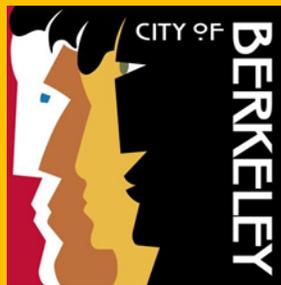


Berkeley's 2020 Vision: 2018 Update



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Summary

Berkeley's 2020 Vision: Equity in Education is a citywide initiative that strives to eliminate racial disparities in academic achievement in Berkeley's public schools. Berkeley has one of the nation's widest achievement gaps among African American and Latino/a/x students and their white peers.ⁱ Berkeley's 2020 Vision seeks to eliminate these disparities through a shared community commitment to this goal: that all young people in Berkeley grow up with equitable opportunities to achieve high outcomes and realize their full potential.

The City Manager's Office last updated the City Council on Berkeley's 2020 Vision on September 27, 2016. This update starts with an overview of 2020 Vision's history, partners, priorities, and strategies. It then describes the aligned programs and activities being offered by Berkeley's 2020 Vision partners, broken down by the initiative's six overarching priorities. Each section presents the latest available data on these priorities, providing a window into our collective progress at achieving the goals of Berkeley's 2020 Vision.

This report highlights the support provided by the City of Berkeley and core institutional partners: the Berkeley Unified School District, the University of California at Berkeley, and Berkeley City College. It concludes with plans and opportunities in the upcoming year, including preparations for the important milestone year of 2020. Figure 1 summarizes the key accomplishments and challenges described in this report.

Figure 1. Key Accomplishments and Challenges

	Accomplishments	Challenges
Progress towards Education Equity	<ul style="list-style-type: none"> • Notable improvements for African American and Latino/a/x students in: <ul style="list-style-type: none"> ○ Kindergarten Readiness ○ 3rd Grade Reading ○ School Attendance 	<ul style="list-style-type: none"> • Limited improvements for Latino/a/x students and no improvements for African American students in: <ul style="list-style-type: none"> ○ 8th Grade Math* ○ College and Career Readiness
Aligned Programs and Activities	<ul style="list-style-type: none"> • 50+ programs and activities in place to advance the work of 2020 Vision • Promising new programs launched, including Berkeley Promise and Trauma Informed Care (TIC) pilot • Refinements to 2020 Vision community agency contracts RFP process lay the groundwork for greater alignment in future community agency contracts 	<ul style="list-style-type: none"> • Service gaps remain, due to limited funding, capacity, and lack of information about optimal interventions • Ongoing obstacles to accessing actionable (timely, accurate, consistent) data that can be used to inform 2020 Vision strategies, improve services, and measure impact
2020 Vision Partnership	<ul style="list-style-type: none"> • Strong buy-in and participation from core institutional partners • Established shared 2020 Vision framework • Partners investing and/or aligning significant resources in 2020 Vision 	<ul style="list-style-type: none"> • Limited capacity and funding for expanding strong interventions and piloting new approaches

***Note: BUSD anticipates that 2017-18 math data (expected in Fall 2018) will show greater improvement.**

Introduction

Berkeley's 2020 Vision plays a key role in advancing the City of Berkeley's Strategic Plan goal to "champion and demonstrate social and racial equity." Berkeley's 2020 Vision was formally established in 2008, when the City joined with United in Action (a community-driven, diverse coalition), the Berkeley Unified School District (BUSD), and other key community stakeholders to issue a "call for urgent action to make educational success, equity, and outcomes...a communitywide priority"ⁱⁱ (Exhibit 1). These partners set a goal of high academic achievement for all Berkeley students, while placing a priority on closing the opportunity gap for African American and Latino/a/x children and youth.

This initiative rests on the belief that the responsibility for providing all children and youth with what they need to fulfill their potential extends beyond school walls to the entire community – to public agencies, community organizations, businesses, families, and more. To this end, Berkeley's 2020 Vision's stakeholders collaborate to align and strengthen systems, to leverage resources, and to create and increase access to opportunities that support young people's success, as measured through defined outcomes.

The City Manager's Office coordinates oversight of the Berkeley's 2020 Vision initiative, in partnership with BUSD, Berkeley City College (BCC), and the University of California at Berkeley (UC Berkeley). Along with City staff, the Mayor's Office has been instrumental in 2020 Vision's leadership and implementation, and is to be commended for their partnership and support. Public agency, education, nonprofit, and other partners lend content expertise, shape the direction of this initiative, and represent the students and families they serve.

Local funders and institutional partners have aligned their funding to advance the goals of Berkeley's 2020 Vision. With this support, nonprofits and community agencies design and implement programs and services across Berkeley to "move the needle" on key indicators of student well-being and academic attainment.

Through these collective efforts, Berkeley's 2020 Vision is striving to provide equitable learning opportunities for all Berkeley children and youth to bridge our community's opportunity gap.

Berkeley's 2020 Vision and the "Opportunity Gap"

Both the terms "achievement gap" and "opportunity gap" describe differences between groups of students. In the case of 2020 Vision, they refer to differences between African American and Latino/a/x students and their white peers.

"Achievement gap" refers to differences in student academic performance or outcomes (such as standardized test scores). In contrast, the term **"opportunity gap"** refers to how factors such as socioeconomic status, race/ethnicity, and/or the unequal access to and distribution of resources, limit opportunities for certain students to learn and thrive.

Berkeley's 2020 Vision focuses on closing the "opportunity gap." The term "opportunity gap" places the responsibility for poor student performance on the unequal and inequitable systems and circumstances (including poverty, poor healthcare, racism, inadequate housing, among others) that too often determine young people's future prospects.

The work of Berkeley's 2020 Vision is expressly designed to address some of these inequities by expanding possibilities, offering resources and support, and eliminating obstacles so that all children have equitable opportunities to achieve their full potential.

Sources: *The Glossary of Education Reform* (www.edglossary.org), *Teach for America* (www.teachforamerica.org).

Berkeley's 2020 Vision's Road to Educational Equity

Figure 2 depicts 2020 Vision's blueprint for achieving educational equity. 2020 Vision's approach is developmental. It supports the healthy and ongoing progression of a young person and through a wide variety of supports and approaches – beginning with prenatal care through earliest learning, and extending past high school graduation. Figure 2 also presents the six priorities that drive the work of the 2020 Vision partnership (shown as the headlines of the six signs along the road):

1. Kindergarten Readiness
2. Improved School Attendance and Health
3. 3rd Grade Reading Proficiency
4. 8th Grade Math Proficiency
5. College and Career Readiness
6. Family and Community Engagement

Each priority was selected by 2020 Vision partners based on national research and best practices. These priorities are inter-related; for example, how well children read in 3rd grade is connected to how prepared they are to start kindergarten and how consistently they attend school.ⁱⁱⁱ The Overview of Berkeley's 2020 Vision provides more information on these priorities and how they are associated with critical benchmarks that have been demonstrated by research to link closely with a child's well-being and later academic success (Exhibit 2).

Figure 2. Berkeley's 2020 Vision's Road to Education Equity



Figure 3 illustrates how the key elements inform 2020 Vision's overall approach to close Berkeley's opportunity gap. Each **priority** is supported by a clearly delineated set of **strategies** that partners identified as promising practices to help eliminate racial disparities in our schools. (As discussed in the *Looking Ahead* section, Berkeley's 2020 Vision plans to clarify the Family and Community Engagement priority and define its strategies and indicator in the upcoming year.) Each **priority** also is linked to a defined **indicator**. These **indicators** help us to gauge the extent to which our efforts are "moving the needle" towards greater educational equity for Berkeley's children and youth.

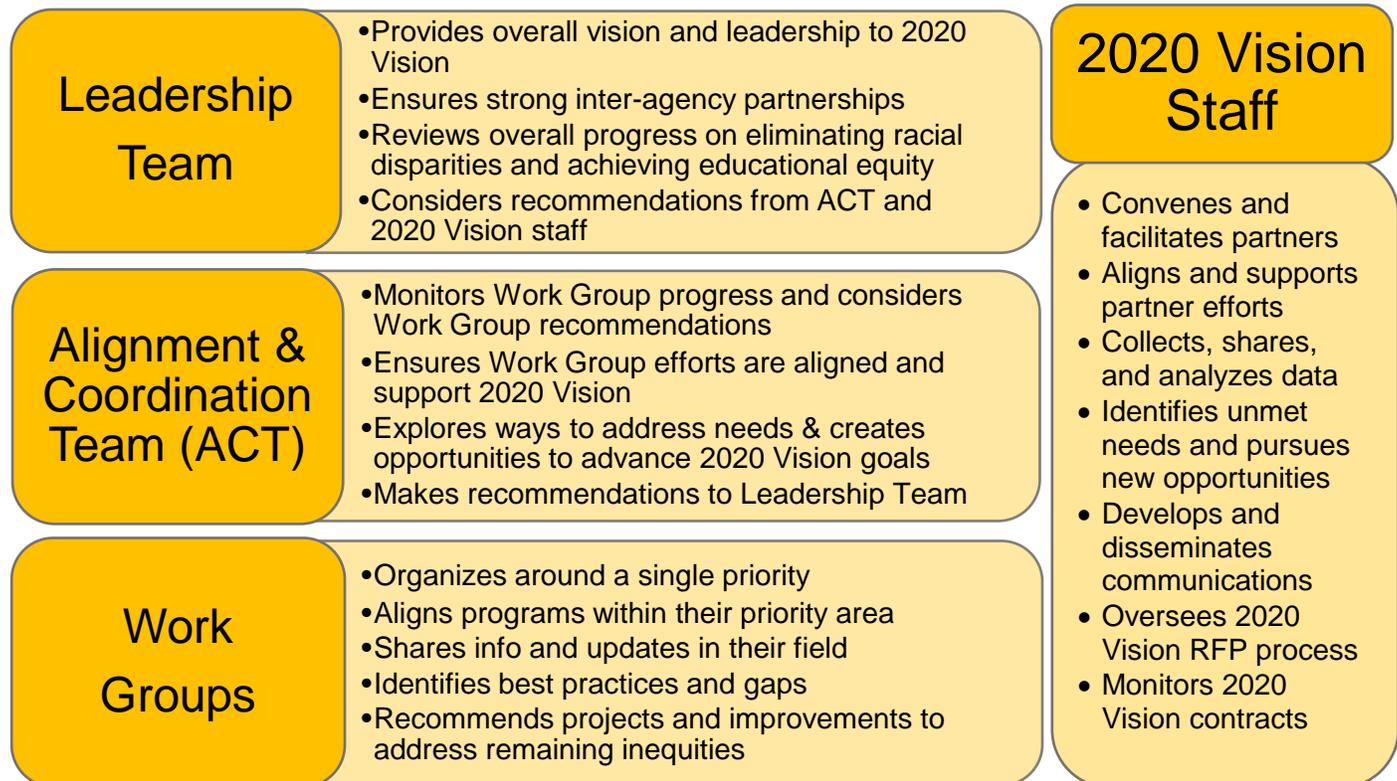
Figure 3. Berkeley's 2020 Vision's Approach to Closing the Opportunity Gap

<p>✓ Kindergarten Readiness</p> <p>Goal: All children enter kindergarten ready to learn.</p> <p>Strategies: Increase access to affordable care for children ages 0-5; ensure high quality care for children ages 0-5; educate parents/guardians of children ages 0-5* about healthy child development and preparing for kindergarten; develop trauma-sensitive school and care environments for children ages 0-5.</p> <p>Indicator: % of kindergarteners who are "ready to learn" as demonstrated on BUSD's Screening Assessment of sound/letter identification and rote counting.</p>	<p>✓ Improved School Attendance and Health</p> <p>Goal: Every student attends school regularly.</p> <p>Strategies: Promote a positive TK-12 attendance culture; identify absent students quickly and offer supports to help students get back to class; provide skill-building and youth leadership activities; provide school- and community-based behavioral health services; deliver other strategies to address children and youth at risk of chronic absenteeism, school suspensions, and/or police contact.</p> <p>Indicator: % of students who miss 10% or more of the school year.</p>
<p>✓ 3rd Grade Reading Proficiency</p> <p>Goal: Every student reads at or above grade level by the end of 3rd grade.</p> <p>Strategies: Expand resources to support early grade literacy programs during school hours, extended day learning, and summer; provide tutoring, mentoring, and other academic support in and out of school; increase access to diverse, engaging, culturally relevant books and stories; empower families and community members to participate in and support literacy development.</p> <p>Indicator: % of 3rd graders testing at target or higher on the Teachers College Reading and Writing Project assessment.</p>	<p>✓ 8th Grade Math Proficiency</p> <p>Goal: Every student performs math at or above grade level by the end of 8th grade.</p> <p>Strategies: Provide professional development for K-8 math teachers, with a focus on middle school instruction; provide tutoring, mentoring, and other academic support in and out of school; empower families and community members to participate in and support math proficiency.</p> <p>Indicator: % of 8th graders at baseline proficiency or above on the Smarter Balanced Assessment Summative (end-of-year) test.</p>
<p>✓ College and Career Readiness</p> <p>Goal: Every student is prepared for success in college / career.</p> <p>Strategies: Expose K-12 students to post-secondary opportunities; provide cohort-based and 1:1 academic interventions / social supports; provide college preparedness / transition support; offer structured, hands-on opportunities to experience work; support dual enrollment / activities to create post-secondary momentum and degree/certificate completion; offer access to scholarships (e.g. Berkeley Promise^{iv}).</p> <p>Indicator: % of HS graduates who complete (with a "C" or higher) A-G courses required for UC/CSU admissions.</p>	<p>✓ Family and Community Engagement</p> <p>Goal: Community stakeholders collaborate to strengthen and align systems, leverage resources, and create opportunities that support the success of all children and youth. Families and youth are engaged partners in efforts to advance educational equity.</p> <p>Strategies: Under development.</p> <p>Indicator: Under development.</p>

Partnership Structure

Figure 4 captures the overall structure of Berkeley's 2020 Vision's partnership and the key groups through which partner organizations participate in the coordination of this initiative. Exhibit 3 contains membership lists and partner organization affiliations for the 2020 Vision Leadership Team, Alignment and Coordination Team (ACT), and each of the active Work Groups.

Figure 4. How We Organize 2020 Vision's Work



The **Leadership Team** is comprised of top decision makers from each of the initiative's core partner organizations – the City of Berkeley, Berkeley Unified School District, Berkeley City College, and UC Berkeley – leaders of the Berkeley Community Fund and Berkeley Public Schools Fund, and several founding partners of Berkeley's 2020 Vision. This body provides overall vision and leadership for Berkeley's 2020 Vision.

The **Alignment and Coordination Team (ACT)** (formerly known as the "Design Team") includes 2020 Vision staff, Work Group leads (see below), and senior leaders and staff from partner organizations. The ACT supports and serves as a bridge between the Work Groups and the Leadership Team.

2020 Vision's **Work Groups** are comprised of community practitioners and experts, who organize their work together around one of Berkeley's 2020 Vision's priorities. There are currently active Work Groups organized around three 2020 Vision priorities: Kindergarten Readiness, 3rd Grade Reading Proficiency, and College and Career Readiness.

The Work Group model thus far has worked well as a means of focusing partners from a wide range of organizations around collaborative solutions and opportunities. At the same time, many activities and

system change efforts that support Berkeley's 2020 Vision take place beyond the Work Groups, including within each of the core partner organizations (for example, a new progress monitoring system being piloted by BUSD this fall in grades K – 8) and in aligned cross-agency partnerships (for example, the Berkeley Mayor's Office, BCC, and Berkeley Community Fund's ongoing work to expand Berkeley Promise). As a result, some priorities do not currently have Work Groups in place; however, the Leadership Team and ACT work together to monitor progress in each priority area and to determine whether the priority would benefit from the formation of a Work Group.

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Stakeholders help shape Berkeley's 2020 Vision

The City of Berkeley fulfills the critical backbone function for this collective impact partnership, coordinating and organizing work of the designated 2020 Vision liaisons from BUSD, BCC, and UC Berkeley, and many others.^v Housed in the City Manager's Office, 2020 Vision staff are also responsible for overseeing 2020 Vision's RFP and contracting process with community agencies that deliver programs and services to advance the goals of 2020 Vision.

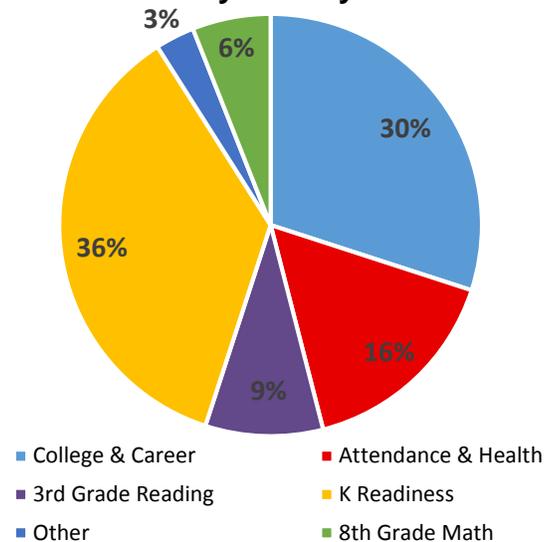
Partnership Funding & Support

Berkeley's 2020 Vision's partners strive to align and leverage funding and other resources to advance the partnership's goals. The work is supported by many sources. Funds are generally administered separately by each participating organization. In addition, core institutional partners participate across all levels of 2020 Vision's organizational structure (the Leadership Team, ACT, and Work Groups), as well as in service planning, delivery, and more.

The **City of Berkeley's** major source of support for Berkeley's 2020 Vision is City General Funds. General Funds cover the cost of 2.25 FTE in staff time, as well as funds awarded to community agency contractors to advance the work of 2020 Vision (~\$1.8 million in FY 19). Figure 5 shows 2020 Vision funding awards by priority area in FY 19. In addition, staff from City departments (primarily Health, Housing, and Services, and Parks, Recreation, and Community Waterfront) participate in 2020 Vision Work Groups and ACT, provide direct services (e.g., the Park, Recreation, and Waterfront Department's Pre-K Power Play classes), and bolster 2020 Vision's efforts to design programs and seek funding through external sources, such as the Mental Health Services Act.



Figure 5. 2020 Vision Contracts by Priority



The **Berkeley Unified School District's** substantial investment in Berkeley's 2020 Vision cuts across its annual budget, and cannot easily be disentangled from its overall expenditures for all students. In June 2013, Governor Jerry Brown approved a new school finance model, which reshaped school funding using the Local Control Funding Formula. As part of this new model, all districts are required to develop a three-year Local Control Accountability Plan (LCAP). BUSD intentionally structured its LCAP strategies and investments (~\$9.2 million in 2018-19) to closely correlate with 2020 Vision, including its target population, goals, and strategies. Exhibit 4 contains a BUSD 2018-2019 LCAP Funding Overview. Among other support, BUSD co-chairs the College and Career Readiness Work Group and the annual College and Career Summit (more info below).



Berkeley City College is a key partner in Berkeley Promise, a college access and matriculation scholarship initiative that grew out of the Berkeley's 2020 Vision strategy, to help Berkeley public school graduates advance on a path that starts with community college and leads to an earned degree or certificate. BCC has played an important role in helping to design this program, in close partnership with the Mayor's Office, and hosted the program launch, marketing the award of scholarships to the first 22 Berkeley Promise scholars in August 2017. BCC recently invested seed money, along with the Berkeley Community Fund, into a new Berkeley Promise development fund housed at the East Bay Community Foundation (more information regarding Berkeley Promise may be found in the *College and Career Readiness* section). In partnership with BUSD, BCC co-chairs the College and Career Readiness Work Group and the annual College and Career Summit.



UC Berkeley's engagement with 2020 Vision includes its support for two 2020 Vision priorities: 3rd Grade Reading Proficiency and College and Career Readiness. UC Berkeley's Public Service Center leads the 3rd Grade Readiness Work Group, and runs the Berkeley United in



Berkeley
UNIVERSITY OF CALIFORNIA

Literacy Development (BUILD) program, which provides literacy support at all 11 BUSD elementary schools, as well as to after-school and summer programs (more information on BUILD may be found in the *3rd Grade Reading Proficiency* section). UC Berkeley also provides additional college counseling at Berkeley High School through the UC Berkeley Destination College Advising Corps (DCAC). DCAC recruits recent college graduates to serve as full-time College Advisor Fellows, providing BHS students more individualized college preparedness support at earlier stages in their high school experience. The Office of the Chancellor's Director of Local Government and Community Relations is an active member of the College and Career Readiness Work Group and the ACT. In addition, in June 2018, UC Berkeley's Chancellor's Community Partnership Fund awarded approximately \$100,000 to community efforts aligned with 2020 Vision (Exhibit 5).

Two local non-profit organizations are also active partners in Berkeley's 2020 Vision. Through their High Hopes Scholarship Program, the **Berkeley Community Fund (BCF)** provides \$16,000 in needs-based scholarships to each selected scholar. Coupled with mentoring and other supports, the program works with motivated Berkeley youth who are from lower-income families, underrepresented groups, or are first-generation-to-college attendees, helping them to succeed in college and earn their bachelor's degrees. BCF awarded \$400,000 in new scholarships to 25 Berkeley High School graduates in June 2018, and is seeking to expand this cohort in future years. BCF also serves as a key partner in the Berkeley Promise. Through Berkeley Promise, select Berkeley students receive \$1,500 in scholarship funds while attending BCC, and can apply for an additional \$8,000 if they transfer to a four-year college or university. BCC and BCF jointly invested \$50,000 in seed money recently into a new Berkeley Promise development fund being housed at the East Bay Community Foundation.

BERKELEY
COMMUNITY FUND

The **Berkeley Public Schools Fund** (Schools Fund) funds two 2020 Vision-aligned programs on an annual basis: (1) Be A Scientist, which brings over 200 UC scientists to every 7th grade classroom in BUSD every year to work with each student on an individualized science project; and (2) Writers Coach Connection, which provides one-on-one coaching emphasizing critical thinking and writing skills for every 8th grader in BUSD. It also runs Berkeley Schools Volunteers, which matches teacher volunteer requests with interested community volunteers in order to facilitate one-on-one support and differentiated learning in classrooms. In



addition, the Schools Fund provides substantial support for teacher professional development in early literacy and elementary and middle school math. The Schools Fund awards grants to over half of the teachers in BUSD every year, many of which align closely with Berkeley's 2020 Vision goals and

strategies. In total, an estimated one-third of the Schools Fund's annual grant-making budget of \$600,000 supports Berkeley's 2020 Vision.

Since its inception, 2020 Vision has received several grants, including a \$150,000 award from First 5 in Fall 2011 to start the Pre-K Power Play program and a \$170,000 grant from the Lumina Foundation in 2014 for College and Career Readiness. In April 2017, the City Manager's Office (with partial funding from BUSD) entered into a contract with the Glen Price Group (GPG) to help 2020 Vision identify funders and prepare funding requests on behalf of the partnership. GPG helped 2020 Vision and the Berkeley Promise hone their messaging for future outreach and fundraising efforts. GPG's work contributed to a \$15,000 grant award from UC Berkeley's Chancellor's Community Partnership Fund, to BUSD and UC Berkeley's Graduate School of Education (GSE), to support the professional development of Berkeley's summer school teachers and to create a leaders of color network at BUSD. GPG is finishing up another joint grant proposal to the Spencer Foundation to support a BUSD-GSE research project related to 2020 Vision, scheduled for submission in November 2018.

GPG's efforts confirmed that private foundation funding is particularly challenging in a municipality like Berkeley, which does not have a large low-income population, particularly compared to its adjacent neighbors, Oakland and Richmond. Looking ahead, 2020 Vision may benefit more from focusing on applying for competitive public funds. While 2020 Vision partners continue to look for new funding opportunities from a variety of sources, the initiative also recognizes the central importance of strategically applying long-standing government and local funds, as the key mechanism to achieving the long-term goals of 2020 Vision.

Programs Aligned with Berkeley's 2020 Vision

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Programs align with
Berkeley's 2020
Vision

Berkeley's 2020 Vision's priorities and strategies drive programming and funding decisions by each of the partner agencies. The attached Berkeley's 2020 Vision's Current Programs at a Glance (Exhibit 6) lists over 50 aligned programs that are currently active in providing services aimed at furthering 2020 Vision's goals. Approximately half of these programs receive at least partial funding via the City of Berkeley's community agency contracts process (referred to as 2020 Vision funds in the Exhibit). Other programs include those receiving financial support from the Berkeley Community Fund and the Berkeley Public Schools Fund, various City departments (for example, Park, Recreation, and Waterfront's Pre-K Power Play program), BUSD's LCAP funding, UC Berkeley's Chancellor's Community Partnership Fund, and many other sources that support the work of our community agency and institutional partners.

Berkeley's 2020 Vision Highlights by Priority

The following sections provide highlights of the work of Berkeley's 2020 Vision along with the latest available data for each priority. During 2020 Vision's early years, the partners worked to identify a single indicator associated with each 2020 Vision priority by which the partnership would be able to measure progress towards achieving 2020 Vision's goals. Over time, these data measures have shifted somewhat due to changes in federal and state policy, priorities, and curriculum. For example, when the federal Every Student Succeeds Act replaced No Child Left Behind legislation in 2015, schools changed their student assessment protocols. Under the prior practice, students were tested in grades 2 through 12. Under the new Standards Based Assessment (SBA), students are only tested in grades 3 – 8 and grade 11. With the transition to SBA, 2020 Vision no longer had comparative data on one of its key

indicators, 9th Grade Math. As a result, 2020 Vision changed its math indicator to 8th Grade Math Proficiency, which it has been tracking since 2014-15.

Most of the indicator data used to monitor progress towards 2020 Vision goals is collected by BUSD and then sent to the California Department of Education (CDE) for review and analysis. By the time data is made publicly available by the CDE, a fair amount of time has typically passed (e.g., several of the indicator charts in this section reflect the most recent data, from school year 2016-17). As a result, the publicly available annual state data is limited due to timing of administration and publishing of the results. Also, because of changing definitions and data sources over time, it is often not possible to track the same measure over a long period of time. This limits the analysis that can be done to identify data trends and patterns.

One of the initiative's ongoing challenges is to identify data that can be accessed more quickly and used more responsively, to make real-time program modifications and to enhance supports where needed. While state mandates require an annual baseline assessment, 2020 Vision partners are looking at ways to build a cycle of continuous improvement standards, based on assessment throughout the year (see the *Looking Ahead* section). This will also help overcome the challenge presented by shifting assessment protocols at the state level.

Kindergarten Readiness

Significance: Kindergarten Readiness closely aligns with future attainment and well-being in school and in life. Starting with prenatal care, early experiences and learning provide children with fundamental skills and foundations for life-long academic and socio-emotional success.^{vi}

Activity Highlights: 2020 Vision efforts to date around increasing the number of students achieving Kindergarten Readiness have primarily focused on three strategies: (1) increasing access to affordable child care for 0-5 year olds; (2) ensuring high quality child care for 0-5 year olds; and (3) educating parents and caregivers of 0-5 year olds about healthy child development in preparation for kindergarten. 2020 Vision community agency contracts advance this work by supporting child care subsidies for low-income families (both direct contract awards to local preschools to subsidize spots for low-income children of color, and a grant to an intermediary that issues scholarships to Berkeley families in need). 2020 Vision community agency contracts also support quality improvement services to Berkeley center-based and family day care providers. Efforts aligned with 2020 Vision also include play and parent-child learning groups.

Kindergarten Readiness in Brief:

- Large gains since 2012-13 in the % of African American and Latino/a/x kindergarteners meeting readiness standards. Gap is smaller, but remains
- 10 programs currently support 2020 Vision's Kindergarten Readiness priority
- Kindergarten Readiness Work Group hosted ~100 community members at October 2017 Festival
- \$340,000 request pending with MHSA to launch a Trauma Informed Care pilot at four YMCA Head Start sites in Berkeley

100+

Attendees at the
"Festival of Well-being
for Young Children &
Families"

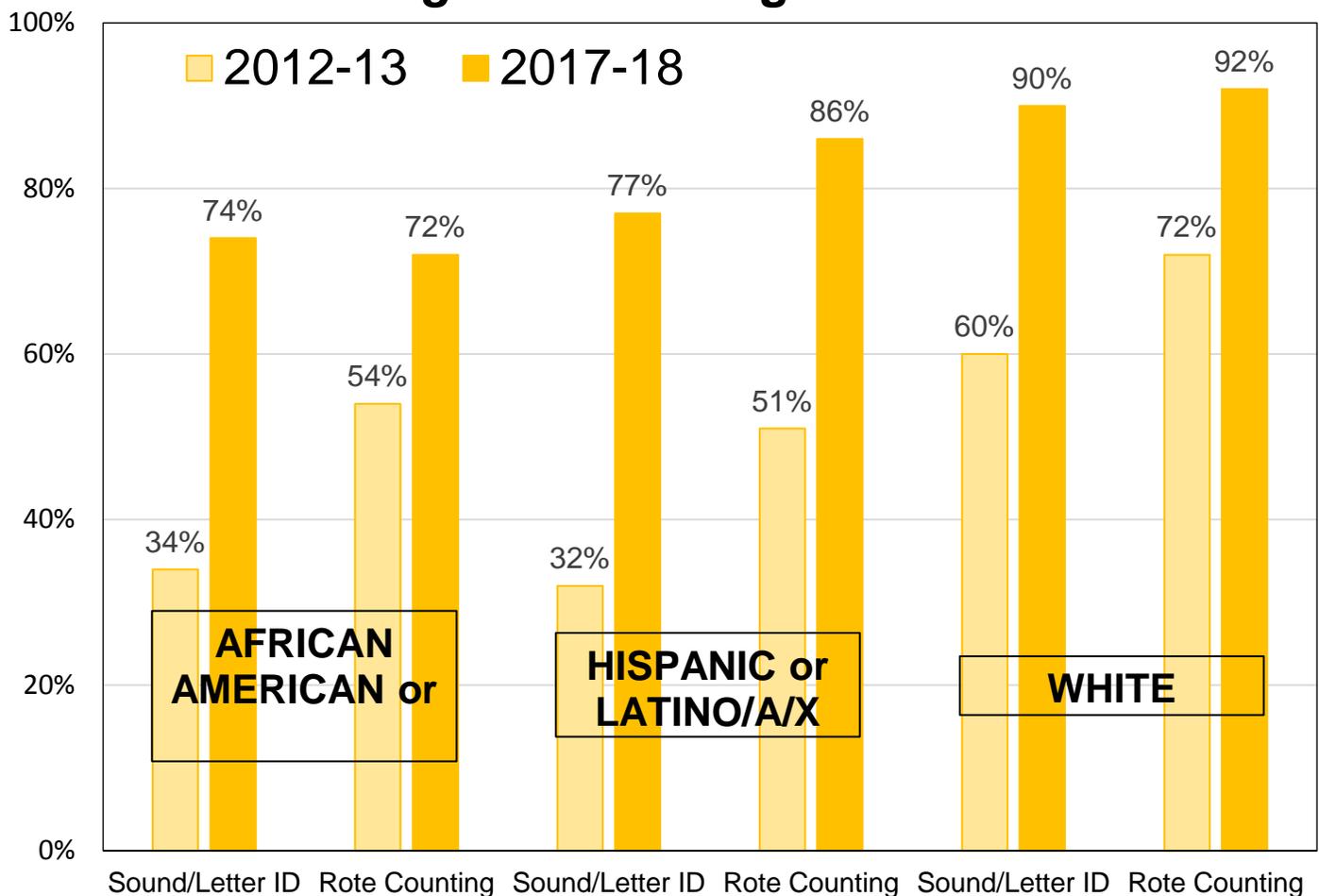
In October 2017, 2020 Vision's Kindergarten Readiness Work Group sponsored a day-long "Festival of Well-being for Young Children & Families" at Malcolm X Elementary School. The goal of this event was to support parents as vital partners in their child(ren)'s growth and development, and to connect them with Berkeley's rich network of resources for young children and their parents. Representatives from approximately 15 government, educational, and nonprofit programs

planned and/or participated in the event, which included parenting and school readiness workshops, lunch, and many activities for children and families. An estimated 100 people participated in this event.

Indicator Data: Figure 6 shows the percentage of entering kindergarteners who met or exceeded standards for sound/letter identification and rote counting on BUSD's Universal Kindergarten Readiness Assessment in 2012-13 and 2017-18. This assessment was implemented in September 2011 as part of Berkeley's 2020 Vision Kindergarten Readiness work.

A preliminary analysis indicates that there have been notable gains, particularly for Latino/a/x children who experienced the largest improvements in both categories. African American students also improved significantly, by 40 percentage points in sound/letter identification and 18 percentage points in rote counting. At the same time, gaps still exist. As of 2017-18, for example, African American students were still 20 percentage points below white students in rote counting.

Figure 6. Kindergarten Readiness*



* % of entering kindergarteners who meet or exceed standards for sound letter identification and rote counting on BUSD's Universal K Readiness Assessment.

Sources: Status Report on 2020 Vision to Berkeley City Council, 1/28/13; Pat Saddler, BUSD, 8/2/18.

Upcoming Opportunities and Issues: Pending a \$340,000 award of Mental Health Services Act funds through the Berkeley Mental Health Division in November 2018, 2020 Vision will launch a new three-year TIC project at four Berkeley Head Start sites in partnership with the YMCA of the Central Bay

Area. This project builds upon the work initiated in the Improved School Attendance and Health priority (see next section for more detail), and would work with Head Start teachers, staff (from administrators to janitors), and parents of young children participating in the Head Start program, to better identify and support students and families who have been subject to trauma. These types of incidents and circumstances may serve as barriers to school success and also may be incorrectly identified primarily as behavioral problems.

The goal of this project will be to bring about a shift in the way that Head Start staff work with young children and parents who have experienced trauma, in order to promote empathy and make connections to needed services. This project would reach a concentrated group of 0-5 year olds in Berkeley's 2020 Vision's target population. Currently, 368 low-income children from Berkeley are enrolled in the YMCA's Head Start program, of which 90% live below federal poverty levels and the vast majority of whom are African American and Latino/a/x.

The Kindergarten Readiness Work Group meets every other month and is actively engaged in discussions about the future direction of their work. In an effort to examine the potential for integrating mindfulness as an additional strategy for addressing stress and trauma in young children, the Work Group invited a guest practitioner to present on this topic in July 2018. In fall 2018, the Work Group members have invited the City's Health Officer and other authors of the City of Berkeley's 2018 Health Status Report to present on the implications of health disparities for the 0-5 year olds in Berkeley. Following this research and information-gathering phase, the Kindergarten Readiness Work Group will evaluate how best to target the initiative's collective resources to better prepare these young children and their parents for future success in school and life.

Improved School Attendance and Health

Significance: Improved school attendance and health are important because children need to be in school to succeed in school. Students who are chronically absent miss out on important learning and can face a steep uphill climb to catch up with their peers. Chronic absences can also be a symptom of other challenges facing children or their families, including health problems (such as asthma), emotional trauma, housing stability, and parental stress.^{vii}

Activity Highlights: Two of 2020 Vision's key strategies to improve school attendance and health have fallen primarily under the auspices of BUSD: (1) Promoting a positive TK – 12 attendance culture; and (2) identifying absent students quickly and offering family and student supports to help students get back to class as soon as possible. BUSD has established Attendance Awareness Month in partnership with the City of Berkeley's Public Health and Mental Health divisions. It has largely brought

its school climate activities in-house, with a designated School Climate Teacher Leader at each elementary school and Restorative Justice Counselors at every middle and high school. (A 2020 Vision community agency contract has enhanced these school-based restorative justice services.) In addition, BUSD has established a Dean of Attendance at BHS, who verifies attendance records, and works with parents, students, teachers, counselors, and more to engage in collaborative, positive problem-solving for cases of habitual truancy. This work is supplemented by several programs funded by UC Berkeley Chancellor's Community Partnership Fund aimed at youth leadership and skill building. In addition, six

Improved School Attendance and Health in Brief:

- Significant drop in chronic absenteeism among African American and Latino/a/x students since 2014-15. Gap is smaller, but remains
- 13 programs currently support 2020 Vision's School Attendance and Health priority
- New opportunities in this area may involve working with local health providers to address school-related issues identified in the 2018 Health Status Report

programs funded through 2020 Vision community agency contracts provide school- and community-based behavioral health services, including counseling and support services for students involved in the criminal justice system.

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Edible gardens in
Berkeley schools

In alignment with 2020 Vision's health priority, a Garden and Cooking Program has also taken root in Berkeley schools, where students learn about nutrition in a "farm to table" atmosphere, with a focus on increasing consumption of fresh produce, particularly during school meal times. Highlights of the program include edible gardens at all schools, an emphasis on equity-based public health and healthy eating instruction – including paid student internships to implement community public health projects – and development of public health tools, such as cooking skills and community mapping of health food access around the BHS campus. An internship program also was developed with UC Berkeley, which connected instructors with UC students studying food systems and/or education to further develop the program. This program receives City of Berkeley general fund revenue through the City's Sugar Sweetened Beverage tax.

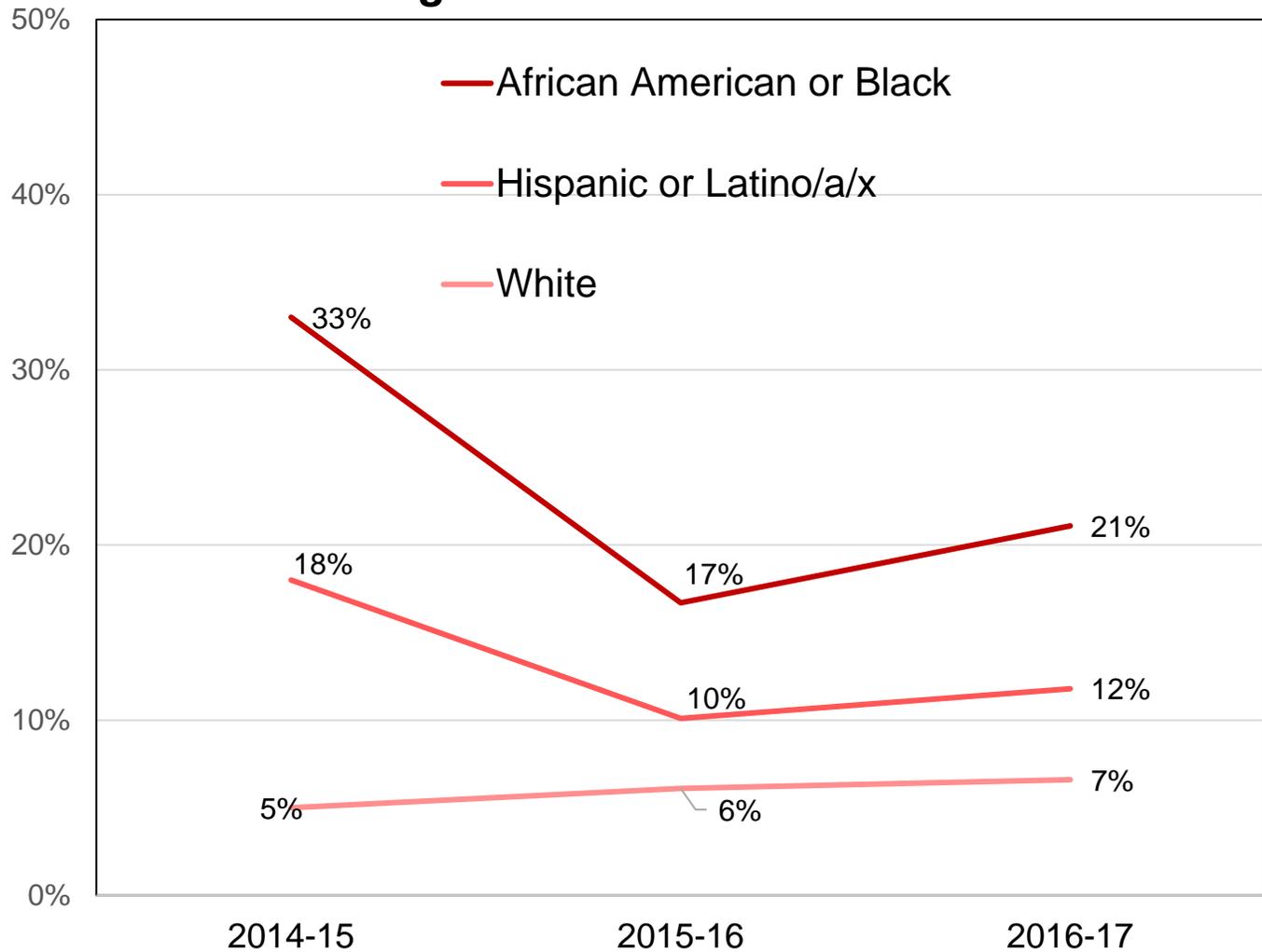
In partnership with the City's Mental Health division, in Spring 2017 BHS students developed the Mental and Emotional Education Team (MEET), a peer mental health education program that informs students of mental health issues and resources, reduces stigma and barriers to access, and improves health equity for students. The curriculum, which includes presentations in freshmen Social Living classes, makes mental health a universal concept rather than focusing only on mental illness, and talks about mental health in the context of everyday experiences. MEET receives funding from both the City and BUSD.

In 2016 Berkeley's 2020 Vision launched a Trauma Informed Care (TIC) pilot at three BUSD schools: Franklin Preschool, Berkeley Arts Magnet Elementary School, and Willard Middle School. The goal of this pilot was to train teachers and staff in these school communities to better understand, recognize, and respond to the effects of trauma in the students they serve. In Fall 2016, 93 classified and non-classified staff attended TIC workshops. In Spring 2017, 35 staff participated in ongoing Learning Circles focused on applying the TIC framework in their daily work with students and families. An external evaluation elicited primarily positive participant feedback. This work was supported by the City's Mental Health Division and Mental Health Services Act funds.

Due to significant 2020 Vision staff turnover in 2017, the pilot did not continue in the 2017-2018 school year. When 2020 Vision staff invited the participating schools to continue the pilot in the 2018-2019 school year, the principals elected not to continue the project, due to the large amount of staff professional development already scheduled. 2020 Vision staff worked closely with City Mental Health staff to reshape this initiative with a revised focus on preschool age children. Currently, 2020 Vision staff is working to re-launch the pilot project under the Kindergarten Readiness priority.

Indicator Data: Figure 6 presents data on chronic absenteeism in BUSD over three years. Students are defined as being chronically absent when they miss more than 10% of school days in the year. Chronic absence has declined for every subgroup shown, with the exception of white students whose chronic absenteeism still remains low. It should be noted that beginning in the 2015-2016 school year, the State refined the definition of chronic absenteeism, which resulted in a significant dip from the 2014-2015 school year. The 2017-2018 data will become available later this fall.

Figure 7. School Attendance*



*% of students who are "chronically absent " (missed more than 10% of school days in the year)

Sources: BUSD and CDE

Upcoming Opportunities and Issues: This summer a new Manager of Student Services joined the BUSD administration. The Office of Student Services is responsible for overseeing attendance and a wide range of activities impacting student health and welfare. 2020 Vision partners anticipate opportunities to work closely with Student Services in the year ahead.

Areas of potential work may include engaging early education providers in promoting consistent school attendance and identifying the most common health conditions that are preventing children from attending school (e.g., asthma). In July 2018, the Health, Housing, and Community Services Department issued the City of Berkeley's *Health Status Report*. 2020 Vision partners hope to use this comprehensive data to help identify the predominant health issues impacting young people in Berkeley, and to work closely with the City's health programs, to provide prevention and early intervention support which minimizes the impact of student health issues on chronic absenteeism.

3rd Grade Reading Proficiency

Significance: 3rd Grade Reading Proficiency is a primary predictor of academic success and high school graduation. Research demonstrates that children who learn to read by 3rd grade are more likely to complete high school and less likely to experience socio-emotional and behavioral problems. Third grade is widely considered to be a critical benchmark year for reading because it marks the transition from “learning to read” to “reading to learn.”^{viii}

Activity Highlights: 2020 Vision has focused its efforts to improve student literacy on four strategies: (1) expanding resources to support early grade literacy in and out of school; (2) providing tutoring, mentoring and other academic support in and out of school; (3) increasing access to diverse, engaging, culturally relevant books and stories; and (4) empowering families and community members to participate in and support literacy development.

3rd Grade Reading Proficiency in Brief:

- Large gains since 2014-15 in the % of African American and Latino/a/x 3rd graders meeting grade level standards. Gap is smaller, but remains
- 9 programs currently support 2020 Vision's 3rd Grade Reading Proficiency priority
- In Fall 2018, BUSD is piloting two new programs, a structured literacy model and a K-8 progress monitoring system, with the intention of further closing the gap and better supporting young learners

600+

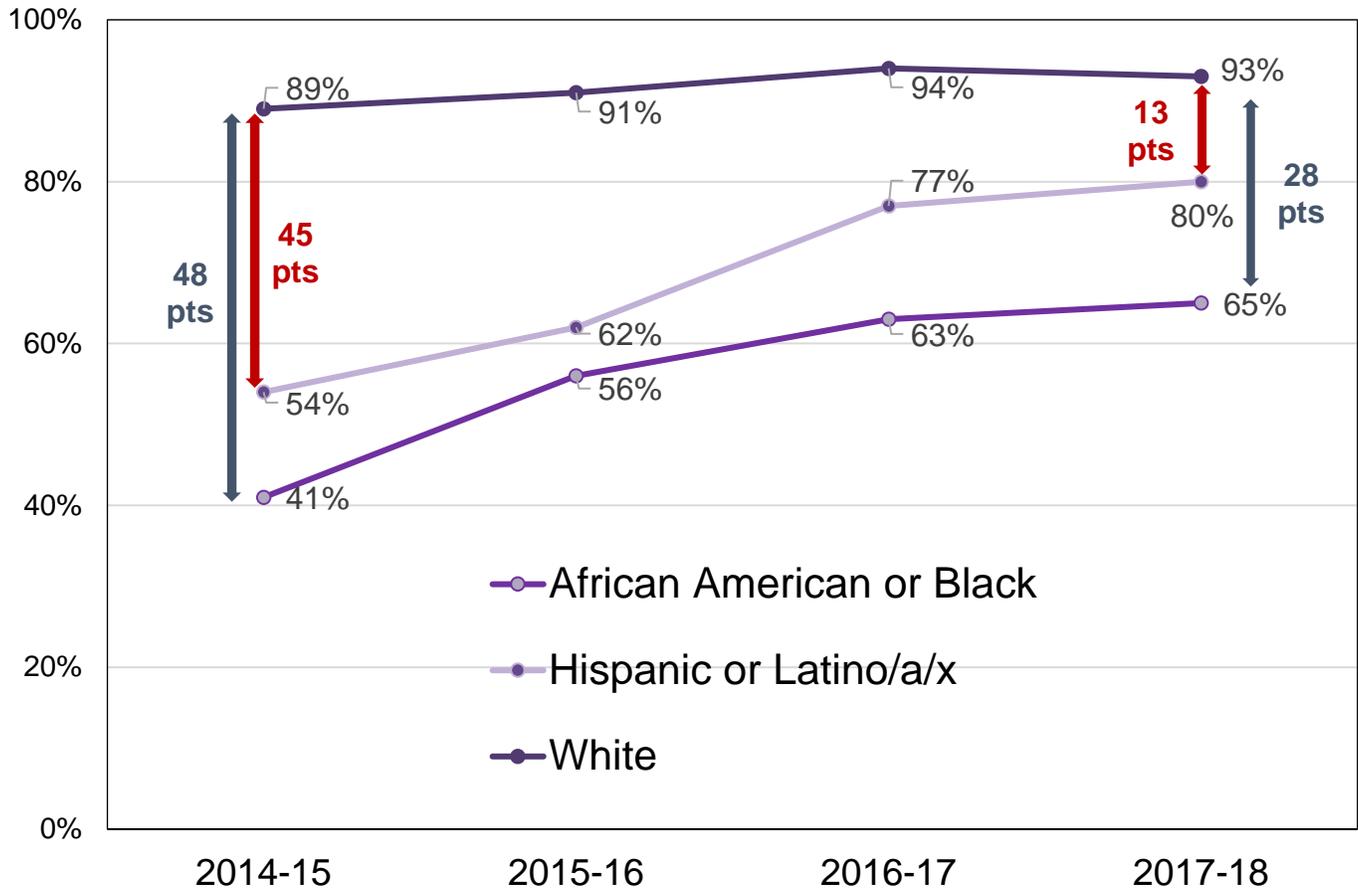
Berkeley students served
by the BUILD program
in 2016-17

BUSD places a strong priority on developing students reading skills and helping them cultivate a love of reading. 2020 Vision partners supplement this focus largely with services that provide tutoring, mentoring, and other academic supports. Four programs, Berkeley United in Literacy Development (BUILD), Bay Area Hispano Institute's (BAHIA) School Age Program, Ephesian School Age Program, and Mentoring for Academic Success (MAS), currently receive 2020 Vision community agency funds to provide such after-school services. Exhibit 7 contains profiles of two students whose reading improved significantly

because of their involvement with BUILD and BAHIA, as part of the Faces of 2020 Vision series.

Indicator Data: Figure 8 presents 2020 Vision indicator data on the percentage of 3rd graders who were at or above grade level standard at reading on the Teachers' College Reading and Writing Project Assessment over the past four years. African American and Latino/a/x students have improved overall by 24 and 26 percentage points respectively, while white students have experienced a 4 percentage point overall gain. Similar to the case of Kindergarten Readiness, while the gains are notable, a significant gap still exists between our African American and Latino/a/x students and their white counterparts.

Figure 8. 3rd Grade Reading Proficiency*

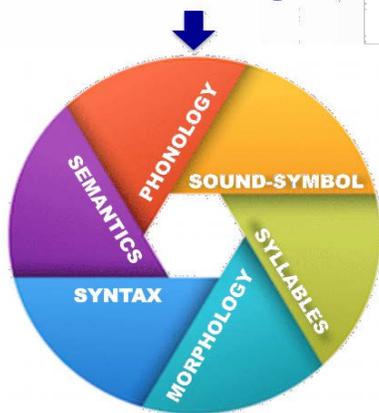


* % of 3rd graders at or above grade level standard on the Teachers' College Reading and Writing Project Assessment.

Sources: BUSD/BREA for 2014-15, 2016-17, 2017-18. BUSD Superintendent 10/27/17 presentation, 2020 Vision Leadership Team for 2015-16.

Figure 9. Structured Literacy Model

Structured Literacy's ELEMENTS work together.



Upcoming Opportunities and Issues: In the upcoming year, BUSD will be adopting a new structured literacy model depicted in Figure 9. This enhancement to BUSD's current approach teaches systematic word identification and decoding strategies, including phonology (the student of sound structure of spoken words), sound-symbol association (mapping sounds to letters), syllable division (dividing / decoding unfamiliar words), morphology (base elements of complex words), syntax (grammar and sentence structure), and semantics (comprehension of literature). Within this model, BUSD is incorporating a new phonics program into daily literacy instruction, and adding a Diagnostic Screening in grades K – 8 to identify issues early that may pose barriers to reading progress. BUSD believes that these efforts may serve to close some of the remaining gap in reading performance.

8th Grade Math Proficiency

Significance: 8th Grade Math Proficiency lays the foundation for success in an increasingly collaborative and technical professional world. Students who master basic math are more likely to succeed in advanced math, which is strongly connected to future college enrollment and graduation.^{ix}

Activity Highlights: Key strategies to advance this work are: (1) provide K-8 teachers professional development focusing on middle school math instruction; (2) provide tutoring, mentoring, and other academic support in and out of school; and (3) empower families and community members to participate in and support math proficiency.

8th Grade Math Proficiency in Brief:

- Only 46% of Latino/a/x and 19% of African American 8th graders tested at or above proficient compared to 80% of whites. A large gap persists
- Five programs currently support 2020 Vision's Math Proficiency priority
- BUSD is bolstering its efforts on K - 12 math, with a particular focus on middle school and 9th grade math instruction and supports

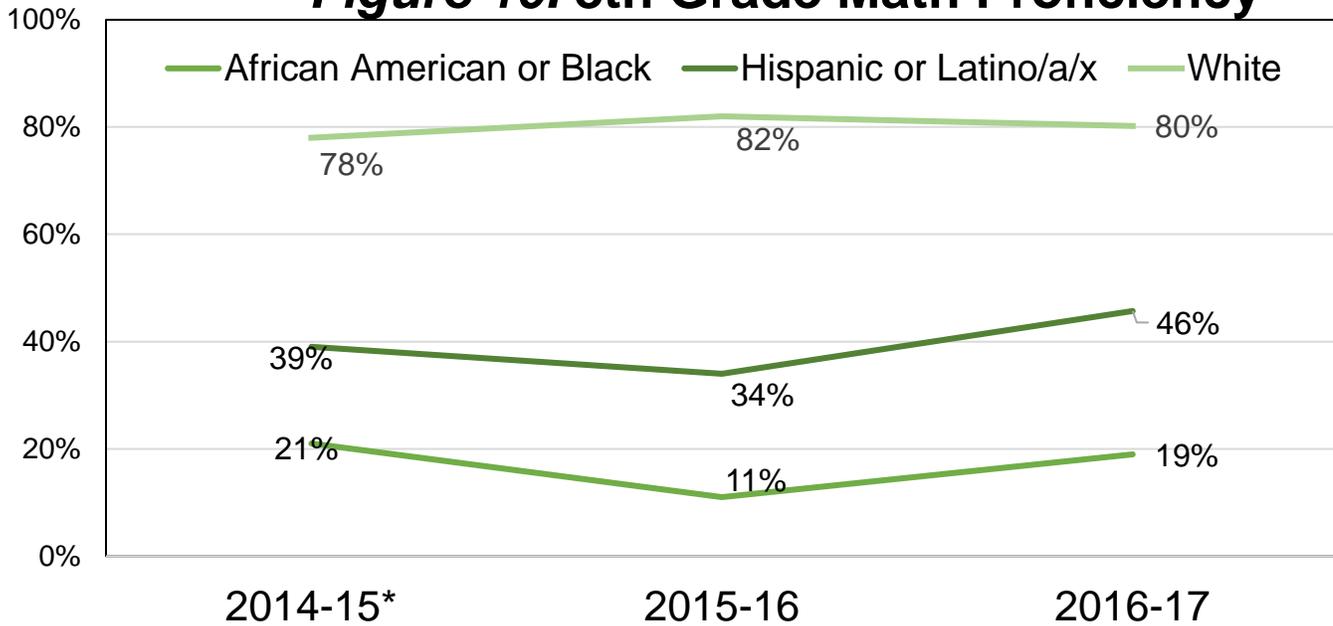
2020 Vision funding supports Bridging Berkeley, a UC Berkeley Public Service Center program where BUSD middle schoolers receive math tutoring from UC Berkeley students and other volunteers, and Berkeley Youth Alternatives' Mentoring, Academics, Training, College, and Health (MATCH) Program, which provides after-school and summer tutoring to 1st – 8th graders performing below grade level. BUSD supports STEM with the Super Science Saturday Program, which provides grade K – 5 students with hands-on learning activities through a partnership with Lawrence Hall of Science. The Berkeley's Excellent Academic Road to Success (BEARS) afterschool program continues to improve its academic intervention by offering math intervention software, ST Math, for the majority of grade 3-5 students in the program. Engaging math fluency games associated with school-day curriculum were also added to academic interventions at the elementary school level in Spring 2018. As mentioned in *Partnership Funding and Support*, grade 7 students participate in the Be a Scientist Program, which allows them to conduct hands-on experiments with UC scientists.

Indicator Data: As illustrated in Figure 10, an extremely low number of African American and Latino/a/x 8th graders are testing above proficient in math. This data is highly concerning. BUSD is striving to address this problem by establishing math coaches at every elementary and middle school and math teacher leaders at every school site, and by doubling up on math classes for middle school students.

The most recent data available is from 2016-17. Results from 2017-18, which BUSD reports may indicate improvements, are under embargo by the California Department of Education for further analysis and refinement. BUSD anticipates release of the 2017-18 data in Fall 2018. BUSD also notes that demographic variation each year makes data use to monitor outcomes difficult. Within demographic buckets there is significant diversity in other factors that may be contributing to student performance (e.g. socioeconomic status, parent education level, and disability status).

Upcoming Opportunities and Issues: BUSD is using its new Universal 9th grade (U9) structure to strengthen the math program at the start of high school. They are building a stronger, more cohesive grade 9 math teaching team and have established a new math coordinator position to lead this work. To help students identified as performing below grade level in grade 8, in Spring 2018 BUSD partnered with UC Berkeley's Graduate School of Education to develop a Summer Math Academy. Funded through UC Berkeley's Chancellor's Community Partnership Fund, UC math education students worked with BUSD teachers develop a curriculum that helps students to be more successful in U9, by facilitating a small adult-to-student ratio, delivering effective interventions, and increasing skill mastery based on results of diagnostic assessment. U9 students also will have access to a second math intervention class, taught by their math teacher, to reinforce skills and provide additional help to students as needed.

Figure 10. 8th Grade Math Proficiency*



* % of 8th graders at or above grade level standard in math as measured by the Smarter Balanced Assessment (SBA) Summative (end-of-year) test. SBA Math was piloted in BUSD in 2014/15.

Source: BUSD Data from CDE (7/2018).

College and Career Readiness

Significance: College and Career Readiness empowers young people to complete high school, equipped to seize positive opportunities to advance in their education and/or career. Higher levels of educational attainment correlate with better health and well-being, and greater economic and career success.^x

Activity Highlights: College and Career Readiness continues to be an area of robust activity for 2020 Vision. Exhibit 6 presents the 19 programs currently aligned with 2020 Vision and the six strategies that drive 2020 Vision's programming in this area.

The annual College and Career Summit lies at the heart of its portfolio, and cuts across many 2020 Vision strategies. This year's week-long summit was held in March 2018 and engaged Berkeley's elementary through high school students in college- and career-related activities. This event

College and Career Readiness in Brief:

- The percentage of Latino/a/x BHS graduates meeting UC/CSU entry requirements rose to 62% as of 2015-16, but dropped for African American BHS graduates to 37% (as compared to 88% for whites). A large gap persists.
- 19 programs and a highly engaged Work Group support 2020 Vision's College and Career Readiness priority.
- In August 2017, Berkeley Promise awarded \$1,500 scholarships to its first cohort of 22 entering community college students.
- California recently launched a new College and Career Indicator (CCI) which includes multiple ways of measuring a student's postsecondary preparedness. 2020 Vision will evaluate shifting to the CCI as an update to our current indicator for this priority.

700+

Berkeley students engaged
in College & Career Summit

was co-chaired by BUSD and BCC and organized by the College and Career Readiness Work Group. Over 700 students engaged in workshops led by over 40 speakers, facilitators, and panelists. Workshops covered topics including information about different careers, how to pick a college major, professionals of color, and higher education students of color. City staff from Berkeley Police; Fire; Health, Housing, and Community Services; and Parks, Recreation and Waterfront Departments participated in various panels, discussing different career opportunities connected to work in

local government. New additions to the College and Career Summit were a "Business Entrepreneur" event at the Berkeley Technology Academy (BTA), and a well-attended "Parent of First Generation College Students" workshop, held at the YMCA Teen Center. Over 50 BTA students had the opportunity to hear from community entrepreneurs of color who shared the passion and hustle that led them along their professional paths. Younger students were included in the week's activities, with the Berkeley Fire Department making visits to elementary schools and allowing students to explore a firetruck while learning more about what it is like to be a firefighter; elementary school libraries coordinated reading events around books promoting college and career readiness, with a special focus on women in STEM.

A particular strength of 2020 Vision's College and Career Readiness portfolio is its variety of cohort-based, long-term programs aimed at facilitating college preparedness, as well as academic and social supports. These include YMCA of the Central Bay Area's Y Scholars, which provides a learning community of scholars, staff, and volunteers to address the achievement gap, and Stiles Hall's Berkeley Scholars to Cal, which supports African American and Latino/a/x Berkeley students for eight years until high school graduation, and is funded by 2020 Vision community agency funding. Two other cohort-based programs funded by 2020 Vision community agency funding are located inside BHS:

- *R.I.S.E. (Responsibility, Integrity, Strength, and Empowerment)* is a Berkeley nonprofit agency that provides academic support and college preparation for low-income BUSD high school-aged students throughout their four years of high school. Of the 272 seniors who participated in R.I.S.E. between 2008 and 2018, 267 (98%) completed high school. Of those graduates, 264 (99%) went on to enroll in post-secondary education (252 in junior and four-year colleges, and 12 in other structured educational opportunities, such as the Police Academy and the Marine Corps). A Faces of 2020 Vision Profile of a recent R.I.S.E. graduate is contained in Exhibit 7.

98%

Graduation rate for
Berkeley students
engaged in R.I.S.E
program

- *Berkeley High BRIDGE* provides intensive, school-based services primarily to African American and Latino/a/x students who are low-income and/or first generation college candidates. For four years, BRIDGE assists students with homework and test prep, offers highly personalized advising, takes students on college visits, and provides mentors, summer sessions, and workshops on internships and financial aid. All of BRIDGE's 26 participating seniors graduated from high school in June 2018. 100% of BRIDGE graduates were accepted by postsecondary educational institutions. In total, 19 students were accepted at four year colleges/universities, including two at Historically Black Colleges and Universities (HBCUs). For financial and other personal reasons, just under half of these students choose to attend community colleges instead. In total, 10 BRIDGE graduates will enroll in four year colleges/universities in summer/fall 2018 – five with \$16,000 High Hopes scholarships from the Berkeley Community Fund – and 16 will attend community colleges. A Faces of 2020 Vision Profile of a member of the first BRIDGE cohort is contained in Exhibit 7.

In recent years, concurrent with a growing statewide focus in this area, BUSD has expanded its Career Technical Education (CTE) offerings. It now offers sequenced coursework (or a “pathway”) that prepares students for work in particular industries through classroom learning, internships, training from field professionals, and more. In 2017-18, more than one in four BHS students was enrolled in a CTE class in partnership, such as the Biotechnology Pathway offered at BHS in partnership with Bayer HealthCare.^{xi} The City of Berkeley partners with BUSD on the Berkeley Safety Training and Education Pathway (or B-STEP) offering training provided by the Berkeley Fire Department. Other Pathways developed at BHS include: Academy of Medicine and Public Service (AMPS); Law and Social Justice; Digital Media, Computer Arts and Sciences (CAS), AHA, Production and Managerial Arts, Computer Science, Building and Construction Trades, Engineering Design, and a “Makerspace” Fabrication Lab.

An exciting development since the last 2020 Vision update to City Council has been the launch of Berkeley Promise, a college access and matriculation scholarship initiative designed to help Berkeley public school graduates advance on a path to earn a degree or certificate, starting with attendance at community college. Berkeley Promise offers scholarships, group mentoring, and transfer support to economically disadvantaged, first-generation-to-college, or underrepresented students.

Berkeley Promise embodies the cross-agency collaborative approach of Berkeley's 2020 Vision. It is coordinated by the Mayor's Office, with strong support from the Berkeley Community Fund and Berkeley City College. In August 2017, the inaugural Berkeley Promise cohort of 22 students each were awarded a \$1,500 scholarship towards their two years of enrollment at Berkeley City College (see Figure 11). BCC provides additional support for Berkeley Promise students by offering participation in a Learning Community, which integrates first year coursework and coaching into a small, supported cluster. 18 Berkeley Promise students participated in BCC Learning Communities in 2017-18. Approximately 85% of Promise students are planning to return for a second year full-time at BCC or another Peralta college. Berkeley Promise students who transfer to a four-year college or university will be eligible for an additional \$4,000 annual scholarship in their third and fourth year of college.

22

Berkeley students in the inaugural cohort of Berkeley Promise

Figure 11. First Cohort of Berkeley Promise's Awardees



Berkeley Promise is planning for steady growth. Over the next four years, the partners hope to increase the number of students receiving support from Berkeley Promise from 25 in 2018, to 50 in 2019, 75 in 2020, and 100 in 2021. The partners recently created a fund at the East Bay Community Foundation. This will give Berkeley Promise access to EBCF's donor advised pool and to their fundraising expertise. At the end of this year, the Berkeley Promise partners hope to launch a \$1 million fundraising campaign.

Indicator Data: Figure 12 presents 2020 Vision indicator data on the percentage of BHS graduates who completed courses required for University of California/California State University (UC/CSU) entry with a grade of "C" or higher. Students who meet this benchmark have access to a world of higher education that would otherwise be unavailable to them. Latino/a/x students experienced a gain of 11 percentage points between 2014-15 and 2015-16, whereas the number of African American students

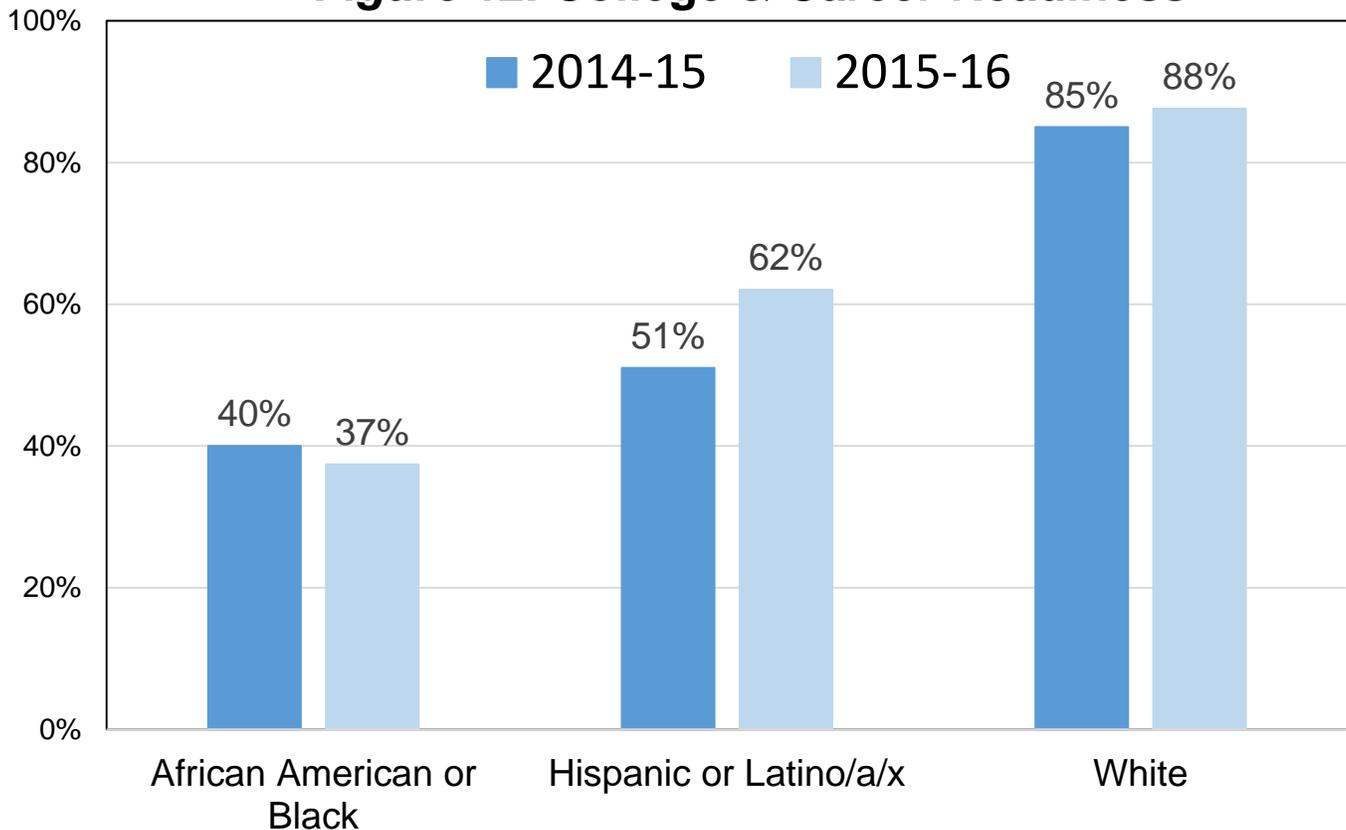
who meet UC/CSU requirements declined by 3 percentage points. The gap between African American and Latino/a/x students relative to their white peers remains substantial. The most recent data available from the State is for the graduating class of 2016 (shown on Figure 12 as 2015-16). BUSD indicates that 2016-17 and 2017-18 data (to be released by the State this fall) may reflect improvements.

It is difficult to reconcile the high college enrollment levels of the mostly African American and Latino/a/x students participating in programs such as R.I.S.E. and BRIDGE with the data presented in Figure 12. While programs such as R.I.S.E. and BRIDGE serve primarily students who are African American or Latino/a/x, they serve a relatively small percentage of the overall African American or Latino/a/x student populations (13% and 11%, respectively). Therefore, the impact of these programs likely shows up more at the individual student level than for the overall population.

BUSD notes that looking only at UC/CSU eligibility status may mask the impact of a wider set of programs designed to raise students' post-secondary success. This multiple pathways approach lies at the core of upcoming changes to State accountability measures (described in the *Upcoming Opportunities and Issues* section below).

BUSD also points out the importance of looking at actual college matriculation and rates of degree attainment of students who participate in these programs. In addition, BUSD notes parent educational level and socioeconomic status are highly predictive of student post-secondary eligibility status. Given that students who are African American or Latino/a/x are disproportionately likely to be from homes that are economically disadvantaged or do not have a history of college graduation, those factors should be considered when making comparisons across racial categories.

Figure 12. College & Career Readiness*



*% of Berkeley High School graduates who completed courses required for UC/CSU entry with "C" or better.

Source: BUSD Data from CDE, 7/2018.

Upcoming Opportunities and Issues: With the start of the school year, 2020 Vision staff will begin exploring the discrepancy between the indicator data and the rich, and seemingly effective, programs working to advance College and Career Readiness.

This analysis will occur alongside implementation of the State of California's new school accountability system, which also will impact the work of 2020 Vision's College and Career Readiness Work Group. The accountability system includes California's first statewide College/ Career Indicator (CCI), with multiple measures related to college and career readiness. The measure that Berkeley's 2020 Vision historically has used to evaluate progress in this area is now one of several possible methods for assessing College and Career Readiness. The new indicator reflects different educational paths that students take to prepare for postsecondary options, including:

- Career Technical Education Pathway completion
- Grade 11 Smarter Balanced Summative Assessments: English / Language Arts & Math
- Advanced Placement Exams
- International Baccalaureate Exams
- Dual Enrollment
- A-G Completion (2020 Vision's current measure)

The State's new approach, at the very least, will impact how 2020 Vision measures College and Career Readiness. It may also influence how programs align with 2020 Vision. The co-chairs of the College and Career Readiness Work Group have been anticipating this change. As a result, 2020 Vision partners are well-prepared to adapt to this new indicator and to make sure the Work Group's approach continues to support 2020 Vision's focal population.

Family and Community Engagement

Significance: Strong community and family engagement – including families, schools, government, nonprofits, businesses, academia, the faith community, and beyond – is a critical component of closing Berkeley's opportunity gap. Research widely demonstrates that students whose parents are involved in school tend to perform better academically, have better attendance and behavior, and are more likely to complete high school.^{xii}

Activity Highlights: Many programs aligned with Berkeley's 2020 Vision include a focus on family and/or community engagement, from kindergarten readiness activities that educate and involve parents or guardians in their child's development, to college and career readiness programs that help parents become active partners in shaping their children's post-secondary plans. In recognition of how important families are to student success, in the 2014-2015 school year, BUSD established its Office of Family Engagement & Equity (OFEE) with Family Engagement Liaisons at every BUSD elementary school and at Berkeley High School. OFEE provides supplemental services to families and students in need of academic, behavioral, and/or emotional support, and promotes the involvement of parents districtwide. The equity-based services

Family and Community Engagement in Brief:

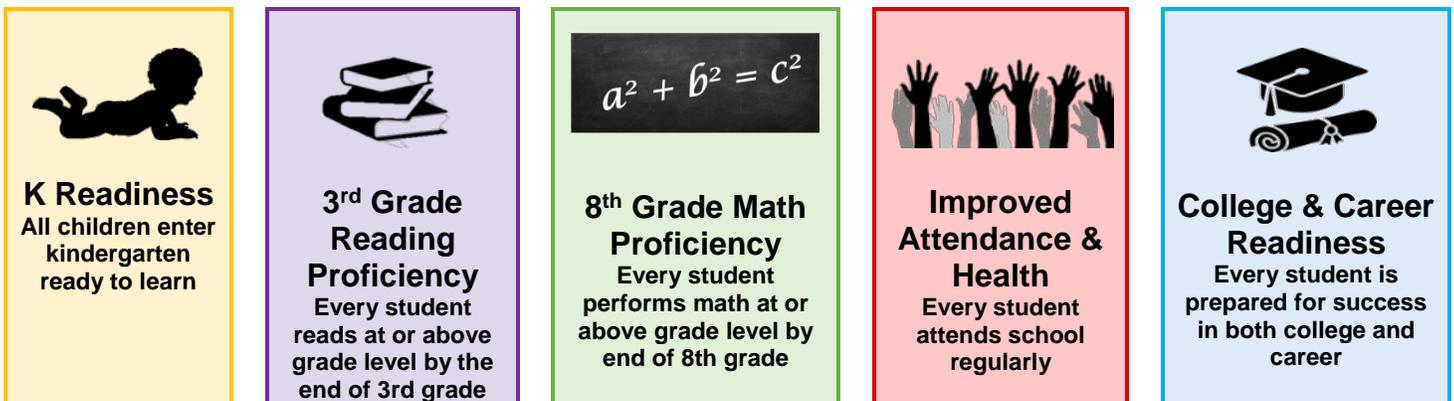
- Family and Community Engagement activities are incorporated into many programs aligned with 2020 Vision
- Berkeley's 2020 Vision partners have not yet identified an overarching set of common strategies or an indicator for this priority
- Strengthening 2020 Vision's Family and Community Engagement efforts will be a strong focus in FY 2019, with activities including a series of education symposiums sponsored by BUSD and the UCB Graduate School of Education, promotion of the Faces of 2020 Vision series, and Phase 1 of the Youth Listening Campaign, to be overseen by 2020 Vision staff

include but are not limited to: connecting families with academic tutoring, after school, and summer school/activities; making home visits to strategize with families on how to support children academically and at home, and to improve attendance; connecting families with medical/mental health resources; and more. While OFEE focuses on engagement at the elementary and high school level, the counseling teams and administrative staff already in place support these goals at the middle school level.

Despite these individual inroads, 2020 Vision partners have not yet developed a shared definition of family and community engagement, nor have partners identified a common set of strategies or an indicator to see how we are doing at making measurable progress in this area.

Over the past year, 2020 Vision partners have worked hard to develop greater clarity on our priorities, strategies, and structure. Contracts with the Glen Price Group and Wordsmith both contributed to these efforts. The initiative now has a portfolio of clear and compelling materials that all partners can use on their websites, as collateral, with the press, for fundraising, and more. Some examples of these documents include:

- Overview of Berkeley's 2020 Vision (Exhibit 2)
- Berkeley's 2020 Vision's Road to Education Equity (Figure 2)
- 2020 Vision Partnership Structure (Figure 4)
- Berkeley 2020 Vision's Current Programs at a Glance (Exhibit 6)



Content from these documents now appear on the City website, with general descriptive information on the initiative's purpose, history, partners, and more. City staff plan to build upon this online presence moving forward (for more detail, refer to the *Looking Ahead* section).

In early 2018, the Leadership Team adopted "Berkeley's 2020 Vision: Equity in Education" as the formal title for the initiative. In prior years, the program has gone by many names, include "Vision 2020" and "The 2020 Vision for Berkeley's Children and Youth." The new title retains similar themes to prior versions, but clearly identifies the purpose and scope of the initiative.

Since its inception, the goals and intent of Berkeley's 2020 Vision have been interpreted differently by various stakeholders. Now, however, 2020 Vision's partners have arrived on the same page. In the coming year, 2020 Vision staff plans to work with our partners to develop and implement a communications strategy to draw greater support for and investment in this important work.

Upcoming Opportunities and Issues: BUSD and UC Berkeley's Graduate School of Education (GSE) recently were awarded a grant from UC Berkeley's Chancellor's Community Partnership Fund. Part of the Leaders of Color network funded through the grant will feature a series of symposiums offered in the coming year for the Berkeley community to promote dialogue in Berkeley about race and its impact on education. Three events are tentatively planned, including local education researchers. Featured

speakers at the series include Dr. Prudence Carter, Dean of the GSE and member of the 2020 Vision Leadership Team, and keynote speaker Sylvia Mendez, whose name was recently bestowed on one of Berkeley's elementary schools.

One of the ongoing challenges faced by Berkeley's 2020 Vision is the need to promote the initiative's direct support of, and connection to, the many programs and projects positively impacting the achievement gap for Berkeley youth. To help make that connection in a more tangible, relatable way, 2020 Vision staff is working with the programs featured in Exhibit 6 to develop Faces of 2020 Vision profiles (see Exhibit 7). This series of short narratives highlight individual students who have benefited from participation in featured programs aligned with 2020 Vision. 2020 Vision staff anticipate developing additional narratives in the upcoming year, and distributing the series through both traditional media channels and the distribution channels of 2020 Vision's partners.

In May 2017, City Council referred for consideration the development of a planning process aligned with Berkeley's 2020 Vision goals, centering around the voices and needs of young people, ages 13 - 24. The referral proposed accomplishing this in three phases: 1) conduct a Listening Campaign to identify the experiences of, perspectives of, needs and barriers for young people, in securing and maintaining safety and well-being, achieving their goals and dreams, and having positive and supportive relationships with adults in their lives, including the schools and programs they participate in; 2) host a series of assemblies of young people, their families and the programs and providers they are connected to in order to collectively reflect upon the results of the Listening Campaign as well as identify potential solutions to existing challenges; and 3) use the outcomes from Phases 1 and 2 to create a Youth Master Plan. In addition to Berkeley's 2020 Vision staff and outside stakeholders such as BUSD, BCC, and UC Berkeley, partners who would be involved in accomplishing this referral include the Youth Commission, Children, Youth, and Recreation Commission, and staff from Neighborhood Services as well as Parks, Recreation, and Waterfront and Health, Housing, and Community Services Departments.

While the budget referral is not funded in Fiscal Year 2019, City staff proposes incorporating Phase 1 of the proposed plan into Berkeley's 2020 Vision workplan, contingent upon City Council support for the City to allocate \$30,000 in the First Amendment to the FY 2019 Annual Appropriations Ordinance, for the purpose of hiring a consultant to conduct Phase 1. Funding to complete subsequent phases would be included under the City Manager's Office and submitted for City Council consideration as part of the Adopted Biennial Budget in future years.

LOOKING AHEAD

30+

New aligned programs
since 2008

Ten years have passed since Berkeley launched this communitywide initiative to achieve educational equity. In that time, Berkeley's 2020 Vision's partners have accomplished a great deal, making improvements in several priority areas. Since 2020 Vision's adoption by the City of Berkeley, over thirty new programs have been developed by 2020 Vision partners, in support of the initiative's goals. Partners have brought energy, much-needed resources, and innovative solutions to further Berkeley's goal of closing its opportunity gap. 2020 Vision's leadership has developed a shared framework to carry this work forward into the future.

Despite the achievements of the 2020 Vision partnership, the opportunity gap persists for African American and Latino/a/x students. Race/ethnicity continue to serve as a statistical predictor of educational success for Berkeley students. While 2020 Vision partners recognize that the barriers that contribute to the opportunity gap will be difficult to completely eradicate, they remain steadfastly

committed to aggressively pursuing the goal of equity in education using all available resources. To that end, this section describes efforts planned by 2020 Vision staff for FY 2018-2019 to continue closing Berkeley's opportunity gap.

Devise New Approaches for Indicators with the Largest Gaps

One of the most important outcomes of Berkeley's 2020 Vision is the development and support of more resources and opportunities which are accessible to African American and Latino/a/x students. Data on Kindergarten Readiness, 3rd Grade Reading, and School Attendance show major improvements for African American and Latino/a/x students. In the case of 8th Grade Math and College and Career Readiness, while Latino/a/x students have experienced some growth, African American students have experienced very little. These gaps demand that 2020 Vision strategically support additional programming, as well as partner resources, to bring positive change in these areas.

In the upcoming year, 2020 Vision plans to conduct a thorough assessment of the impacts and effectiveness of the initiative's programming, particularly in the case of those priority areas where there has been minimal progress and/or where there are the greatest disparities between African American and Latino/a/x students and their white counterparts. Based on the findings of the assessment, 2020 Vision will refine existing programs and continue to explore new strategies, projects, and partners that address the root causes of the disparities.

As part of this analysis, 2020 Vision will examine some related data issues to strengthen our understanding of 2020 Vision priority data and trends. For example, BUSD reports that approximately 40% of its students who may identify as African American are not found under that reported category. Instead, they are found under either Two or More Races or Hispanic/Latino. While using these defined racial/ethnic categories is the practice at the state and federal levels, only using the Reported Race category to analyze data for students who identify as African American may exclude data on students of two or more races or ethnicities who fall into 2020 Vision's focal population. BUSD has suggested that exploring use of the more inclusive category of Children of African Descent may provide a clearer picture of outcomes for this population.

Concurrently, 2020 Vision staff will explore additional data and data sources to help better assess the impact of 2020 Vision's efforts, to further uncover factors contributing to racial disparities, and to improve services and strategies aimed at closing Berkeley's opportunity gap. In one example, 2020 Vision staff plan to re-initiate monitoring the number of suspensions for BUSD students under the Improved School Attendance and Health priority. The results of 2020 Vision efforts to identify, consider, and secure a more robust inventory of data to measure progress in the identified priority areas will be incorporated into future updates to City Council.

Strengthen Community Agency Contracts Process

In the coming year, Berkeley's 2020 Vision staff will ensure that the new cycle of funding for community agency contracts significantly advances the goals of 2020 Vision. This funding allocation demonstrates the City Council's commitment to educational equity and serves as the primary vehicle for translating 2020 Vision's strategies into on-the-ground community programs that change the lives of Berkeley kids and families. Adding importance to the upcoming community agency RFP is the City's planned shift from a two-year to a four-year funding cycle.

The new contract cycle begins July 1, 2019. However, the RFP planning process is already well underway. 2020 Vision staff has been working closely with the Children, Youth, and Recreation Commission (CYRC) since spring 2018 to inform commission members about the work of 2020 Vision

and to help prepare them to evaluate proposals and make recommendations to City Council that support the City's commitment to educational equity. 2020 Vision staff are carefully refining the RFP, the supplemental questionnaire, and the evaluation criteria to make sure these documents are built around the 2020 Vision priorities and strategies described earlier.

As presented to City Council at the July 17, 2018 Work Session, City staff plans to introduce clear language in the RFP that reiterates that African American and Latino/a/x children and youth are the priority focal population of this initiative and the funding. A new component has been added to the supplemental questionnaire and scoring rubric that gives additional points to applicant agencies that serve higher percentages of African American and Latino/a/x children, youth, and families. Staff does not anticipate that these refinements will lead to significant changes to agencies that are eligible for funding through this process. However, these modifications should help draw a clearer connection with Berkeley's 2020 Vision and may encourage applicant agencies to conduct more effective outreach and better tailor services to these populations.

Develop Strategy around Family and Community Engagement

Another important focus will be to advance the initiative's work in priority areas that require additional partner resources and support. Family and Community Engagement was identified as a crucial area of work for 2020 Vision since its start. While many programs have had community engagement components, 2020 Vision has not yet designed and implemented a cohesive strategy to promote community engagement among students, families, and other stakeholders. In the coming year, 2020 Vision plans to harness the untapped potential of a more intentional focus on this priority and elsewhere.

Building on this past year's work to develop a portfolio of clear and compelling materials which articulates a common framework for the initiative's mission, goals, and priorities, 2020 Vision plans to assess the need to develop a work group for this priority; additionally, staff will explore and develop opportunities to engage stakeholders and community members in the work of 2020 Vision in a variety of ways. One example already under development is the Faces of 2020 Vision series, which staff is currently developing (Exhibit 7). This series features stories of young people who have been positively impacted by Berkeley's 2020 Vision and its aligned programs, helping to highlight the life-changing contributions of 2020 Vision partnerships for Berkeley children and youth on their individual paths to success. Additionally, 2020 Vision staff will continue to enhance the presence of the initiative online; with the planned update to the City website, staff look forward to presenting information and data on the initiative in a more robust, responsive, and aesthetically pleasing manner. This and other materials will be used to promote the success of existing programs, and to make families aware of the robust array of programming available for students.

Berkeley's 2020 Vision began as a grassroots effort in 2006. It will take the entire community to reach its goal of equitable education for all Berkeley children. By enhancing the general public awareness of the initiative, City staff hope to engage new community stakeholders, including parents, families, businesses, and residents.

Plan for the 2020 Vision Milestone Year

Berkeley's 2020 Vision is less than two years away from reaching an important milestone; the year 2020 was the ambitious date by which 2020 Vision's founding stakeholders hoped to have achieved educational equity for all kids in our schools. While the 2020 Vision partnership has made progress towards that goal, the initiative will not achieve educational equity by June 2020, the graduation date of the inaugural kindergarten class of 2020 Vision.

2020 Vision partners hope to use this benchmark as an opportunity to learn from past endeavors and move forward with greater effectiveness to tackle the challenges of achieving educational equity in the year ahead and beyond. The milestone date of 2020, and the months leading up to it, are an important opportunity for our partnership. 2020 Vision staff plan to pull together partners in one or more facilitated retreats to reflect on what the group has learned during this initiative to date. Together, 2020 Vision partners will take the initiative's successful endeavors, and refine strategies and programming to maximize the initiative's impact at promoting equity in Berkeley public schools. As part of this refinement, 2020 Vision staff plan to thoroughly explore how the initiative can better utilize data to monitor progress towards the priorities, and to adjust strategies on an ongoing basis.

The year 2020 is an opportune time to communicate the initiative's work with the community and to hear their feedback. As part of these communications, 2020 Vision plans on sharing the stories and impacts of the initiative with Berkeley residents, with the goal of promoting a shared appreciation for this ambitious and important community undertaking.

Conclusion

Berkeley's 2020 Vision has made measurable progress towards reducing disparity for key racial equity indicators, such as K Readiness, 3rd Grade Reading Proficiency, and Improved School Attendance and Health, while other indicators – such as 8th Grade Math Proficiency and College & Career Readiness – have proven more challenging. Because gaps persist in all indicators, 2020 Vision must continue, and in some cases redouble, its efforts.

Righting the deeply entrenched inequities that span Berkeley's youth- and child-serving systems has no quick or easy fix. It will continue to take time, resources, and an unflagging cross-agency and community wide commitment to achieving equity in Berkeley's public schools.

Over the past 10 years, 2020 Vision has built strong interagency partnerships and an unprecedented level of collaboration in support of Berkeley children and youth. Berkeley has witnessed the impact of these efforts, both in terms of improvements in some of 2020 Vision's key indicators, and in the many achievements of individual African-American and Latino/a/x students participating in programs aligned with 2020 Vision. This collaborative experience, coupled with a shared vision and commitment to educational equity, positions the initiative to make great strides in the years ahead towards transforming Berkeley's educational system into a model of racial equity. With City Council's support, Berkeley's 2020 Vision will continue to build upon this momentum, drawing upon past successes and lessons learned, as the initiative plans for its next promising phase of 2020 Vision.

Exhibits

- 1: City of Berkeley Resolution, "2020 Vision for Berkeley's Children and Youth," June 24, 2008.
- 2: Overview of Berkeley's 2020 Vision
- 3: Membership Lists of Key 2020 Vision Bodies
- 4: BUSD 2018-2019 LCAP Funding Overview
- 5: Chancellor's Community Partnership Award Winners, 2018-19
- 6: Berkeley 2020 Vision's Current Programs at a Glance
- 7: Faces of 2020 Vision Profiles

Figures

- 1: Summary of Key Accomplishments and Challenges
- 2: Berkeley's 2020 Vision's Road to Education Equity
- 3: Berkeley's 2020 Vision's Approach to Closing the Opportunity Gap
- 4: How We Organize 2020 Vision's Work
- 5: City Funding by Priority
- 6: Kindergarten Readiness
- 7: School Attendance
- 8: 3rd Grade Reading Proficiency
- 9: Structured Literacy Model
- 10: 8th Grade Math Proficiency
- 11: First Cohort of Berkeley Promise Awardees
- 12: College and Career Readiness

ⁱ Reardon, S.F., Kalogrides, D., & Shores, K. (Forthcoming). The Geography of Racial/Ethnic Test Score Gaps. *The American Journal of Sociology* (cepa.stanford.edu/content/geography-raciaethnic-test-score-gaps)

ⁱⁱ City of Berkeley Resolution, "2020 Vision for Berkeley's Children and Youth," June 24, 2008.

ⁱⁱⁱ Annie E. Casey Foundation, *Early Warning Confirmed! A Research Update on Third Grade Reading*, 2013.

^{iv} *Berkeley Promise* is a college access and matriculation scholarship initiative that supports low-income and/or first-generation college candidates with degree and/or certificate completion. It is led by the Berkeley Mayor's Office in partnership with BCC, COB, BUSD, and others.

^v "Creating and managing collective impact requires a separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative. Coordination takes time, and none of the participating organizations has any to spare. The expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails. The backbone organization requires a dedicated staff separate from the participating organizations who can plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and handling the myriad logistical and administrative details needed for the initiative to function smoothly." Kania, John & Mark Kramer, "Collective Impact," *Stanford Social Innovation Review*, July 2011.

^{vi} First 5 California: www.cfc.ca.gov/

^{vii} Attendance Works: www.attendanceworks.org/chronic-absence/the-problem/

^{viii} Annie E. Casey Foundation, *Early Warning! Why Reading by the End of Third Grade Matters*, 2010.

^{ix} Child Trends: www.childtrends.org/indicators/mathematics-proficiency/

^x Robert Wood Johnson Foundation, Commission to Build a Healthier America, *Education Matters for Health*, Sept. 2009.

^{xi} Orenstein, Natalie, "Career education is back — but it's not auto shop and home ec in Berkeley," *Berkeleyside*, June 28, 2018.

^{xii} National Education Association: www.nea.org/home/52849.htm. Child Trends: www.childtrends.org/indicators/parental-involvement-in-schools



Office of the Mayor

ACTION CALENDAR

June 24, 2008

To: Members of the City Council

From: Mayor Tom Bates
Councilmember Darryl Moore
Councilmember Max Anderson
Councilmember Linda Maio

Subject: 2020 Vision for Berkeley's Children and Youth

RECOMMENDATION:

That the Berkeley City Council adopt the 2020 Vision for Berkeley's Children and Youth and authorize the City Manager to develop plans and models for internal and cross-jurisdictional collaboration to remove barriers to learning and to promote healthy development for all Berkeley children and youth.

BACKGROUND:

The 2020 Vision for Berkeley's Children and Youth is a public declaration that sets a goal for the elimination of what is commonly known as the "achievement gap" by the year 2020. 2020 is the year when our children who entered kindergarten in September 2007 are scheduled to graduate from the Berkeley's high schools.

The 2020 Vision recognizes that there are many dedicated and outstanding efforts and programs in our schools and community that are working to advance our children. We need to continue to build on and support them each and every year. However, our public school system has one of the greatest equity gaps between African and Latino students and their White and Asian peers. This resolution addresses this equity gap with an urgent call to action and collaborative strategies that involve the City, the school district, community-based partners, parents/guardians, youth and other institutions such as Berkeley City College and UC Berkeley. We will also work with the Legislative Select Committee on the Achievement Gap, chaired by Assemblywoman Loni Hancock.

Ensuring equitable outcomes for ALL the children in our schools, regardless of race, ethnicity or income, is a challenge no single institution can overcome alone. We have been working with the Berkeley Unified School District, United in Action and members of the Berkeley Integrated Resources Initiative to develop the resolution to adopt the 2020 Vision for Berkeley's Children and Youth. *On June 11th the Berkeley Unified School District affirmed the 2020 Vision and approved the strategies set forth in this resolution*

FINANCIAL IMPLICATIONS:

May require new and/or redirected funding.

CONTACT:

Mayor Tom Bates	981-7100
Councilmember Darryl Moore	981-7120
Councilmember Max Anderson	981-7130
Councilmember Linda Maio	981-7110

Attachment:

1 Resolution

EXHIBIT 1

RESOLUTION NO. XX,XXX N.S.

ADOPT THE 2020 VISION FOR BERKELEY'S CHILDREN AND YOUTH

WHEREAS, the City of Berkeley (COB), the Berkeley Unified School District (BUSD), and United in Action (UIA) value the diversity of ideas, experiences and perspectives in our community and recognize the need to work together to support and foster success among our city's children and youth; and

WHEREAS, the Berkeley Unified School District created the Office of Integrated Resources in 2005 to weave culturally relevant school and community programs and services together; launched the Universal Learning Support System to provide early and coordinated intervention services for students; confirmed the goal of having all students reach proficiency and college-readiness; and directed staff to create a Call to Action - a set of guiding principles and an action plan to close the achievement gap; and

WHEREAS, United in Action, a community-driven multi-ethnic coalition, formed in 2002, and consisting of Latinos Unidos, Parents of Children of African Descent, Berkeley Federation of Teachers, Berkeley Organizing Congregations for Action, parents, residents and others, have been advocating to eliminate inequities specifically disaggregated by race and/or ethnicity in educational opportunities, achievements and outcomes in Berkeley Public Schools; and

WHEREAS, the Berkeley Integrated Resources Initiative, a partnership among BUSD, COB, University of California, Berkeley, local community organizations and key stakeholders, was created in 2006 to identify and weave public and private resources together to effectively address barriers to learning and promote healthy development for all Berkeley children and youth; and

WHEREAS, the City of Berkeley is committed to the elimination of health inequities which are directly correlated to educational achievement; and

WHEREAS, the City of Berkeley in 2007 created a Youth Services Coordinator in the Office of the City Manager to lead an Interdepartmental Youth Services Team and collaborate with community agencies to improve the coordination and utilization of City resources for youth; and

WHEREAS, the Berkeley Unified School District is in the process of developing a new vision, mission and set of goals to address issues pertaining to the academic success of all students; and

WHEREAS, the whole community benefits when all children and youth are successful in school and they reach adulthood with the knowledge, skills and values to realize their full potential and participate meaningfully in the world.

EXHIBIT 1

NOW THEREFORE, BE IT RESOLVED that the Berkeley City Council join together with the Berkeley School Board, United in Action, key community stakeholders and the community in a call for urgent action to make educational success, equity and outcomes for all Berkeley's youth a communitywide priority by removing the barriers to learning and providing opportunities for all Berkeley children to succeed.

BE IT FURTHER RESOLVED that the Berkeley City Council join with the Berkeley School Board, United in Action and the community to affirm the following 2020 Vision for Berkeley's Children and Youth and the strategies for moving forward:

2020 Vision for Berkeley's Children and Youth:

That all children, regardless of race, ethnicity and income, who enter Berkeley public schools beginning in 2007 (and remain in the district) will achieve equitable outcomes with no proficiency differences by the time they graduate in June, 2020; and that all children born in Berkeley in 2007 and beyond, receive a healthy start and are equally ready to learn and succeed in the Berkeley public schools.

Strategies for Moving Forward:

1. Plan for Educational Success for All: Create a comprehensive action plan to address educational success for all Berkeley's students that articulates specific models, goals and measurable outcomes toward achieving the 2020 Vision. This plan will ensure rigorous culturally relevant teaching and learning that address the broad range of achievement levels and learning styles of our diverse students, using a standards-based curriculum aligned with formative assessments as well as innovative programs that motivate and engage students.
2. Plan for Healthy Child Development for All: Develop a comprehensive action plan to promote healthy child development for children age 0 to 5 and articulate specific models, goals and measurable outcomes to ensure school readiness for all children entering the Berkeley schools.
3. Address Barriers to Learning: Continue to implement the Berkeley Schools-Mental Health Partnership Strategic Plan (as adopted by the Berkeley City Council and Berkeley School Board in Spring, 2007) to build a comprehensive continuum of school-based and school-linked health and mental health services to strengthen the development of the whole child and remove barriers to educational success.
4. Professional Development and Human Resources: Develop the beliefs, attitudes and expectations of all District and City staff that academic, social and emotional success is possible and achievable for all students. The City's and School District's human resources procedures will recruit, train and retain a diverse cadre of educators, school staff, and city employees with the skills and commitment needed to remove the barriers to educational success and ensure all students achieve their full potential.
5. Parent/Guardian and Youth Engagement: Establish partnerships with families and youth, including those directly affected by educational inequities, to support

EXHIBIT 1

the work of the District and the City to increase academic success for all students. Schools do not exist in isolation - youth and family engagement, economic security, and good health are all critical to achieving educational success.

6. Community Engagement: Implement a community engagement process that brings together key stakeholders, including Berkeley City College, UC Berkeley, the local business community and community-based organizations to create clear and accessible pathways for civic engagement, youth employment, career development and/or higher education for all Berkeley youth.
7. Leverage local, state and national public and private resources: Develop a coordinated effort with the City of Berkeley, the School District, and other stakeholders to coordinate revenue generation for priority programs and services that leverage and maximize public and private dollars so that all students have adequate and equitable supports for their success.
8. Shared Accountability and Measurable Outcomes: Commit to shared accountability for relationships and actions, with specific benchmarks for success. Both the City and the School District will work with the community to adopt short and long-term achievable outcome measures, and will use the results to guide continuous improvement efforts. Staff will periodically report results to the School Board, City Council, and community.

BE IT FURTHER RESOLVED that the Berkeley City Council adopts the 2020 Vision for Berkeley's Children and Youth and authorizes the City Manager to develop plans, both internal and cross-jurisdictional, to address the student achievement disparities.

BE IT FURTHER RESOLVED that the City of Berkeley in partnership with the Berkeley Unified School District and United in Action invite all relevant public and private entities to become part of a new citywide partnership devoted to promoting educational equity.

BE IT FURTHER RESOLVED that the City of Berkeley in partnership with the Berkeley Unified School District, United in Action and community partners jointly convene a planning committee, facilitated by The Berkeley Alliance, to develop a model for an All-City Equity Task Force (ACET) that will guide an inclusive community planning process to promote educational equity in Berkeley. The ACET will (1) advise the Superintendent, School Board, City Manager, City Council, and community stakeholders on goals and strategies to achieve the 2020 Vision, and (2) monitor and review the progress of the District, City and community partners in implementing their plans to eliminate the barriers to educational equity.

Berkeley's 2020 Vision: Equity in Education (7.16.18)**Overview**

Berkeley's 2020 Vision: Equity in Education (“*Berkeley's 2020 Vision*”) is a citywide initiative that strives to eliminate racial disparities in academic achievement in Berkeley’s public schools. Berkeley has one of the nation’s widest achievement gaps between African American and Latino/a/x students and their white peers.ⁱ *Berkeley's 2020 Vision* seeks to eliminate these disparities through a shared community commitment to this goal: that all young people in Berkeley grow up with equitable opportunities to achieve high outcomes and realize their full potential.

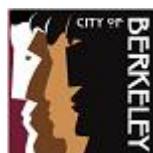
Berkeley's 2020 Vision was formally established in 2008 when the City of Berkeley (COB) joined with United in Action (a community-driven, multi-ethnic coalition), the Berkeley Unified School District (BUSD), and other key community stakeholders to issue a “call for urgent action to make educational success, equity, and outcomes...a communitywide priority.”ⁱⁱ The partners set a goal of high academic achievement for all Berkeley students, while placing a priority on closing the “opportunity gap”ⁱⁱⁱ for African American and Latino/a/x children and youth.

This initiative rests on the belief that the responsibility for ensuring that all children and youth have what they need to fulfill their potential extends beyond school walls to the entire community – to public agencies, community organizations, businesses, families, and more. To this end, *Berkeley's 2020 Vision's* stakeholders collaborate to align and strengthen systems, to leverage resources, and to create and increase access to opportunities that support young people’s success.

Berkeley’s City Manager’s Office coordinates *Berkeley's 2020 Vision*, in partnership with BUSD, Berkeley City College (BCC), and the University of California at Berkeley (UCB). Public agency, education, nonprofit, and other partners lend content expertise, shape the direction of this initiative, and represent the students and families they serve.

Local funders and institutional partners have aligned their funding to advance the goals of *Berkeley's 2020 Vision*. With this support, nonprofits and community agencies design and implement programs and services across Berkeley to “move the needle” on key indicators of student well-being and academic attainment.

Through these collective efforts, *Berkeley's 2020 Vision* strives to bridge our community’s “opportunity gap” by providing equitable learning opportunities for all Berkeley children and youth.



Berkeley's 2020 Vision: Equity in Education (7.16.18)

Our Priorities

Too many young people in Berkeley -- and a disproportionate share of our African American and Latino/a/x children and youth -- lack access to the resources and supports they need to succeed in school. *Berkeley's 2020 Vision's* partners are striving to close this "opportunity gap" by working together to expand and strengthen our work across six priority areas: Kindergarten Readiness, 3rd Grade Reading Proficiency, 8th Grade Math Proficiency, College and Career Readiness, Improved School Attendance and Health, and Community and Family Engagement.

These priorities span the course of a child's early education through high school graduation. Each priority is associated with a critical benchmark, demonstrated by research to link closely with a child's well-being and later academic success:

- **Kindergarten Readiness** closely aligns with future attainment and well-being in school and in life. Starting with prenatal care, early experiences and learning provide children with fundamental skills and foundations for life-long academic and socio-emotional success.^{iv}
- **3rd Grade Reading Proficiency** is the primary predictor of academic success and high school graduation. Children who learn to read by 3rd grade are more likely to complete high school and less likely to experience socio-emotional and behavioral problems. Reading by 3rd grade opens the doors to a world of learning opportunities as the transition begins from "learning to read" to "reading to learn."^v
- **8th Grade Math Proficiency** lays the foundation for succeeding in an increasingly collaborative and technical professional world. Students who master basic math are more likely to be successful in advanced math, which is strongly connected to future college enrollment and graduation.^{vi}
- **College and Career Readiness** empowers young people to complete high school, equipped to seize positive opportunities to advance in their education and/or career. Higher levels of educational attainment correlate with better health and well-being, and greater economic and career success.^{vii}
- **Improved School Attendance and Health** are important because children need to be in school to succeed in school. Students who are chronically absent miss out on important learning and can face a steep uphill climb to catch up with their peers. Chronic absences can also be a symptom of other challenges facing children or their families, including health problems (such as asthma), emotional trauma, housing stability, and parental stress.^{viii}
- **Community and Family Engagement** – including families, schools, government, nonprofits, businesses, academia, the faith community, and beyond – is perhaps the most critical component of fulfilling our shared commitment to the younger generation. Only through our steadfast engagement can *Berkeley's 2020 Vision* ensure that all Berkeley children and youth grow up with equitable opportunities to learn and thrive.

These priorities are inter-related; for example, how well children read in 3rd grade is connected to how prepared they are to start kindergarten and how consistently they attend school.^{ix} Measurable indicators aligned with each of these priorities capture how well we as a community are doing at fulfilling our commitment to educational equity for Berkeley children and youth.

Berkeley's 2020 Vision: Equity in Education (7.16.18)

Our Approach to Closing the "Opportunity Gap"

1 Kindergarten Readiness

Goal: All children enter kindergarten ready to learn.

Strategies: Increase access to affordable care for children ages 0-5; ensure high quality care for children ages 0-5; educate parents/guardians of children ages 0-5* about healthy child development and preparing for kindergarten; develop trauma-sensitive school and care environments for children ages 0-5*.

Indicator: % of kindergarteners who are "ready to learn" as demonstrated on BUSD's Screening Assessment of sound/letter identification and rote counting.

Lead Partners:^x BUSD, COB *includes prenatal

2 3rd Grade Reading Proficiency

Goal: Every student reads at or above grade level by the end of 3rd grade.

Strategies: Expand resources to support early grade literacy programs during school hours, extended day learning, and summer; provide tutoring, mentoring, and other academic support in and out of school; increase access to diverse, engaging, culturally relevant books and stories; empower families and community members to participate in and support literacy development.

Indicator: % of 3rd graders testing at target or higher on the Teachers College Reading and Writing Project assessment.

Lead Partners: BUSD, COB, UCB

3 8th Grade Math Proficiency

Goal: Every student performs math at or above grade level by the end of 8th grade.

Strategies: Provide professional development for K-8 math teachers, with a focus on middle school instruction; provide tutoring, mentoring, and other academic support in and out of school; empower families and community members to participate in and support math proficiency.

Indicator: % of 8th graders at baseline proficiency or above on the Smarter Balanced Assessment Summative (end-of-year) test.

Lead Partners: BUSD, UCB

4 Improved School Attendance and Health

Goal: Every student attends school regularly.

Strategies: Promote a positive TK-12 attendance culture; identify absent students quickly and offer supports to help students get back to class; provide skill-building and youth leadership activities; provide school- and community-based behavioral health services; deliver other strategies to address children and youth at risk of chronic absenteeism, school suspensions, and/or police contact.

Indicator: % of students who miss 10% or more of the school year.

Lead Partners: BUSD, COB

5 College and Career Readiness

Goal: Every student is prepared for success in both college and career.

Strategies: Expose K-12 students to post-secondary opportunities; provide cohort-based and 1:1 academic interventions and social supports; provide college preparedness and transition support; offer structured, hands-on opportunities to experience work; support dual enrollment and activities that create post-secondary momentum and degree/certificate completion; offer access to college scholarships (e.g., Berkeley Promise^{xi}).

Indicator: % of HS graduates who complete (with a "C" or higher) A-G courses required for UC/CSU admissions.

Lead Partners: BCC, BUSD, COB, UCB

6 Community and Family Engagement

Goal: Community stakeholders collaborate to strengthen and align systems, leverage resources, and create opportunities that support the success of all children and youth. Families and youth are engaged partners in efforts to advance educational equity.

Strategies: Under development.

Lead Partners: BUSD, COB

Berkeley's 2020 Vision: Equity in Education (7.16.18)**References and Notes**

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- ⁱ Reardon, S.F., Kalogrides, D., & Shores, K. (Forthcoming). The Geography of Racial/Ethnic Test Score Gaps. *The American Journal of Sociology* (cepa.stanford.edu/content/geography-raciaethnic-test-score-gaps)
- ⁱⁱ City of Berkeley Resolution, "2020 Vision for Berkeley's Children and Youth," June 24, 2008.
- ⁱⁱⁱ Opportunity gap refers to the differences in resources and opportunities available to students depending on their race, ethnicity, socioeconomic status, or other factors, and describes how these inequities often perpetuate lower educational attainment for certain groups of students.
- ^{iv} <http://www.cafc.ca.gov/>
- ^v Annie E. Casey Foundation, *Early Warning! Why Reading by the End of Third Grade Matters*, 2010.
- ^{vi} <https://www.childtrends.org/indicators/mathematics-proficiency/>
- ^{vii} Robert Wood Johnson Foundation, Commission to Build a Healthier America, *Education Matters for Health*, Sept. 2009.
- ^{viii} <http://www.attendanceworks.org/chronic-absence/the-problem/>
- ^{ix} Annie E. Casey Foundation, *Early Warning Confirmed! A Research Update on Third Grade Reading*, 2013.
- ^x The term "lead partners" here indicates which of the four main institutional stakeholders is coordinating the overall work plan for achieving a given goal. Many other partners play significant roles in each of these efforts.
- ^{xi} *Berkeley Promise* is a college access and matriculation scholarship initiative that supports low-income and/or first-generation college candidates with degree and/or certificate completion. It is led by the Berkeley Mayor's Office in partnership with BCC, COB, BUSD, and others.

Berkeley's 2020 Vision Teams and Work Groups (8.3.18)**Leadership Team Members**

Name	Organization
Rahwa Neguse	Healthy Black Families
Jesse Arreguin	City of Berkeley
Tom Bates	City of Berkeley
Tamika Brown	Peralta Colleges
Brandi Campbell	Office of the Mayor, Berkeley
Prudence Carter	UC Berkeley
Carol Christ	UC Berkeley
Jason Cifra	Berkeley City College
Shamika Cole	City Manager's Office, Berkeley
Carrie Donovan	UCB, Public Service Center
Oscar Dubon	UC Berkeley
Donald Evans	BUSD
Fran Gallati	YMCA of the Central Bay Area
Nina Goldman	City Manager's Office, Berkeley
Kuni Hay	Berkeley City College
Karen Hemphill	BUSD
Karina Ioffe	City of Berkeley
Marsha Jaeger	UC Berkeley
Beatriz Leyva-Cutler	BAHIA, Inc.
Ruben Lizardo	Office of the Chancellor, UC Berkeley
Erin Rhoades	Berkeley Public Schools Fund
Joleen Ruffin	Berkeley Community Fund
Patricia Saddler	BUSD
Mia Settles-Tidwell	UC Berkeley
Erin Steffen	City Manager's Office, Berkeley
Rowena Tomaneng	Berkeley City College
Dee Williams-Ridley	City Manager's Office, Berkeley

Alignment and Coordinating Team (ACT) Members

Name	Organization
Brandi Campbell	Mayor's Office
Carrie Donovan	UCB Public Service Center
Erin Rhoades	Berkeley Public Schools Fund
Erin Steffen	City
Fawn Downs	City – HHCS
Joleen Ruffin	Berkeley Community Fund
Karina Ioffe	Mayor's Office
Kuni Hay	Berkeley City College
Nina Goldman	City
Pat Saddler	BUSD
Ruben Lizardo	UC Berkeley
Shamika Cole	City
Skyler Barton	BCC
Wyn Skeels	BUSD
Martin de Mucha Flores	BCC

Kindergarten Readiness Work Group Members Berkeley's 2020 Vision

Name	Organization
Angie Garling	Alameda County (ECE Program)
Ayanna Davis	Healthy Black Families
Carol Singer	JFCS (Clinical Studies)
Erin Steffen	COB (2020 Vision)
JoAnn Evangelista	COB (Public Health)
Josephine Emunah	COB (Public Health)
Joya Chavarin	First 5 Alameda (Early Head Start)
Juliana Sanchez	First 5 Alameda (Help Me Grow)
Karina Ioffe	COB (Mayor's Office)
Loren Farrar	First 5 Alameda (Help Me Grow)
Loretta Kane	Berkeley Community College
Maria Carriedo	BUSD (ECE)
Marianne Camp	BUSD (Pre-K)
Martha Cueva	BAHIA, Inc.
Nina Goldman	COB (2020 Vision)
Pamm Shaw	YMCA (Head Start)
Pat Saddler	BUSD (Administration)
Patrice Paul	COB (Public Health)
Shamika S. Cole	COB (2020 Vision)
Rahwa Neguse	Healthy Black Families
Steven Grolnic-McClurg	COB (Mental Health)
Tasha Henneman	Nancy Skinner's Office/former BANANAS
Toni Browne McCree	YMCA (Head Start)
Kameka Goodwin	Healthy Black Families
Vincent Cheng	First 5 Alameda
Fawn Downs	COB (Mental Health)

3rd Grade Reading Proficiency Work Group Members

Name	Organization
Kim Lemay	COB – PRW
Erica Glenn	COB – Library
Aaron Jorgensen	BUSD BEARS/LEARNS
Becca Todd	BUSD Library
Angelica Perez	BUSD
Joal Arvanigian	BUSD
Carrie Donovan	UC Berkeley PSC/BUILD
Nina Goldman	COB 2020 Vision
Rosa Ortega	UC Berkeley PSC/BUILD

College & Career Readiness Work Group Members

Name	Organization
Ardarius McDonald	BUSD
Audi Huang	YMCA of the Central Bay Area
Barret Donahue	BUSD
Betsey Hoyt	BUSD
Dave Stevens	BUSD
Fatima Rodriguez-Ortiza	Berkeley Community Fund
Delfina Geiken	COB – Youth Works
Nina Goldman	COB – 2020 Vision
Karina Ioffe	Mayor's Office
James Dopman	BUSD
Jessie Luxford	BUSD/BRIDGE
Lea Baechler-Brabo	BUSD
Linda Osuoroji	Berkeley Community Fund
Lynn Walker	Berkeley Community Fund
Martin De La Flores	BCC
Miya Hayes	UCB
Nathan Dahl	
Ruben Lizardo	Office of the Chancellor, UC Berkeley
Skyler Barton	BCC
Theresa Vidaurri	UCB
Wyn Skeels	BUSD

Berkeley Unified School District

2018-2019 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2018-19 Total LCFF Funding

Base S & C

OVERVIEW



Communities Served:



10340 Students



Schools



Full- and Part-time Staff

Student Ethnicity

African American	15.18%
Asian	7.09%
Filipino	0.70%
Hispanic/Latino	24.29%
White	38.61%
Multiracial	0.06%

Student Groups

%	%	%
English Learners	Low Income	Foster Youth
Unduplicated Students: students who are English learners, low income, and/or foster youth		

2018-19 LCAP AT-A-GLANCE



LCAP Goals



LCAP Actions & Services



LCAP Measures



LCAP Budget

LCAP Goals

- 1 Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.
- 2 Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.
- 3 Focus Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.
- 4 Focus Goal 4: Ensure that the Local Control Accountability Plan has in place a system for accounting for the LCFF Supplemental expenditures as well as the ongoing monitoring of student progress resulting from actions and services, and utilizing state and local indicators.

Funding for LCAP Goals

NEW 2018-19 BUDGET ONE PAGERS	<p>Goal 1 is supported by \$4,988,962.00 in total funding</p> <p>Goal 2 is supported by \$1,182,933.00 in total funding</p> <p>Goal 3 is supported by \$2,601,060.00 in total funding</p> <p>Goal 4 is supported by \$452,957.00 in total funding</p> <p style="text-align: center;">Supplementary & Concentration Funding by LCAP Goal</p>
 <p>One page summaries are included this year in Appendix C of the LCAP packet.</p> <p>These summaries show all the funding that supports LCAP Goals including: 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).</p>	

What is in Berkeley Unified School District's LCAP?	MAJOR CHANGES FOR 2018-2019 LCAP
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LCAP Goal 1:
Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.

 <p>Goal 1 Budget = \$4,988,962.00</p>	<p>Related State Priorities:</p> <ul style="list-style-type: none"> <li style="text-align: center;">Basic Services <li style="text-align: center;">Academic Standards <li style="text-align: center;">Student Achievement <li style="text-align: center;">Student Engagement <li style="text-align: center;">Course Access <li style="text-align: center;">Other Outcomes
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<p>1.1 Provide a culturally responsive Teacher Induction Program for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed.</p>	<p><input checked="" type="checkbox"/> All Schools</p>
<p>1.2 Provide Teacher and administrator professional development to support the Common Core (CCSS) and Next Generation Science Standards (NGSS) implementation including the integration of educational technology.</p>	<p><input checked="" type="checkbox"/> All Schools</p>
<p>1.3 Provide on-going teacher and Administrator professional development (workshops, coaching, collaborative planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop).</p> <p>Secondary Teachers will work to incorporate Constructing Meaning for EL Students for both designated and integrated ELD. In addition, the ALD Class designed for Long-Term ELs at the Middle School will use AVID Excel to increase reclassification rates and/or progress on the ELPAC.</p>	<p><input checked="" type="checkbox"/> All Schools</p>
<p>1.4S Provide Response to Intervention and Instruction (RtI2) Intervention teachers at each TK - 8 schools (proportional to # of Unduplicated Students) who will use intervention programs such as Leveled Literacy Intervention (LLI), Read 180, A Story of Units and A Story of Ratios Intervention Binder, and Do the Math.</p>	
<p>1.5S Provide Math Coaches to lead workshops, facilitate planning, and provide coaching to support teachers in grades TK-12 schools with high quality, differentiated common-core aligned instruction and the HS integrated Math Pathway, with a concentrated focus on unduplicated students, African American students and Students with Disabilities.</p>	

EXHIBIT 4

<p>1.0 FTE K-5, .6 FTE 6-8 plus stipends for Math Teacher Leaders BHS Math Coordinator .4FTE(Sup) .6FTE (BSEP)</p>	
<p>1.6S Provide math support classes for students at the schools with the highest number of unduplicated students and all secondary schools. Students with Disabilities will also be identified as a target subgroup for these classes.</p> <p>Highest Unduplicated #: LeConte, TO, 0.2FTE each Secondary Sites: Longfellow: .6FTE, King: .6FTE and Willard .4FTE (One-time 0.6FTE - Longfellow)</p>	<p>Specific Schools: LeConte and Thousand Oaks Elementary; Longfellow, King, and Willard Middle Schools, Berkeley High School</p>
<p>1.7S Provide Science, Technology, Engineering and Math hands-on learning activities outside the school day for grades 1-5 at the Superintendent's Super Science Saturdays (SSSS) in collaboration with the Lawrence Hall of Science.</p> <p>Expand the SSSS program to include the Be a Scientist program for 7th graders during the school year.</p> <p>Both programs are designed to encourage unduplicated students, African American students and Students with Disabilities to acquire an interest in STEM and improve in Math and Science achievement.</p>	
<p>1.8 Provide increased access to course pathways and enrollment in Career and Technical Education (CTE) courses at the high school</p>	
<p>1.9S Provide English Language Arts / Literacy intervention through small group instruction (in-class, LLI, Reading Recovery) and teacher coaching/lesson modeling with a Literacy Teacher Leader for each TK-8 school.</p> <p>TK-5: .2 FTE (LCFF Supplemental), .6 FTE (BSEP), .2 FTE (site funds)</p> <p>6-8: 1.0 FTE King (CCSS), .6 FTE each for Willard and Longfellow (CCSS)</p>	
<p>1.10S Provide extended school day learning opportunities with small group ELA and Mathematics instruction for students in grades K-8 by teachers will use research-based intervention practices that incorporate innovation, ELD strategies and access to instructional technology</p>	
<p>1.11 Provide Common Core-aligned ELA and Math curriculum for the K-8 Summer School program to prevent summer reading loss and to accelerate achievement in Mathematics for students performing below grade level in Math.</p>	
<p>1.12S Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12 to increase access to post-secondary education and careers, with a focus on African-American, Latino, and first-generation college unduplicated students</p> <p>Develop a 6th grade school-wide AVID program by providing professional development for all 6th grade teachers on school-wide AVID strategies with a focus on African-Americans/Latinos (which make up 68% of unduplicated students) and first generation college students.</p>	

EXHIBIT 4

1.13S Provide a Bridge program to support students in a college-going culture at the transition by providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.	Specific Schools: Berkeley High School
1.14 Provide summer school for incoming 12th graders and graduating seniors not on track to graduate	
Discontinued	
LCAP Goal 2: Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.	
Goal 2 Budget = \$1,182,933.00	Related State Priorities: <ul style="list-style-type: none"> Basic Services Academic Standards Student Achievement Student Engagement School Climate Course Access
2.1 Provide teacher and staff cultural competence professional development on the use of culturally and linguistically relevant instructional practices with a series of three seminars on cultural competence.	<input checked="" type="checkbox"/> All Schools
2.2 Provide support and training to staff on issues of cultural competence by identifying an Equity Teacher Leader (ETL) at each site to lead the work.	<input checked="" type="checkbox"/> All Schools
	<input checked="" type="checkbox"/> All Schools
2.4S Provide a Consultant to recruit, retain, and provide recommendations and other supports to increase the number of teachers of color.	
2.5S Provide a classified employee teacher credential pathway.	
2.6S Provide certificated teachers at each site based on the number of ELs to provide designated ELD instruction, case-management, assessment, and integrated ELD support for teachers.	
2.7S Hire a TK-8 ELD TSA to provide coaching and support to ELD teachers, TWI, and Bilingual teachers to ensure students make progress towards English fluency.	
LCAP Goal 3: Focus Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.	
Goal 3 Budget = \$2,601,060.00	Related State Priorities: <ul style="list-style-type: none"> Parent Involvement Student Achievement Student Engagement School Climate Course Access Other Outcomes
3.1 Provide training for all TK - 8 certificated staff on the implementation of the Toolbox social-emotional curriculum	
3.2S Provide 2 Intervention Counselors at BHS to ensure regular, individual contact with a focal group of high-risk students at each grades 10 and 11 to oversee all academic and behavioral interventions.	Specific Schools: Berkeley High School

EXHIBIT 4

3.3S Provide Restorative Justice professional development and consultation	
Discontinued	Specific Schools: Berkeley Technology Academy (BTA)
3.5 Provides Behavior Specialists at TK-8 and a full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention	
3.6S Provide one Restorative Justice (RJ) Counselor at each of the three Middle Schools to coordinate restorative practices for staff and students and provide case management of a group of identified unduplicated students. 3.0 FTE	
3.7S Provide increased access to behavioral health services from a contractor or district staff for all TK - 5 sites and BTA to support students dealing with trauma and other social-emotional needs.	Specific Schools: All 11 Elementary Schools and Berkeley Technology Academy
3.8S Provide a Coordinator of School-Based Services to develop, train, and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), and Toolbox social-emotional domains that address the needs of students in danger of suspension and ensure that contracted mental health providers are providing services that are aligned with our district practices.	
3.9S Implement Bay Area Peace Keepers Program to mentor students who have been selected to participate as an alternative to expulsion and is designed to increase the individuals self esteem and motivate them towards positive behavior as they learn how to make better choices and take responsibility for their lives.	
3.10S Provide 2 Restorative Justice (RJ) Coordinators at BHS to provide case-management and intervention services focused on restorative justice and other restorative practices for students identified as at-risk of suspension.	Specific Schools: Berkeley High School
3.11S Provide coordinators for family engagement for all TK - 5 schools and BHS to partner with parents and guardians to support their children's' education through collaborative connections and referrals to school and community resources.	Specific Schools: All 11 Elementary Sites, Berkeley High School
3.12S Provide Positive School Climate Teacher Leaders at each Elementary and Middle School site to coordinate Positive Behavior Intervention and Support (PBIS), Toolbox Social-Emotional Curriculum and Restorative Practices.	
3.13S Create an African-American Student Success Manager position who will design a system to provide intensive academic and emotional support, mentoring, and foster collaborative family connections for an identified group of African-American students in Grades 7 - 12.	
3.14S Provide 2 Student Welfare and Attendance positions as part of the an African-American Student Success Program to provide intensive support around students needs and attendance for an identified group of African-American students in Grades 7 - 12.	
3.15S BHS LEAP class Builds structure for in-school advisory classes and case management program within smaller more personalized high school structure. Class and advising will exclusively target unduplicated students with academic and social/emotional supports.	<input checked="" type="checkbox"/> All Schools
3.16S McKinney-Vento	

LCAP Goal 4:

Focus Goal 4: Ensure that the Local Control Accountability Plan has in place a system for accounting for the LCFF Supplemental expenditures as well as the ongoing monitoring of student progress resulting from actions and services, and utilizing state and local indicators.

EXHIBIT 4

 Goal 4 Budget = \$452,957.00	Related State Priorities: Basic Services Academic Standards Parent Involvement Student Achievement Student Engagement School Climate Course Access Other Outcomes
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4.1S Provide on-going monitoring of the LCAP Plan through the use of a full-time LCAP Evaluator and additional support services that will include the qualitative and quantitative review of each action and/or service through the annual update	
4.2S Set aside an indirect cost reserve to provide agency-wide, general management costs such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing	

LCAP MEASURES

 We want to maintain:	 We want to increase:	 We want to decrease:
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STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee	 View measures & most up-to-date data on our LCAP Dashboard: LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.
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K A-G- A-G Course Requirements for College Entrance E AP- Advanced Placement Y API- Academic Performance Index A BEST- Building Effective Schools Together C CAASPP- California Assessment of Student Performance and Progress R CBO- Community Based Organization O CCSS – Common Core State Standards N CDE- California Department of Education Y CELDT - CA English Language Development Test M CHKS - CA Healthy Kids Survey S CSO- Campus Safety Officer CSU- California State University CTE- Career Technical Education	DDI - Data Driven Instruction EAP- Early Assessment Program ELA - English Language Arts EL or ELL - English Language Learner FTE- Full-Time Equivalent FY - Foster Youth IEP- Individualized Education Program K- Kindergarten LCAP- Local Control Accountability Plan LCFF - Local Control Funding Formula LEP- Limited English Proficient LI - Low Income NGSS- Next Generation Science Standards PO- Professional Development PFT - Physical Fitness Test	PI - Program Improvement PSAT - Preliminary Scholastic Assessment Test PTA - Parent Teacher Association S3 - Safe, Supportive Schools Program S&C - Supplementary & Concentration Funds SARC - School Accountability Report Card SAT - Scholastic Assessment Test SBAC - Smarter Balanced Assessment Consortium SRO - School Resource Officer SST- Student Study Team STEM – Science, Technology, Engineering, Math TK -Transitional Kindergarten UC - University of California
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Chancellor's Community Partnership Fund: 2018-2019 Grant Recipient Funded

Award Amounts

Community Service: \$250,000

Neighborhood Improvement: \$35,000

Total Award Amount: \$285,000

Community Service Projects	Community Partners	University Partners	Theme & Project Type: CS: CS; NI: NI	Award Amount
A Berkeley Anthology is compiling a collection of fiction and nonfiction writings from Berkeley's past and present to understand Berkeley better. In addition to short stories, excerpts from novels, and literary non-fiction, they will include letters, oral histories, newspaper and magazine articles, graphic novels, etc. Once published, they will work with their partners to use the book to promote thoughtful discussions about Berkeley, its cultural strengths, the variety of meanings Berkeley has for those who live here, and its future in changing times.	2430 Arts Alliance	Global Urban Humanities Institute	Arts and Culture (CS)	\$ 10,000
Bay Area Book Festival 2019 brings 250 authors, 100 literary sessions, 8 films (with BAMPFA) and a free literary fair to downtown Berkeley and is enjoyed by tens of thousands of visitors. In 2019, the festival will benefit from increased partnership with the campus that includes: partnering with BUILD, to carry out a student writing program culminating in an author visit; harnessing resources such as the Lawrence Hall of Science to create STEAM interactive experiences; more extensively tap university talent; and expanding festival's Cal student internship program.	Foundation for the Future of Literature & Literacy: Bay Area Book Festival (BABF)	Berkeley Unified in Literacy Development (BUILD.PSC)	Arts and Culture (CS)	\$ 5,000
Berkeley Black Scholars Program is a year-long, weekly community-based youth participatory action research program that serves Black/African students from both Berkeley High School (B-High) and Berkeley Technology Academy (B-Tech) and pairs them with UC Berkeley students. This project will run out of the newly established Fannie Lou Hamer Black Resource Center, which was created out of the Chancellor's African-American Initiative. (2nd year funded)	Berkeley High School	African-American Student Development/ Fannie Lou Hamer Black Resource Center	Education (CS)	\$ 10,000
Berkeley Opportunities Together (Berkeley Opps) aims to provide commercial baking skills training and career pipeline opportunities to 12 low-income Berkeley residents. The 12 participants will receive training informed by local baking/food workforce needs and gain employment with possible career pathways with Berkeley businesses.	The Bread Project	Global Poverty & Practice Minor, UC Berkeley Blum Center for Developing Economies	Economic Development (CS)	\$ 15,000
BHS/BCC/BAMPFA Film Initiative is a year-long collaboration that will provide the diverse and multi-generational students at two neighboring downtown Berkeley schools with special access to BAMPFA's rich film programming. This project aims to increase students' exposure to and appreciation of the cinematic arts.	Berkeley High School	Berkeley Art Museum & Pacific Film Archive	Arts and Culture (CS)	\$ 10,000
Bridging the Gaps is focused on improving the quality and quantity of restorative dental services offered to their clients who are often homeless and/or low-income residents. Restorative dentistry improves self confidence, chances of social mobility, and overall quality of life. Through this project, the partners hope to empower their clients by providing client-centered, continuous dental care.	Berkeley Community Health Project/Free Clinic	Suitcase Clinic	CS (CS)	\$ 10,000
Building Berkeley Urban Farmer Collaboration focuses on the sharing and dissemination of strategies for environmentally sustainable and economically viable urban agriculture in Berkeley to address the challenge of food insecurity, where people suffer from poor health due to lack of availability of healthy, nutritious, and affordable food.	Multinational Exchange for Sustainable Agriculture (MESA)	Berkeley Food Institute	Environmental Stewardship (CS)	\$ 5,000
Business Entrepreneurship Program links Berkeley's Multicultural Institute with UCB Law School's New Business Practicum to support immigrant entrepreneurs of limited means looking to start and sustain a small business. Twenty low-income immigrant entrepreneurs will be assisted in two cohorts, providing them the kind of support and guidance associated with business success that entrepreneurs of means regularly afford.	Multicultural Institute (MI)	UC Berkeley Law: New Business Practicum	Economic Development (CS)	\$ 10,000
Dreamers Project Mentorship Program seeks to reshape the current view of undocumented students and challenge the prevailing negative stigma by having more students apply to and enroll in higher education institutions. The partnership will address racial disparity by providing a series of discussions, mentorship, workshops and presentations on mental health, scholarships, knowing your rights, balancing familia and academics, legal issues, FAFSA and Dream Act applications.	Chicanx Latinx Alumni Association	Chicanx Latinx Student Development	Education (CS)	\$ 7,500
Enhanced Support for African American Males at BHS is a collaborative effort that will provide 40 African American male students at Berkeley High School — the student demographic in most need of support — with academic, college readiness, and social-emotional mentoring. The 40 high schoolers will also participate in UC Berkeley's Pre-College TRIO's African American Male Pipeline Project (AAMPP), which will provide them academic and college readiness support.	Ever Forward-Siempte Adelante	UC Berkeley Pre-College TRIO	Education (CS)	\$ 5,000
Future Teachers Uplift: A Dance Mentorship Project provides in-depth teacher training and one-on-one mentoring support to undergraduates involved in Dance The Bay (DTB). The goal is to improve their skills as they teach dance to Berkeley children and youth, and via leadership training provide organizational stability to DTB so it has the infrastructure to continue into the future as a student-led organization serving the Berkeley community. (2nd year funded)	Luna Kids Dance, Inc. DBA Luna Dance, Institute	Dance the Bay	Arts and Culture (CS)	\$ 7,500
Helping Berkeley Seniors in their Homes continues to pair together seniors with volunteer students from the Berkeley Student Cooperative (BSC) in order to assist the seniors with small tasks in and around their homes. This initiative will increase community cohesion and improve community safety.	City of Berkeley, Aging Services Division	Friends of the Co-ops	Community Safety (CS)	\$ 10,000
Legal Assistance for the Homeless serves men and women who are homeless in Berkeley or at serious risk of homelessness. Through legal assistance, homeless individuals can have access to social safety net programs that provide financial stability, access to healthcare and increased options for housing.	Alameda County Homeless Action Center	Field Placement Program, Berkeley Law	Economic Development (CS)	\$ 10,000
Ohlone Mural Border Project: "The Ohlone Journey" is a mural painted on the four sides of BART's vent building in Ohlone Park. Jen La Marr, the artist who painted the mural envisioned a border composed of rocks, art works, and indigenous plants around the perimeter but due to funding only the mural was created. The project enables La Marr to complete this extraordinary work of art, making it a portal to Berkeley's pre-history and natural history.	Friends of Ohlone Park	University of California Botanical Garden	Arts and Culture (NI)	\$ 5,000
Outdoor Engagement and Environmental Stewardship for Berkeley Youth and Teens and UC Berkeley Students will provide 100% funding for 30 underserved Berkeley teens and youth to have life-changing outdoor experiences through the City of Berkeley's Echo Lake Camp as CIT's and for Youth Camp programs; and will send UC Berkeley students on a 2-day trip to plant trees in the Rim Fire Recovery Area in the Stanislaus National Forest.	The Friends of Berkeley Tuolumne Camp	California Outdoor Engagement Coalition	Environmental Stewardship (CS)	\$ 20,000
Robotics and Engineering at Berkeley High School is a project that supports both the Berkeley High School Robotics Team and the Introduction to Robotics Engineering class. The overall goal is to give students the theoretical and practical knowledge to design and build a functional artificially intelligent robot.	Berkeley Unified School District	Robion Kirby, Professor Emeritus	Education (CS)	\$ 10,000

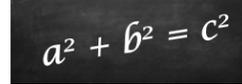
EXHIBIT 5

Science and Literacy Partnership for Early Learning (SLPEL) will continue to develop school readiness skills through science experiences for early childhood (2-5) aged children in underserved neighborhoods in South and West Berkeley. Early exposure to science for participating children will help develop their natural curiosity to explore, observe, ask questions, and develop their own conclusions. (2nd year funded)	Berkeley Youth Alternatives	Lawrence Hall of Science	Education (CS)	\$ 10,000
Strengthening Berkeley's 2020 Vision: The Berkeley Unified School District (BUSD) and UC Berkeley's Graduate School of Education (GSE) will co-lead a planning and action project to strengthen the efficacy and capacity of the 2020 vision, a collective impact initiative to improve education outcomes for African American, Latino, Immigrant and low-income students, and others underrepresented in higher education.	Berkeley Unified School District	Graduate School of Education	Education (CS)	\$ 15,000
The UC Community Presents... Berkeley Music Group (BMG) will partner with student group, SUPERB Productions to plan and produce a free, community-oriented event for Berkeley residents, showcasing local talent at The UC Theatre. Together, the UC Theatre interns and SUPERB students will co-produce and promote from start to finish "The UC Community Presents..." a live music event celebrating Berkeley artists and residents.	Berkeley Music Group	SUPERB Productions	Arts and Culture (CS)	\$ 15,000
Tiny Homes for Women and Children will provide safe, stable and affordable housing in the community for homeless women and children. The partnership will support project management to facilitate recommendations made by UC Environmental Design faculty and students. The primary project elements include determination of applicable zoning and policy ordinances, neighborhood support, site remediation and readiness for construction of the tiny homes.	Women's Daytime Drop-In Center	College of Environmental Design, Department of Architecture and Department of Sustainable Environmental Design	Community Safety (CS)	\$ 15,000
UC Berkeley tutoring support for low-income youth-of-color enrolled in Berkeley High School's after-school STEM Intensive will continue the successful partnership launched in 2017-18 offering Berkeley High National Society of Black Engineers, Jr. 9th-12th graders afterschool STEM Intensive (STEMI) tutoring, including an engaging robotics program as an incentive for students. It will be open to all 40-50 9th-12th graders, many of whom are also enrolled in Biotech Partner's Biotech Academy, with priority given to those struggling most, and 25 students served regularly. (2nd year funded)	Biotech Partners for Berkeley High School NSBE Jr. Chapter	UC Berkeley Black Engineering and Science Student Association (BESSA)	Education (CS)	\$ 10,000
Veterans Initiative in the Arts is a pilot project bringing together veteran artists, veterans (4,000+ in Berkeley), Kala Art Institute, Cal Veteran Services Center, Berkeley residents and additional partners to broaden the idea of who/what a veteran is and to recognize the unique experiences of veterans through storytelling and the creative process, art installation, artist residencies, public discussion groups, workshops, and more.	Kala Art Institute	Cal Veteran Services Center	Arts and Culture (CS)	\$ 15,000
Waterside Workshops Summer Mentoring Program will provide engaging summer programming and mentorship for 15-25 low-income, predominantly African American youth ages 9-16 from West Berkeley. By engaging them in daily outdoor recreation and skill-building activities, we aim to decrease the number of contacts they will have with law enforcement and help prepare them to succeed when they return to school in the fall.	Waterside Workshops	Goldman School of Public Policy	Community Safety (CS)	\$ 15,000
West Berkeley Shell Mound Short Film: Dating back some 4,700 years ago, the West Berkeley Shellmound at the mouth of Strawberry Creek marked the site of the first settlement on the San Francisco Bay. An illustrator was hired who is connected with California Indian artists who still practice ancient arts in order to give a sense of life and reality to the past in the film. Toby McLeod, a Berkeley filmmaker who has long been active in the Indian community, will shoot video of the artists showing how the artifacts were made and used. (2nd year funded)	Earth Island Institute/ California Institute for Community, Art, and Nature	Phoebe Apperson Hearst Museum of Anthropology	Arts and Culture (CS)	\$ 5,000
Total Community Service Funded:				\$ 250,000
Neighborhood Improvement Projects				
	Community Partners	University Partners	Theme & Project Type	Award Amount
Berkeley Home Match: Bringing Students and Seniors Together Initiative is a highly collaborative, intergenerational initiative between Ashby Village and UCB Retirement Center to increase affordable housing options for UC Berkeley students while enabling Berkeley senior homeowners to continue living in their homes.	Ashby Village	UC Berkeley Retirement Center	Community Safety (NI)	\$ 10,000
Restoration of the Claremont/Russell Gates seeks to restore the brick walls and lowers and bring the landscaping up to the current environmental standards. By restoring the gates in one of the primary route entrances to the University, it would continue to enhance the image of this neighborhood and the University, and support the historic gateways designed by John Galen Howard when the Claremont Subdivision was established in the early 1900's.	The Claremont/Elmwood Neighborhood Association (CENA)	Residential Student Program	Community Safety (NI)	\$ 5,000
Safety Improvements In and Around People's Park will enable UCPD, in partnership with BPD to conduct a Crime Prevention Through Environmental Design (CPTED) study of the People's Park area. It will also provide funding to undertake one or more of the suggested strategies outlined in the study's recommendations. Executing this grant will also enable us to further strengthen our relationship with both UCPD and BPD, making the Southside safer for students, residents, and visitors.	Telegraph Business Improvement District	UC Police Department	Community Safety (NI)	\$ 10,000
Southside Litter Reduction Pilot will reduce food-service waste from quick-serve restaurants on and near campus, and build awareness of the severity of the Single Use Disposables waste problem. The pilot centers on creating a culture of reduction and reuse by offering economic incentives for using reusable food and beverage containers, providing low-cost containers, offering technical assistance to businesses, and promoting reusable "bring your own" service.	Ecology Center	UC Berkeley Office of Sustainability	Economic Development (NI)	\$ 10,000
Total Neighborhood Improvement Funded:				\$ 35,000
Total Funded:				\$ 285,000

EXHIBIT 6

Berkeley's 2020 Vision: Current Programs at a Glance (8.27.18)

Goal: All young people in Berkeley grow up with equitable opportunities to achieve high outcomes and realize their full potential

 <p>K Readiness: All children enter kindergarten ready to learn</p>	 <p>School Attendance and Health: Every student attends school regularly</p>	 <p>3rd Grade Reading Proficiency: Every student reads at or above grade level by end of 3rd grade</p>	 <p>8th Grade Math Proficiency: Every student performs math at or above grade level by end of 8th grade</p>	 <p>College and Career Readiness: Every student is prepared for success in both college and career</p>	
<p>Child Care Subsidies for low-income families (BANANAS) supported by 2020 Vision \$)</p>	<p>Attendance Awareness Month provides teacher attendance toolkits and attendance celebrations at all BUSD schools (BUSD)</p>	<p>K-5 Literacy Coaches for struggling and emerging readers (BUSD supported by LCAP \$)</p>	<p>Math Coaches and Math Teacher Leaders support math teachers in grades K - 12 (BUSD supported by LCAP \$)</p>	<p>Berkeley College and Career Summit is a week-long coordinated effort celebrating and promoting a college-going culture in Berkeley and the multiple pathways of getting there (BUSD & BCC)</p>	<p>Biotech Academy at BHS provides two years of hands-on biotech class work and students participate in "real-world" paid internships in the bioscience industry (Biotech Partners, supported by 2020 Vision \$)</p>
<p>Nia House Child Care & Parent Support provides care for 18 month - 6 year olds and parenting workshops for very low-income families (Nia House supported by 2020 Vision \$)</p>	<p>Restorative Justice in Schools facilitates staff and student training in K -12 schools to provide conflict resolution materials, rubrics, and activities (SEEDS Community Resolution Center supported by Vision 2020 \$)</p>	<p>BUSD Phonics Program for all students in grades K - 3 (BUSD supported by LCAP\$)</p>		<p>Dreamers Project Mentorship Program serves to reshape the stigma of undocumented students and help them apply to and enroll in higher education institutions (Chicanx Latinx Student Development supported by UCB Chancellors \$)</p>	<p>B-STEP (Berkeley Safety Training and Education Pathway) provides education and hands on training integrated into the school day to BHS students interested in various Career Technical Pathways, such as Emergency Medical Technician (EMT). (BUSD, Berkeley Fire Department, Bayer)</p>
<p>Centro Vida Preschool provides a Spanish bilingual education program to 2-5 year olds (BAHIA, Inc., supported by 2020 Vision \$)</p>	<p>BHS Dean of Attendance and BTA Child Welfare Specialist positions created to monitor attendance on a daily basis (BUSD)</p>	<p>BUSD Progress Monitoring System being piloted in grades K - 8 to provide routine assessments to better individualize instruction and to better identify kids needing interventions (BUSD supported by LCAP\$)</p>	<p>Secondary Math Support Classes for middle school students includes a double period of math to increase student success (BUSD supported by LCAP \$)</p>	<p>Be A Scientist brings over 200 UC scientists to every 7th grade classroom in BUSD every year to work with each student on an individualized science project (Berkeley Public Schools Fund, BUSD supported by BSEP and LCAP)</p>	<p>BUSD Homeless Student Program provides afterschool job training for homeless and at-risk high school youth who are referred by BUSD using art as a vocational medium (Youth Spirt Artworks supported by 2020 Vision \$)</p>
<p>Ephesian Childcare Program provides developmentally appropriate care and learning activities for children aged 2.9 - 5 years (Ephesian Children's Center supported by 2020 Vision \$)</p>	<p>The Truancy Reduction Program in partnership with the Berkeley Police Department to send students back to class and notify their families immediately (BUSD)</p>	<p>Berkeley United in Literacy Development (BUILD) matches UC Berkeley mentors for twice a week tutoring with children in all 11 BUSD elementary schools and afterschool programs (UCB Public Service Center supported by 2020 Vision \$)</p>	<p>MATCH (Mentoring, Academics, Training, College, and Health) provides afterschool and summer tutoring and mentoring to 1st - 8th graders who are at or below grade level (Berkeley Youth Alternatives supported by 2020 Vision \$)</p>	<p>R.I.S.E. (Responsibility, Integrity, Strength & Empowerment) is an academic and social support program for low-income BUSD high school age students who are from non-degree holding families (RISE supported by 2020 Vision \$)</p>	<p>Vocational Arts Training Program provides job training for homeless and at-risk youth ages 18 - 24 using art as a vocational medium (Youth Spirt Artworks supported by 2020 Vision \$)</p>
<p>Science and Literacy Partnership for Early Learning helps children ages 2-5 in S. and W. Berkeley develop school readiness skills through science experiences (BYA supported through UCB Chancellors \$)</p>	<p>Berkeley Black Scholars Program is a participatory action research program that pairs African American public high school students from Berkeley with UCB students (Fannie Lou Hamer Black Resource Center & BUSD supported by UCB Chancellors \$)</p>	<p>Bay Area Hispano Institute for Advancement, Inc. (BAHIA)'S School Age Program provides M-F tutoring with Cal BUILD mentors for elementary students who are below proficient in math and reading. (BAHIA supported by 2020 Vision \$)</p>	<p>Bridging Berkeley matches UCB students and volunteers with middle schoolers, particularly 1st generation college candidates, to provide after-school math tutoring (UCB Public Service Center supported by 2020 Vision \$)</p>	<p>BHS Bridge Program combines advising with school support to further the academic pursuits of low-income students and/or 1st generation college candidates (BUSD supported by LCAP \$ and Vision 2020 \$)</p>	<p>Robotics and Engineering at BHS supports the BHS Robotic Team and the Intro to Robotics Engineering class. Students gain theoretical and practical knowledge to design and build a robot (UCB & UCB supported by UCB Chancellors \$)</p>
<p>Quality Rating and Improvement Services assesses, improves, and communicates the level of quality in early and school-age care and education programs in Berkeley (BANANAS supported by 2020 Vision \$)</p>	<p>Outdoor Engagement and Environmental Stewardship for Berkeley Youth and Teens provides funding for 30 underserved Berkeley teens to the City of Berkeley's Echo Lake Camp (California Outdoor Engagement Coalition and Friends of Berkeley Tuolumne Camp supported by UCB Chancellors \$)</p>	<p>Ephesian School Age Program provides afterschool activities for children ages 5 - 11 (Ephesian Children's Center supported by 2020 Vision \$)</p>	<p>STEM - Superintendent's Super Science Program provides hands-on learning activities, in collaboration with the Lawrence Hall of Science, to K - 7 students outside the school day (BUSD supported by LCAP \$)</p>	<p>Berkeley Scholars to Cal has provided four cohorts of African American and Latino students comprehensive college preparation for eight years prior to their graduation from high school (Stiles Hall, supported by 2020 Vision \$)</p>	<p>BHS-STEM Afterschool Program provides tutoring, homework support, and robotics to low-income students of color to help them succeed in STEM classes (UCB BEESSA, Biotech Partners & BHS National Society of Black Engineers Jr. Chapter, supported by UCB Chancellors \$)</p>
<p>Pre-K Power Play is an early childhood education program that builds skills in literacy, communication, controlling impulses, and learning classroom routines (COB/PRW)</p>	<p>Waterside Workshops Summer Mentoring Program offers programming for 15 - 25 low-income, predominantly African American youth ages 9 -16. Engages them in daily outdoor recreation and skill-building activities (Waterside Workshops & Goldman School of Public Policy supported by UCB Chancellors \$)</p>	<p>Mentoring for Academic Success (MAS) provides academic skill development, tutoring, and motivational activities for students from economically disadvantaged families (Multicultural Institute supported by 2020 Vision \$)</p>		<p>Y Scholars supports and guides first-generation college-bound high school students so they will attend and graduate from college (YWCA-PG&E Teen Center)</p>	<p>High Hopes Scholarships provide \$16,000 to low-income Berkeley youth to help close the gap between the true cost of 4-year college and the typical financial aid package. Includes mentoring, ongoing support, career exploration and opportunities (Berkeley Community Fund)</p>
<p>Sisters Together Empowering Peers (STEP) provides social support and empowerment to African American women with a focus on peer leadership and K readiness (Healthy Black Families supported by Vision 2020 \$)</p>	<p>Parent and Child Services Program provides support services to homeless and at-risk parents with young children to secure stabilizing resources (Women's Daytime Drop-In Center supported by 2020 Vision \$)</p>	<p>Summer Slide Literacy Project provides BUSD 1st and 2nd graders who are reading below grade level with 10 books and a library card to help them advance their reading skills over the summer (Berkeley Public Library and BUSD supported by Berkeley Public Schools Fund)</p>		<p>Advancement via Individual Determination (AVID) prepares students in the "academic middle" for academic success (BUSD)</p>	<p>Berkeley Promise offers community college access and scholarship support to Berkeley public school low-income and/or 1st generation graduates (COB Mayor's Office, Berkeley Community Fund, BCC)</p>
<p>Kaleidoscope Play & Learn Playgroups engages caregivers and parents to prepare children in their care for success in school and life (BANANAS supported by 2020 Vision \$)</p>	<p>Pacific Center Youth Program provides support and counseling for Berkeley youth and peer outreach to support self esteem, resiliency and school engagement (Pacific Center for Human Growth supported by Vision 2020 \$)</p>	<p>Growing Summer Reading provides books and literacy mentors for students in summer programs (BUSD and UCB/BUILD)</p>		<p>Entre Mujeres: A Generational Model for Academic Success addresses the retention of Latinas at BHS and their transition to college by establishing relationships among Latinas in high school, college, and the professional world (BHS supported by UCB Chancellors \$)</p>	
<p>Head Start's Trauma Informed Care (TIC) project will be launched all four YMCA Head Start centers in Berkeley transforming the way HS teachers and staff identify and address trauma in 200+ pre-K children and their families (YMCA of the Central Bay Area, pending funding from MHSA)</p>	<p>BYA Counseling Center provides counseling and referral services to status offenders and families (Berkeley Youth Alternatives supported by 2020 Vision \$)</p>			<p>Enhanced Support for African American Males at BHS provides academic, college readiness, and socio-emotional mentoring to 40 African American male students (UC Berkeley Pre-College Trio & Ever Forward-Siempre Adelante supported by UCB Chancellor's \$)</p>	
	<p>School-Based Behavioral Health Services to low-income youth at-risk of emotional, behavioral, and academic problems (Bay Area Community Resources supported by 2020 Vision \$)</p>			<p>Writers Coach Connection provides one-on-one coaching emphasizing critical thinking and writing skills for every 8th grader in BUSD (Berkeley Public Schools Fund)</p>	
	<p>Rosa Parks Family Resource Center provides mental health and family support services at Rosa Parks Elementary School in West Berkeley (LifeLong Medical supported by 2020 Vision \$)</p>				
	<p>BOSS Children's Learning Center provides afterschool academic and developmental support to homeless children ages 2 - 18 (Building Opportunities for Self-Sufficiency supported by 2020 Vision \$)</p>				

Faces of Berkeley's 2020 Vision: Nizam, BHS Class of 2018

Nizam is the oldest of two brothers, being raised by a single mom. He is a lifelong Berkeley resident who attended Berkeley Arts Magnet (where he “wasn’t into school a lot”) and King Middle School. He graduated from Berkeley High School (BHS), class of 2018 – thanks, in part, to four years of support from **R.I.S.E. (Responsibility, Integrity, Strength, and Empowerment)**.

R.I.S.E. is a Berkeley nonprofit agency that provides academic support and college preparation for low-income **BUSD** high school-aged students. **BUSD** houses **R.I.S.E.** at BHS, while the **City of Berkeley** supports programming with **2020 Vision** funds. Of the 272 seniors who participated in **R.I.S.E.** between 2008 and

2018, 267 (98%) completed high school. Of those graduates, 264 (99%) went on to enroll in post-secondary education (252 in junior and four-year colleges, and 12 in other structured educational opportunities, such as the Police Academy and the Marine Corps).

Incoming 9th graders participate in **R.I.S.E.**’s five-week summer transition program, which lays the foundation for four years of individualized academic support, mentoring, case management, and positive peer relationships. **R.I.S.E.** also took Nizam on college tours and enrichment outings. Nizam spent every afternoon and some weekends doing his school projects, essays, and math homework with **R.I.S.E.** tutors from **UC Berkeley**. “The tutors always pushed me to my full potential. And because of that I do better on almost everything. I just need[ed] that push.” About his **R.I.S.E.** case manager, Wardell, Nizam reports, “He really pushes. He keeps you in his head. He doesn’t forget. That’s a good thing.” Nizam’s effort and perseverance paid off. He raised his GPA from 2.5 his freshman year to 3.38 his senior year.

After getting into a number of four-year schools, including San Francisco and Sacramento State Universities, Nizam realized that he couldn’t afford tuition at a four-year college. He also dreamt of going to college somewhere further away from home. **R.I.S.E.** helped him weigh the options.

Nizam decided to apply for support from **Berkeley Promise**, a mentoring and scholarship program operated out of the Berkeley’s Mayor’s Office, in order to attend **Berkeley Community College (BCC)** for the next two years. He then plans to transfer to a four-year college outside of California. After two years at **BCC**, Nizam says, “I’ll know what I want to major in, what school I want to go to, and what I want to do in life”.

In the meantime, Nizam is relieved to be headed to a college that he can afford and excited to have mapped out a post-secondary path. Nizam also knows he can count on **R.I.S.E.**’s continued support as he journeys through college and beyond. In Nizam words: **R.I.S.E.** “will help you forever!”

Faces of Berkeley's 2020 Vision: Camila, 5th Grader, Sylvia Mendez Elementary



In 1st grade, Camila found herself struggling with reading in English. “I just got lost,” she said. She had fallen well below grade level. She could only read books written for younger kids. That’s why, she says, “I used to not like to read so much.”

Camila attends afterschool at Bay Area Hispano Institute for Advancement, Inc. (BAHIA, Inc.), a Berkeley nonprofit agency that promotes bilingual learning. **Bahia School Age Program** receives funding from **Berkeley’s 2020 Vision**. They arranged for Camila to receive onsite mentoring from another program funded by **Berkeley’s 2020 Vision, BUILD** (see box below). During afterschool tutoring sessions three days a week, Camila’s BUILD mentors taught her to take breaks from reading when she got “stressed,” and helped her to get comfortable with much harder words. By the end of 4th grade, Camila was reading at a 5th grade level. “It feels awesome!” says Camila. Camila, who is now a big reader, recommends *Wonder* and has a goal of reading “every book by R.J. Palacio.”

Berkeley United in Literacy Development (BUILD) partners with **BUSD** to match elementary students who could use individualized help with UC Berkeley college students. Mentor/mentee pairs meet one-to-one at least twice a week for 30-45 minute reading sessions. In 2010, BUILD launched a district-wide partnership with BUSD as part of **Berkeley’s 2020 Vision**. As a result, BUILD expanded from three to all 11 public elementary schools in Berkeley (as well as to other afterschool and summer programs). In 2016-17, BUILD engaged 180 UC Berkeley students to mentor over 600 Berkeley elementary students to become stronger, more inspired readers.

Faces of Berkeley's 2020 Vision: Noelia, 4th Grader, Malcolm X Elementary



Two years with BUILD also made a big difference for Noelia. She says BUILD mentors have taught her to read slowly and carefully and to use expression when she reads out loud. As a result, she better understands and remembers what she reads.

The skills she got from BUILD have allowed Noelia’s love of reading to grow. She enjoys adventure and mystery books in particular. If not for BUILD, Noelia says, that she would not be reading closely, and “would be skipping a lot, just racing through it, and not remembering a lot.”

Noelia is proud that she created her own little library in her bedroom. Her uncle keeps it stocked with *Magic Treehouse* books and her mom gets her many others. “When I read a book and I like it, I always read it twice,” she says. Noelia plans to become a chemist when she grows up.

Faces of Berkeley's 2020 Vision: Yakira, BHS Class of 2014,
University of California, Merced, Class of 2018



Yakira is the first member of her family to graduate from college. She was raised by a single mother who worked multiple jobs to provide for Yakira and her siblings. Yakira overcame significant hurdles as a child and young adult, including being displaced by the 2012 foreclosure of the home her family was renting while she was a student at Berkeley High School.

Yakira joined the first cohort of Berkeley High's **BRIDGE** Program in 2010 at the recommendation of one of her middle school teachers. At **BRIDGE**, Yakira found herself to be a part of a supportive and striving community of students and adults.

Over the next four years, Yakira received intensive, school-based support from **BRIDGE**, including afterschool homework and test prep support, personalized advising and mentoring, access to internships and summer programs, and lots of advice and encouragement. College attendance became an attainable goal for Yakira through **BRIDGE**, which helped her set up college visits and provided workshops on financial aid.

In 2014, Yakira was accepted by the University of California at Merced. She was awarded a High Hopes scholarship from the **Berkeley Community Fund** to support her post-secondary success.

"The most helpful thing was the connections I was able to make," says Yakira, now 22, and a recent graduate of UC Merced with a major in psychology and a minor in health. "It's an investment into your future. I couldn't have gotten into college, stayed in school, and graduated without **BRIDGE**."

Thanks to **BRIDGE**, Yakira was able to get the support she needed, both academic and emotional. "Any student who enters this program, it's like a family and they want to see you succeed. The advisor kept in touch with me all throughout college. Their caring is so vital."

Today, Yakira is working full-time and is in the process of applying to a masters' program in psychology. She plans to pursue a career helping children overcome traumatic events.

Berkeley High BRIDGE primarily serves African American and Latino/a/x students who are low-income and/or first generation college candidates. All 26 students in **BRIDGE's** 2018 graduating class were accepted by postsecondary educational institutions. In total, 19 students were accepted at four year colleges/universities, including two at Historically Black Colleges and Universities. Ten **BRIDGE** graduates will enroll in four-year colleges/universities in summer/fall 2018 – five with \$16,000 from the **Berkeley Community Fund's High Hopes Scholars Program** – and 16 will attend community colleges. The **City of Berkeley** supports **BRIDGE** with **2020 Vision** funds.