936
<b>TOTAL REVENUE</b>	<b>943,411</b>	<b>1,929,582</b>	<b>2,616,920</b>	<b>3,311,104</b>
<b>B. EXPENDITURES</b>				
Certificated Salaries and Benefits	733,512	1,341,797	1,772,446	2,203,109
Classified Salary and Benefits	474,521	481,639	532,648	585,079
Support cost - start up	75,000	75,000	50,000	50,000
Support cost - ongoing	12,375	24,750	33,000	41,250
Indirect Costs	120,960	241,919	322,559	403,199
<b>TOTAL EXPENDITURES</b>	<b>1,416,368</b>	<b>2,172,223</b>	<b>2,717,984</b>	<b>3,282,637</b>
<b>C. EXCESS/DEFICIENCY</b>				
NET BEGINNING BALANCE:	0	(472,957)	(715,597)	(816,662)
<b>ENDING BALANCE:</b>	<b>(472,957)</b>	<b>(715,597)</b>	<b>(816,662)</b>	<b>(788,195)</b>

## Enrollment & Attendance

Grade	FY 2010-11		FY 2011-12		FY 2012-13		FY 2013-14	
	Enrollment	Attendance	Enrollment	Attendance	Enrollment	Attendance	Enrollment	Attendance
7	50	46	50	46.40	50	46.40	50	46.40
8		-	50	46.40	50	46.40	50	46.40
9	100	93	100	92.80	100	92.80	100	92.80
10			100	92.80	100	92.80	100	92.80
11					100	92.80	100	92.80
12						-	100	92.80
	150	139	300	278.40	400	371.20	500	464.00

## Staffing

	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14
	FTE	FTE	FTE	FTE
<b>Certificated</b>				
Principal	1	1	1	1
Teachers	7	14	19	24
<b>Classified</b>				
Secretary	1	1	1	1
Admin Coordinator	1	1	1	1
Custodian	1	1	1	1
Technology	1	1	1	1
Safety Officers	2	2	2	2
Counselor(s)	1	1	1.5	2
<b>Total FTE</b>	15	22	27.5	33

## Revenue and Expenditure Assumptions

- Funding per ADA
  - Grades 7-8 \$5,255.83    Grades 9-12 \$6,097.83

- Cola and Deficits

	2010-11	2011-12	2012-13	2013-14
Cola	0.5%	2.3%	2.5%	3.0%
Deficits	18.355%	18.355%	18.355%	18.355%

- ADA/Enrollment 92.8%

## Assumptions – Cont'd

- Staffing / Teacher transfer
  - General Fund 36:1    BSEP 25:1
- BSEP Discretionary .....\$224/student
- Support cost – Start up .....\$500/new student
- On-going support cost .....\$82.50/student

## Indirect Cost

Expenditures	10,245,384.00		
Indirect cost	2,157,841.00		
Direct support interfund	50,882.00		
Indirect support interfund	<u>629,900.00</u>		
	<u>2,838,623.00</u>		
Expenditures net of indirects	7,406,761.00		
District Enrollment	9,185.00		
Per Student	<table border="1"><tr><td>806.40</td></tr><tr><td>Per Student</td></tr></table>	806.40	Per Student
806.40			
Per Student			

## Special Education

Contribution	10,699,539.00	
Students	1,092	
Per student cost	<table border="1"><tr><td>9,798.11</td></tr></table>	9,798.11
9,798.11		

---

## Fiscal Implications

- Alternative High School will need a grant or loan to support start up costs
  - There will be a loss of ADA to the District
  - Reduction in staffing due to loss of ADA may not offset loss in revenue
  - Loss of central office revenue will be offset by indirect charge for services, therefore, it is cost neutral to the District
  - There could be fiscal implication for maintaining continuation school.
- 

---

## Charter School Revolving Loan

- CDE offers up to \$250,000 through application process
  - Cannot be a conversion charter
  - Deadline is Friday, April 30, 2010
-

## CHARTER SCHOOLS

The PowerPoint presentation outlines a formation of a charter school. This review delineates the differences between the two types of charter schools; conversions and start-ups.

The petition process and requirements for each type of charter is outlined. The necessary petition affirmations are also presented for each type of charter. Finally, a brief overview of employment requirements and relationships is included for information.

## CHARTER SCHOOLS (CS)

Conversions or Startups

## CHARTER SCHOOLS

- CS are part of the Public School System but operate independently from existing district structure
- CS are established through submission of petition by proponents to the governing board
- Governing board must grant a charter “if it is satisfied that granting the charter is consistent with sound educational practice
- CS are held to a high standard and must live up to all commitments they make to district, parents, community, and students

## Charter Schools

### Conversion

- Converted from an existing public school (Ed. Code, 47605 (a) (2))
- Signatures of **“not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.”** (Ed.Code, 47605 (a)(2) )

### Startup

- Establishment of a charter school (Ed. Codes 47605 (a) (1))
- Signatures of **“a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school” or “at least one-half of the number of teachers that the charter school estimates will be employed at the school”** (Ed.Code, 47605 (a)(1)(A), (B).)

The identity of the petitioners is a significant difference between the two.

## General Requirements For Petitions Under Ed. Code 47605

- Petition must identify a single charter school that will operate with District boundaries
- Must be signed by either (1) a number of parents or guardians that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school” or (2) a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school in the 1<sup>st</sup> year
- Must include a prominent statement that a signature on the petition means that the parent or guardian is interested in having the student attend the charter or in case of a teacher’s signature, the teacher is interested in teaching at the charter school
- The proposed charter must be attached to the petition

## Startup Petition Affirmations

- CS will be nonsectarian in programs, admission policies, employment and other operations
- CS will NOT charge tuition
- CS will not discriminate against any student
- CS will NOT determine admission based on student's residence within CA
- CS will admit all students who wish to attend unless the number of students exceeds capacity. Space to be determined by random drawing and preference will be given to students who reside in the district

## Employment

- Teachers shall hold a CTC certificate, permit or document equivalent to teachers in other public schools
- Teachers of core classes must be credentialed to teach in their assignments
- Employees may not be required to be employed by the CS
- CS specifies positions to be covered under STRS and PERS of federal social security and identify staff who arrange coverage

## Health and Safety

- Each employee must provide a criminal record summary – including fingerprints
- Faculty and staff must provide TB clearance
- Provide screening of students' vision and hearing and for scoliosis to same extent as non-charter public school

## Employment Relationships

- CS petition declare whether CS or District shall be the exclusive public school employer for purposes of the Educational Employment Relations Act (EERA)
- District must maintain oversight at minimum
- Collective bargaining to be addressed
  - Options:

## Tasks & Timelines

- August 2009: Presentation to the Board of Directors
- September 2009: Respond to questions, visitations, receive direction from the Board to move ahead
- October 2009: Establish an Advisory Group with bylaws and agreements
- November/December 2009: Develop plans for curriculum, housing and finance, report to the Board
- January 2010: Last date for Board approval for a fall 2010 opening
- February 2010: Recruit students and families, establish staffing, develop site single plan (draft), finalize site budget, establish housing plan

Berkeley Unified School District - 8/26/09

## Tasks & Timelines

- March 2010: Hire staff, finish agreements with District on support services (food, tech, central, Spec Ed)
- April 2010: Begin facility modifications
- May 2010: If needed, finalize moves of continuation school and Life Academy
- June-August 2010: Staff development  
Finish curriculum development  
Set up classrooms
- **September 2010: Open school**

Berkeley Unified School District - 8/26/09