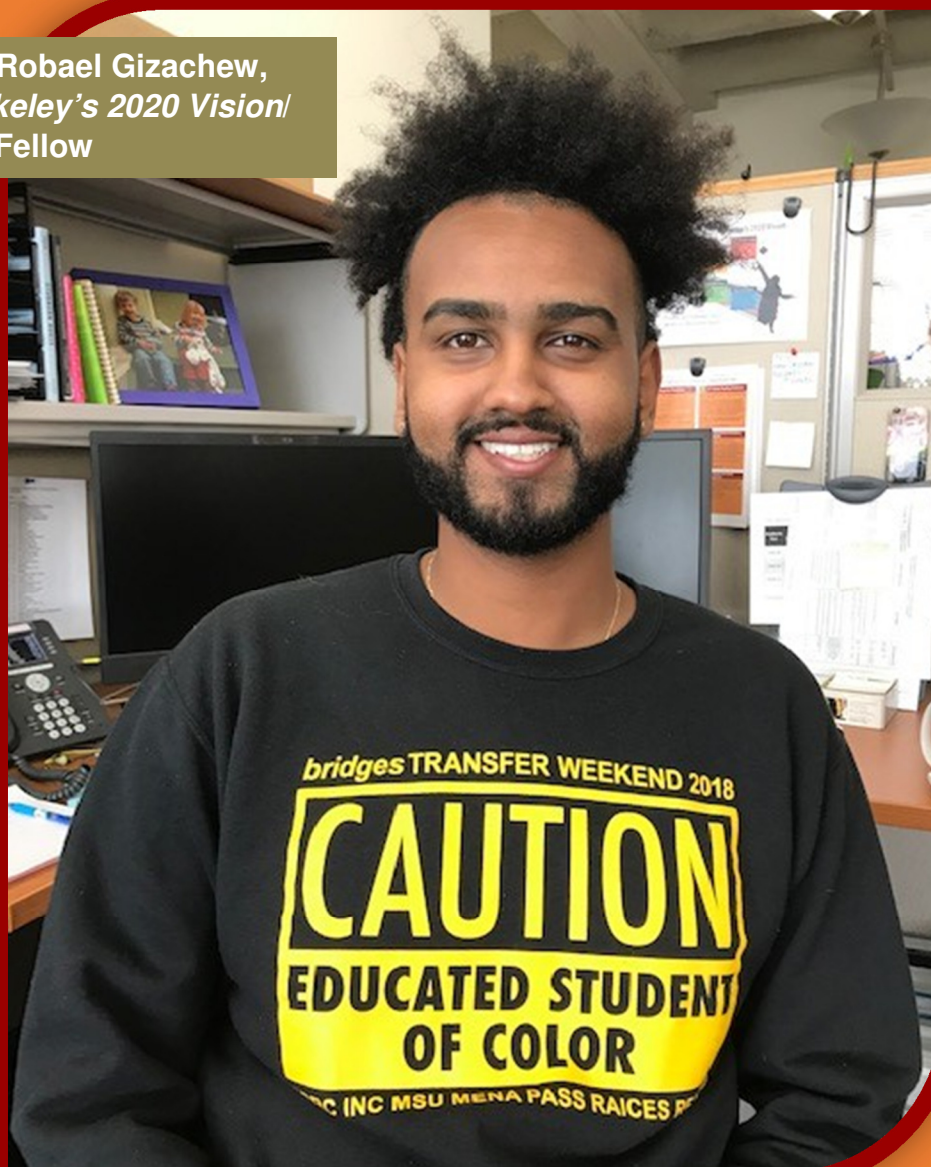


Introducing Robael Gizachew,
2019-20 *Berkeley's 2020 Vision*/
Shinnyo-en Fellow



Berkeley's 2020 Vision:

2019 Update to Berkeley City Council

October 22nd, 2019

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EXECUTIVE SUMMARY

Berkeley's 2020 Vision: Equity in Education (2020 Vision) is a citywide initiative that strives to eliminate racial disparities in achievement in Berkeley's public schools. This initiative advances the City of Berkeley's Strategic Plan goal to "champion and demonstrate social and racial equity."

Berkeley's 2020 Vision builds upon our community's legacy of striving to create public education and community systems that allow all young people to realize their potential. In Berkeley, as in most diverse urban areas across the country, a substantial gap persists in markers of academic achievement among African American and Latinx students as compared to their white peers. According to a recent Stanford study of standardized test results for 3rd – 8th graders nationwide from 2008-09 through 2015-16, test results for white students in Berkeley are on average 3.8 grade levels higher than for Latinx students and almost five grade levels higher than for African American students.¹

The City Manager's Office last updated the City Council on *Berkeley's 2020 Vision* on September 25th, 2018. This update begins with a look back at key efforts undertaken by the Berkeley community over the past 50 years to address racial inequities in its public education system. It then provides an overview of *2020 Vision*, highlighting the contributions of *2020 Vision's* core institutional partners – the City of Berkeley, Berkeley Unified School District (BUSD), Berkeley City College (BCC) and the University of California at Berkeley (UC Berkeley) – and two local funders.

The next section of the report describes *Berkeley's 2020 Vision's* activities over the past year, beginning with the award of \$1.68 million in grants aligned with *2020 Vision*. It then highlights key programs and activities during the past year for each of the six overarching outcomes of *2020 Vision*. Woven throughout this section are the contributions of *2020 Vision's* partners. Also included is the latest available data, as a means of measuring our collective progress towards achieving *2020 Vision's* goals. Where available, the report provides indicator data from Alameda County and the State of California for comparison purposes.

The final section of the report describes pertinent changes in the landscape that will impact the future work of *Berkeley's 2020 Vision*. The report concludes with plans and opportunities for the year ahead, including for the important milestone year of 2020. **Figure 1** summarizes key accomplishments and challenges described in the report.

¹ According to this study, white students in Berkeley are on average 2.85 grade levels above the national average, whereas Latinx and African American students in Berkeley are on average 0.94 and 2.1 levels below the national average. The Educational Opportunity Project at Stanford University, edopportunity.org, September 2019.

Figure 1. Key Accomplishments and Challenges (Oct. 2018 – Sept. 2019)

	Accomplishments	Challenges
Progress towards Educational Equity	<ul style="list-style-type: none"> • Gains for African American and Latinx students in: <ul style="list-style-type: none"> ○ 3rd Grade Reading ○ 8th Grade Math • Recent gains outpace progress by white students • Gains for Latinx students in: <ul style="list-style-type: none"> ○ School Attendance ○ College & Career Readiness 	<ul style="list-style-type: none"> • African American students' results decreased in College & Career Readiness • Progress experienced by African American students has been slow and small
Aligned Programs and Activities	<ul style="list-style-type: none"> • 55+ aligned programs and activities in place to advance the work of <i>2020 Vision</i> • 24 programs awarded ~\$1.68 million in <i>2020 Vision</i> community agency funding • Promising programs include: <ul style="list-style-type: none"> ○ African American Success Program ○ Early Childhood Trauma & Resiliency Project • Piloting new Kindergarten Readiness Assessment 	<ul style="list-style-type: none"> • Accessing actionable data that can measure impact and improve services • Limited information available on “best practices” related to education equity • Service gaps and funding shortfalls
2020 Vision Partnership	<ul style="list-style-type: none"> • Strong commitment and participation from core partners, including new leaders at BUSD & Berkeley Community Scholars (formerly Berkeley Community Fund) • Partners investing and/or aligning significant resources in <i>2020 Vision</i> 	<ul style="list-style-type: none"> • Limited bandwidth of all partners, including <i>2020 Vision</i> staff • Limited funding for research, data analysis and expanding and piloting new strategies

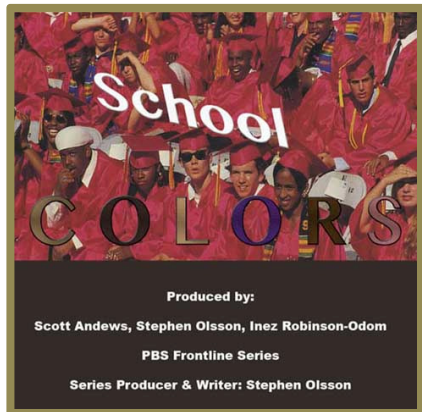
BACKGROUND

Berkeley's Struggle for Educational Equity

Berkeley's 2020 Vision is built on our community's long history of striving to eliminate racial segregation and inequality in its education system. Over the past 50 years, the community of Berkeley has undertaken numerous initiatives to address these

disparities. Though this work has often sparked controversy, and progress has been elusive, the community has continued to push forward to realize its deep and enduring commitment to achieving racial equity in our public education system.

In 1968, Berkeley entered the national spotlight when it became the first city of its size to voluntarily integrate its public schools. Using an innovative “two-way” busing approach, students were transported out of their segregated neighborhoods to schools across the City where enrollment was balanced by race/ethnicity. United States Senator Kamala Harris recently pointed out during a presidential debate that she was an early beneficiary of bussing in Berkeley.² Starting in 1995, Berkeley Unified School District switched to a pioneering “attendance zone” strategy, which continues to maintain integrated schools in Berkeley by evolving in the face of policy and legal challenges.³



While the busing and zone systems desegregated the schools, integration did not translate into equal educational opportunities or outcomes. In 1994, a PBS Frontline documentary, “School Colors,” premiered nationally, revealing deep racial tensions and divides at Berkeley High School (BHS). While this production sparked objections among some Berkeley viewers, it undeniably shed light on the limits of school integration alone as an antidote to major racial disparities in achievement.

In 1996, a team of UC Berkeley researchers launched the six-year Diversity Project at Berkeley High. This project sought to examine how and why a racially and ethnically diverse high school in a progressive community continued to produce opportunity and achievement gaps similar to those found across the nation. The project, which engaged academics, teachers, school staff, students, parents and activists, explored the structures and barriers at Berkeley High that impacted the academic success of students from different racial and ethnic backgrounds. The project team recommended many changes inside and outside the classroom. While most recommendations were not adopted, some were implemented and remain in place today, such as the establishment of the BHS Parent Resource Center.⁴ Others were adopted later, such as

² “There was a little girl in California who was part of the second class to integrate her public schools, and she was bused to school every day, and that little girl was me,” said Senator Harris. “Kamala Harris attacks Joe Biden’s record on busing and working with segregationists in vicious exchange at Democratic debate,” CNBC, June 27, 2019.

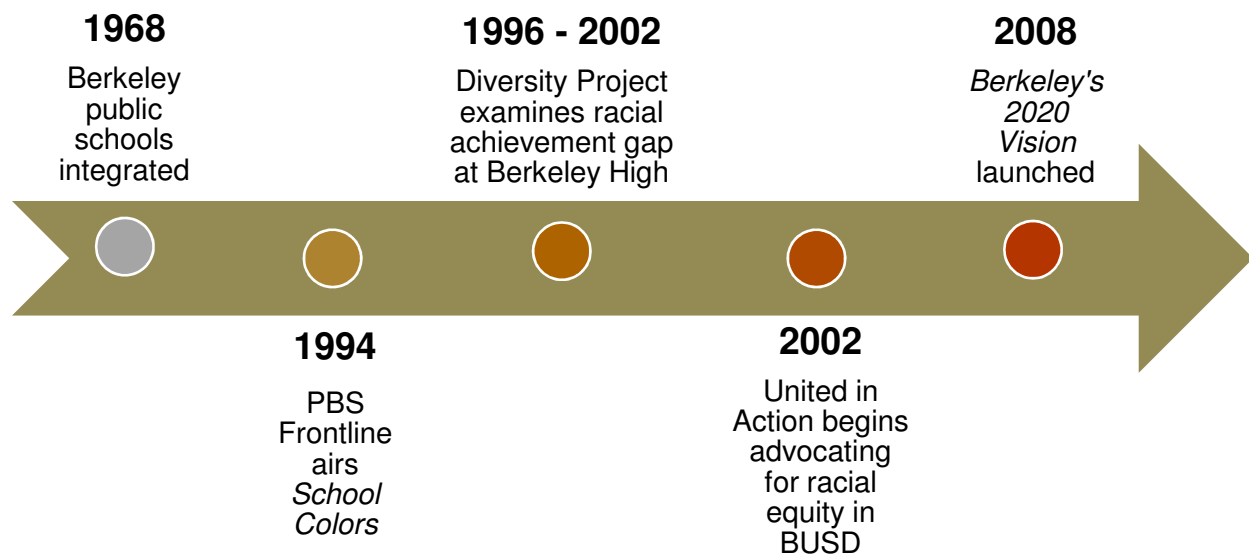
³ The history and legacy of Berkeley’s bold, controversial act were recently captured in a three-part series called *Beyond the Buses* by Natalie Orenstein in recognition of the 50th anniversary of the integration of Berkeley’s public schools. “A Radical Decision, An Unfinished Legacy,” *Berkeleyside*, October 16, 2018. “All Together Now,” *Berkeleyside*, October 17, 2018. “A Teacher Who Looks Like Me,” *Berkeleyside*, October 18, 2018.

⁴ The BHS Parent Resource Center encourages parents, especially disenfranchised parents of color, to connect with the school and each other and gain access to information and services that help their children succeed at BHS.

the creation of small schools within the larger high school. Despite these efforts, the opportunity and achievement gaps continued to persist at BHS.⁵

In 2002, United in Action was formed. This diverse coalition of community activists, organizations and leaders,⁶ spearheaded a multi-year advocacy campaign to eliminate racial and ethnic inequities in educational opportunities and outcomes in Berkeley public schools. United in Action proposed the original “total community approach” framework that evolved into Berkeley’s current educational equity initiative.⁷

Figure 2. Milestones on the Path to Berkeley’s 2020 Vision⁸



Overview of *Berkeley's 2020 Vision*

Berkeley's 2020 Vision was officially established in 2008. At the urging of United in Action, the City of Berkeley and Berkeley Unified School District (BUSD) issued concurrent policy proclamations establishing a new initiative to eliminate racial inequities in the Berkeley public schools, known now as “*Berkeley's 2020 Vision: Equity in Education*.” These proclamations were a “call for urgent action to make educational success, equity and outcomes...a communitywide priority.” The founders of *2020 Vision*

⁵ Pedro Noguera and Jean Yonemura Wing's book *Unfinished Business: Closing the Racial Achievement Gap in Our Schools*, details the history of the Diversity Project, challenges, recommendations and lessons learned. Pedro A. and Jean Yonemura Wing (editors), *Unfinished Business: Closing the Racial Achievement Gap in Our Schools* (San Francisco: Jossey-Bass, 2006).

⁶ Members of United in Action included: Latinos Unidos, Parents of Children of African Descent, Berkeley Federation of Teachers, Berkeley Organizing Congregations for Action and Berkeley parents, residents and others.

⁷ Bhattacharjee, Riya, “2020 Vision to Launch Citywide Equity Task Force This Week,” *The Berkeley Daily Planet*, January 28, 2009.

⁸ This timeline highlights only a selection of many important events and efforts that mark Berkeley's long road to educational equity, such as the establishment at Berkeley High as the first African American Studies Department at a high school in the country.

set an ambitious goal: “the elimination of what is commonly known as the ‘achievement gap’ by the year 2020.”⁹

The initiative’s founders underscored a shared, communitywide responsibility to provide children and youth with equitable opportunities to realize their full potential. To that end, it established a core partnership across community institutions that play key roles in shaping the well-being and success of Berkeley children and youth. Today *Berkeley’s 2020 Vision’s* four core partners are: the City of Berkeley, BUSD, the University of California at Berkeley (UC Berkeley) and Berkeley City College (BCC). As *2020 Vision* evolved from policy to practice, it articulated a more detailed strategy that extended beyond the auspices of BUSD, supporting student success starting in early childhood and past high school graduation.

This partnership focuses on aligning and strengthening systems, leveraging resources and creating and increasing access to opportunities that support the success of Berkeley’s young people, particularly African American and Latinx children and youth. The City Manager’s Office serves as *Berkeley’s 2020 Vision’s* backbone entity, supporting the leadership provided by the four core organizations and coordinating the contributions of stakeholders, including public and community agencies and local funders.

Berkeley’s 2020 Vision organizes its work around six overarching outcomes (**Figure 3**). It strives to “move the needle” on key indicators of student well-being and academic attainment. **Exhibit 1** provides additional background information on the initiative.

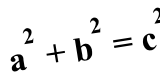
Figure 3. Berkeley’s 2020 Vision’s Outcome Areas



All children enter kindergarten ready to learn



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



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



Every student attends school regularly



Every student is prepared for success in both college and career



Family and community engagement promote the success of all students

Since its beginning, *Berkeley’s 2020 Vision* has helped to cultivate and strengthen programs, with a primary focus on supporting the success of African American and Latinx children and youth. It has built robust partnerships among many public institutions, community agencies and local funders who now share a commitment to create better opportunities and outcomes for African American and Latinx students. It

⁹ City of Berkeley Resolution, “2020 Vision for Berkeley’s Children and Youth,” June 24, 2008.

has drawn more resources towards African American and Latinx students by establishing designated funding streams and prioritizing programs serving members of *2020 Vision's* target population. Agencies across the *2020 Vision* partnership proudly share successes of the many individual African American and Latinx students who have participated and thrived in their programs. Profiles of some of these impressive students are presented in **Exhibit 2: Faces of 2020 Vision**.

Between 2015 (when BUSD started administering California's mandated Smarter Balanced Assessments) and 2018, the increase in the percentage of African American and Latinx students at or above proficiency outpaced the growth of white students (see **Figure 4**). This suggests a slight closing of the opportunity and achievement gap for this time period. While these outcomes appear to be moving in a positive direction, the gains have come slowly and, with some exceptions, are quite small. Latinx and particularly African American students are still far from achieving the proficiency levels demonstrated by their white peers.

**Figure 4. Change in Math and Reading Proficiency[^]
2015 & 2018**

Indicator Data	African American	Latinx	White
3rd Grade Reading Proficiency*			
Growth 2015 to 2018 [^]	+8	+19	+4
% proficient in 2018	22%	56%	82%
8th Grade Math Proficiency			
Growth 2015 to 2018 [^]	+6	+4	+2
% proficient in 2018	27%	43%	80%

[^]Growth in the % of BUSD students at or above proficiency from 2015 to 2018. Growth is calculated by subtracting the percentage of students at or above proficient in 2015 from the percentage at or above proficient in 2018.

*2020 Vision uses ELA scores as a proxy for 3rd grade reading proficiency

Source: California Department of Education, Smarter Balanced Assessments (SBA), Math and English Language Arts (ELA), 2015 & 2018

Next year, *Berkeley's 2020 Vision* will reach an important milestone in its work to achieve racial equity in the Berkeley public schools. The City proclamation that launched *2020 Vision* declared "that all children, regardless of race, ethnicity and

income, who enter Berkeley public schools beginning in 2007...will achieve equitable outcomes with no proficiency differences by the time they graduate in June, 2020....”¹⁰

Berkeley's 2020 Vision will not meet the ambitious timeline set by its founders. Over the past decade, however, *2020 Vision* partners have laid a robust foundation of inter-agency partnerships, leveraged resources and new opportunities for advancing the success of Berkeley's African American and Latinx students. (For more information, see the “Looking Ahead” section.) *2020 Vision* partners hope to have the opportunity to build upon these foundations -- and remain strongly committed to continuing our collaborative efforts to achieve racial equity in Berkeley schools.

Core Partner Funding & Support

Berkeley's 2020 Vision partners align and leverage funding and other resources to forward their shared goals. Partners also participate in *2020 Vision's* Leadership Team, Alignment and Coordination Team (ACT) and Work Groups, as well as in designing, delivering and evaluating joint and/or complementary services and activities (for more information, see **Exhibit 3: Descriptions and Membership of Key 2020 Vision Bodies**). Below is a snapshot of how each of the core *2020 Vision* institutional partners and two local funders support the work of this initiative.



The **City of Berkeley** supports its work with *Berkeley's 2020 Vision* primarily through General Funds, which cover 2.25 FTE in staff time and funding for community agency contracts that advance *2020 Vision's* work, ~\$1.68 million in Fiscal Year (FY) 2020. Additionally, City staff from a range of departments provide expertise in *2020 Vision* Work Groups and ACT, support community agency funding awards and help seek supplemental funding through sources such as the Mental Health Services Act. *2020 Vision* staff also work with the Mayor's Office to support the success of Berkeley Promise.



The **Berkeley Unified School District** continues to invest heavily in *Berkeley's 2020 Vision*. Much of this investment is interwoven with overall student expenditures. In 2013, California adopted a new school finance model, based on a Local Control Funding Formula. This model requires each district to develop a three-year Local Control Accountability Plan (LCAP) with a particular focus on students requiring greater resources: students who qualify for free and reduced price meals, student who are English Language Learners and foster youth. In recognition of the clear overlap between LCAP and *2020 Vision's* focal populations, BUSD aligned its 2017 - 2020 LCAP strategies and investments (~\$8.3 million in 2019-20) with *2020 Vision's* goals and strategies.¹¹ This year, BUSD will develop its next three-year LCAP plan. Among other contributions, BUSD co-chairs the College and Career Readiness Work Group and the annual College and Career Summit (more info under “College and Career Readiness” below).

¹⁰ City of Berkeley Resolution, “*2020 Vision* for Berkeley's Children and Youth,” June 24, 2008.

¹¹ For more information on BUSD's LCAP funding and strategies, visit berkeleyschools.net/local-control/.



Berkeley City College is a key partner in Berkeley Promise, a college access and matriculation scholarship initiative that grew out of *Berkeley's 2020 Vision*. Berkeley Promise supports *2020 Vision's* work helping Berkeley public school graduates advance on a path that starts with community college and leads to an earned degree or certificate.

Berkeley Promise's second cohort, awarded in December 2018, included 25 graduates of BHS. Working with the new *2020 Vision/Shinnyo-en* Fellow, BCC (more info under "College and Career Readiness" below) is strengthening its efforts to assist high school students in getting early college credit while still in high school – a means to create momentum toward and reduce some of the costs of higher education. In 2018, BCC played a pivotal role, along with the Berkeley Community Scholars and the Mayor's Office, in obtaining a \$250,000 grant from the Bayer USA Foundation to support Berkeley Promise. In partnership with BUSD, BCC co-chairs the College and Career Readiness Work Group and the annual College and Career Summit.



Berkeley
UNIVERSITY OF CALIFORNIA

UC Berkeley's engagement with Berkeley's *2020 Vision* includes its support for two *2020 Vision* outcomes: 3rd Grade Reading Proficiency and College and Career Readiness. UC Berkeley's Public Service Center co-

leads the 3rd Grade Reading Work Group, and runs the Berkeley United in Literacy Development (BUILD) program, which provides about 10,000 hours per year of literacy mentoring across all 11 BUSD elementary schools, as well as to after-school and summer programs. UC Berkeley also provides more individualized and targeted college counseling at BHS through the Center for Educational Partnership's Destination College Advising Corps (DCAC). Each year DCAC provides BHS with a recent college graduate to serve as a full-time College Advisor Fellow with a primary focus on low-income, first generation and underrepresented high school students. Each year, the Chancellor's Community Partnership Fund provides grants to community/campus projects that are aligned with *2020 Vision*. (In 2019, a total of \$119,000 was awarded, see **Exhibit 4: Chancellor's Community Partnership Grants, 2019-20**). The Chancellor, the Dean of the Graduate School of Education, the Vice Chancellor for Equity and Inclusion and several other campus leaders serve on *2020 Vision* committees (e.g., the Leadership Team and the Alignment and Coordination Team) and Work Groups (3rd Grade Reading and College and Career Readiness).

Two local funders are also active partners in *Berkeley's 2020 Vision*:



Through their High Hopes Scholarship Program, **Berkeley Community Scholars (BCS)** (formerly known as the Berkeley Community Fund) provides \$16,000 in needs-based scholarships to each selected scholar over four years. **BCS** College Success advisors and volunteer mentors help students to persevere and earn their bachelor degrees. The program works with Berkeley youth, 90% of whom are first-generation-to-college, from underrepresented groups and from lower-income families. In June 2019, **BCS** awarded

\$384,000 in new scholarship to 24 Berkeley public high school graduates. **BCS** also serves as a key partner in Berkeley Promise. Select Berkeley public school graduates receive \$1,500 in scholarship funds and college advising and transfer support while attending BCC. Upon transfer to a four-year college or university, Scholars are eligible for an additional \$8,000 over two years. **BCS** and its partners are grateful to the Bayer USA Foundation for its \$250,000 grant to support Berkeley Promise.



The Berkeley Public Schools Fund (Schools Fund) supports two *Berkeley's 2020 Vision*-aligned programs: (1) Be A Scientist, which brings over 200 UC scientists to BUSD 7th grade classrooms every year to work on individualized science projects; and (2) Writers Coach Connection, which provides one-on-one coaching on critical thinking and writing for BUSD middle schoolers. It also runs Berkeley Schools Volunteers, which matches teacher volunteer requests with interested community volunteers. This year the Schools Fund required all 150 volunteers to participate in a two-hour "equity in education" training. In addition, the Schools Fund supports teacher professional development in early literacy and K – 8 math and awards grants to over half of the teachers in BUSD every year. In 2019, the Schools Fund partnered with City and BUSD staff to launch *2020 Vision* Math Games pilot. An estimated one-third of the Schools Fund's annual grant-making budget of \$600,000 aligns *2020 Vision*.

BERKELEY'S 2020 VISION HIGHLIGHTS

This section places a spotlight on key activities and accomplishments over the past year by *Berkeley's 2020 Vision* partners in support of this initiative. It begins with an overview and graphic of programs and activities aligned with this initiative as of September 2019. Then this section describes *2020 Vision* community agency funding for FY20-23, focusing on improvements to the RFP process and a breakdown of awarded funds. The next section drills down into each of *2020 Vision* outcome areas, presenting activity highlights for the past year, a review of recent indicator data and upcoming issues and plans.

Programs Aligned with *Berkeley's 2020 Vision*

Berkeley's 2020 Vision's outcomes and strategies influence programming and funding decisions by each of the partner agencies. **Exhibit 5: *2020 Vision's* Current Programs at a Glance** lists over 50 aligned programs currently providing services aimed at furthering *2020 Vision's* goals.

Approximately half of the programs listed receive at least partial funding via the City of Berkeley's community agency contracts process (referred to as *2020 Vision* funds in **Exhibit 5**). Other programs receive support from BUSD, the Berkeley Public Schools Fund, various City departments (e.g., the City of Berkeley's Mental Health Services Act allocation funds the Early Childhood Trauma and Resiliency Project and the African American Success Project), Berkeley Community Scholars, UC Berkeley's Chancellor's

Community Partnership Fund, along with many other sources that support the work of our community agency and institutional partners.

Most of the programs listed were included in our September 25, 2018 report to City Council. Recent funding awards made through the City of *Berkeley's 2020 Vision* contracting process and the Chancellor's Community Partnership Fund account for many of the new additions. Other new programs, including the *2020 Vision* Math Games Pilot, BUSD's African American Success Project and the Early Childhood Trauma and Resiliency Project, will be highlighted in the outcomes sections below.

Community Agency Funding: \$1.6 Million/Year toward Educational Equity

An important focus of *Berkeley's 2020 Vision* staff over the past year was overseeing the RFP process for a new round of community agency contracts. The City designated a portion of its community agency funding (approximately \$1.68 million for FY20) to advance the goals of *2020 Vision*. *2020 Vision* partnered with staff from Health, Housing and Community Services (HHCS) to develop the RFP and worked closely with staff from Parks, Recreation and Waterfront (PRW) to support the Children, Youth and Recreation Commission (CYRC) as they developed their recommendations to City Council.

Over the course of this process, *Berkeley's 2020 Vision* staff closely aligned the proposal, application and recommendation process with the outcomes and strategies of *2020 Vision*. The application incorporated a new scoring element that awards more points to agencies that serve large percentages of African American and Latinx individuals. The categories under which agencies could apply were refined to more closely mirror *2020 Vision's* stated goals and areas of interest. Finally, the outcomes and service measures associated with each category were strengthened to better capture the impact that agency services have on the students or families served. These improvements help ensure that funds are directed toward the intended *2020 Vision* focal population and key strategies. They also lay the groundwork for better tracking of funded agency outcomes at the individual and aggregate levels.

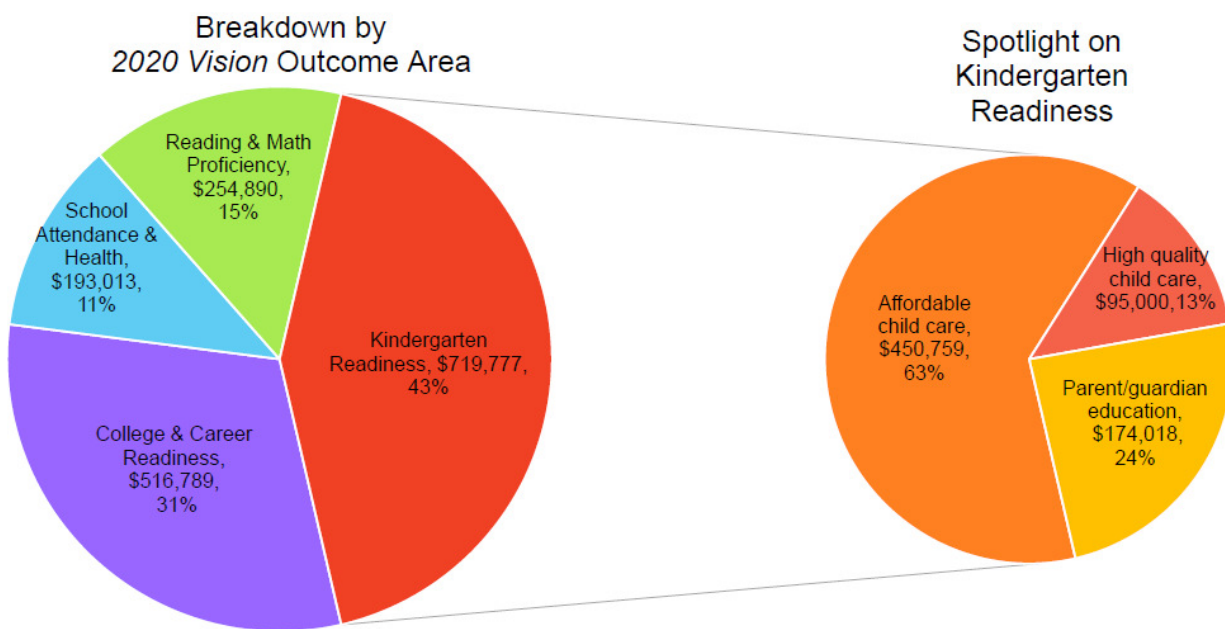
2020 Vision Community Agency Funding in Brief:

- ~\$1.68 awarded per year for the next four years (FY20-23).
- 24 programs (21 returning and 3 new) received funding.
- Largest share of funds (43%) awarded to Kindergarten Readiness, followed by College and Career Readiness (31%).
- Refined RFP and contracting processes; tightened the focus on African American and Latinx children and youth; strengthened alignment with *2020 Vision's* strategies; and supported better tracking of outcomes.

The RFP cycle proved particularly competitive for agencies requesting funding through *Berkeley's 2020 Vision*. 36 programs applied, requesting more than double the funding available. In June 2019, City Council awarded \$1.68 million for 24 of the proposed programs (see **Exhibit 6: *Berkeley's 2020 Vision* Community Agency Grants, FY20**). **Figure 5** shows the breakdown of funded programs by *2020 Vision* outcome.

The largest share of funding (43%) was awarded to programs that advance Kindergarten Readiness, primarily support of subsidized child care slots for low-income Berkeley families. This allocation reflects *2020 Vision*'s effort to invest heavily in the early years to set as many children up for success from the start as possible.

Figure 5. 2020 Vision Community Agency Funding, FY20*



Total 2020 Vision Funding for FY20 = \$1,684,469

* Most, but not all grants, were awarded for a four-year cycle. The figures presented here include all funding awarded for the first year of the cycle (FY20)

Other Berkeley's 2020 Vision Highlights by Outcome Area

This section describes key activities and accomplishments of *Berkeley's 2020 Vision* over the past year by outcome area. Most of the outcomes are associated with a single indicator designed to measure progress towards achieving *2020 Vision*'s goals. The latest available outcome data (which for the California Department of Education is often 2017-18) is included below where available. This report also includes comparison data for Alameda County and the State of California where available (i.e., 3rd grade reading proficiency, 8th grade math proficiency, attendance and college and career readiness).

Many of the data measures and definitions have shifted since the early days of *Berkeley's 2020 Vision* due to changes in federal and state policy, priorities and curriculum. A challenge posed by these changes is that most indicators cannot be consistently tracked across the full span of the *2020 Vision* initiative. This limits the analysis that can be done to identify data trends and patterns. The data presented in the charts below goes back only as far as consistent data is available, which in the case of

3rd grade reading and 8th grade math proficiency is 2014-15, when BUSD transitioned to the State's required Smarter Balanced Assessment (SBA) process.

Berkeley's 2020 Vision continues to seek timely, actionable data – information that can be accessed quickly and used responsively to make real-time program modifications and to enhance supports where needed. Federal and state mandates typically require annual baseline assessments. As a result teachers gain access to standardized test results well after students have left their classrooms.

Several developments over the past year show potential movement toward building a cycle of continuous improvement in the use of student achievement data. Most notably, in Fall 2018 BUSD adopted Renaissance STAR 360, a tool that includes a series of progress assessments over the course of the school year to monitor student growth and guide teacher instruction. This year conducting STAR assessments is optional for teachers in grades 1-3 and required in grades 4-8. In the upcoming year BUSD plans to review their assessment needs with the goal of adopting Renaissance STAR 360 or another assessment tool to be used more widely across BUSD. Routine assessments may provide data-sharing opportunities to support community agency programs that serve BUSD students. (See the *Looking Ahead* section for more discussion.)

All Children Enter Kindergarten Ready to Learn

Why Kindergarten Readiness matters:

Kindergarten Readiness aligns closely with future attainment and well-being in school and in life. Early experiences and learning provide children with fundamental skills and the foundation for life-long academic and socio-emotional success.¹²

Activity highlights: The work under this outcome is supported by the Kindergarten Readiness Work Group, a team of practitioners and experts who partner to share information and updates on early childhood development and education. Work Group members strive to align programs, identify best practices and implement projects, improvements and system changes to address inequities impacting the current and future education of Berkeley residents between the ages of 0 – 5.

2020 Vision's Kindergarten Readiness efforts over the past year have focused on

Kindergarten Readiness in Brief:

- 13 programs currently align with *2020 Vision's* Kindergarten Readiness priority (see Exhibit 5).
- With the support of \$372K in MHSA funding, *2020 Vision* partners launched the Early Childhood Trauma and Resiliency Project at four Berkeley Head Start centers.
- Berkeley joined First 5 Alameda's Kindergarten Readiness Study in fall 2019; data will be available in late 2019/early 2020.
- **FY20 Focus:** (1) support community agency grantees on outcome tracking; (2) support & evaluate trauma pilot; (3) analyze new K Readiness data; (4) ensure ongoing K assessments at BUSD.

¹² First 5 California, ccfc.ca.gov

four strategies: (1) increase access to affordable child care for 0-5 year olds; (2) ensure high quality child care for 0-5 year olds; (3) educate parents and guardians of 0-5 year olds about healthy child development and preparing for kindergarten; and (4) develop trauma-sensitive school and care environments for children ages 0-5. As indicated in **Exhibit 5**, 13 programs are currently actively aligned with *2020 Vision's* Kindergarten Readiness outcome.

These strategies continue to be advanced by the FY20-23 community agency funding awards approved by City Council. As noted above, Kindergarten Readiness accounts for the largest share of *Berkeley's 2020 Vision* community investments. This funding supports subsidized spots for low-income children at local pre-schools, parent/guardian school readiness workshops and coaching for Berkeley child care providers to improve the quality of their child care homes or centers. With the Council's approval in June, we were able to expand the kindergarten readiness portfolio to include two new partners: Through the Looking Glass to provide K readiness-focused home visits and workshops to families with disabled children or parents/guardians, and YMCA of the East Bay for a preschool readiness program focused on improving preschool attendance (see attendance section below for more information).

Early Childhood Trauma and Resiliency (ECTR) Project: In our September 2019 update to City Council, *Berkeley's 2020 Vision* reported on our efforts to restart the trauma informed care pilot which ran for a year beginning in 2016 at a BUSD preschool, elementary school and middle school. The goal was to re-focus this pilot on preschoolers, in order to provide early support to Berkeley families with young children and ensure that more children were ready for kindergarten. With the support of the City's Mental Health division, *2020 Vision* formed a partnership with the YMCA of the Bay Area. The demographics of Head Start's preschool population align with the focal population of *2020 Vision*. In addition, Head Start demonstrated strong leadership, capacity and commitment to developing a system-wide approach to address the high incidence of trauma in the children and families they serve.

ECTR Target Population:

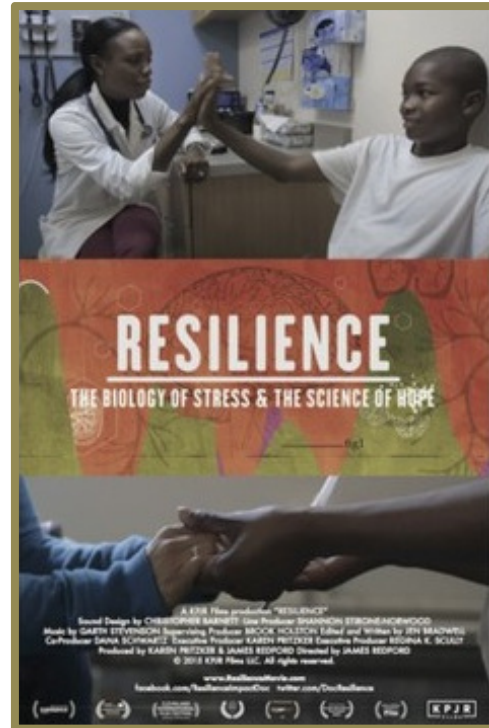
- Targets teachers, parents and guardians of children enrolled at the YMCA's four Berkeley-based Head Start centers.
- These centers serve 218 children up to the age of 6 years old.
- 90% of their families have incomes below the federal poverty limit.
- 87% of the children are African American and Latinx.
- 70 – 75% of these children enroll at BUSD for elementary school.

At the end of 2018, *Berkeley's 2020 Vision* was awarded \$371,710 in Mental Health Services Act (MHSA) funding (including carryover) over 2.5 years to further this trauma work. In February 2019, *2020 Vision* and the YMCA of the East Bay launched the **Early Childhood Trauma and Resiliency (ECTR) project** with a full-day, all-staff training on trauma and its impact on early childhood development into adulthood. Through trainings, small learning groups (Resiliency Circles), training of trainers and individual

coaching, Head Start staff and parents are learning to adopt a “trauma-informed lens” with children and families to help them better identify and address the impacts of early childhood trauma.

This project includes an in-depth evaluation (required by MHSA). Berkeley-based consulting firm Hatchuel Tabernik & Associates (HTA) is the evaluator for the ECTR project. The ECTR evaluation report on the first five months of this project is available upon request; preliminary results indicate some significant shifts in Head Start staff’s knowledge and beliefs around trauma. Future evaluation reports will be available in October 2020 and 2021.

Simultaneously, the Kindergarten Readiness Work Group is spreading the word more broadly about childhood adversity and trauma. In Spring 2019, the Work Group hosted two screenings of the documentary “**Resilience: the Biology of Stress and the Science of Hope.**” A number of Kindergarten Readiness Work Group members went on to do showings of this film at their organizations, including Berkeley Community College, Healthy Black Families and YMCA of the East Bay. *Berkeley’s 2020 Vision* partners plan to continue raising community awareness by sharing this information on the critical connection between early trauma and the well-being of young people.



Improved Kindergarten Readiness Assessment: This past year, *Berkeley’s 2020 Vision* staff partnered with BUSD and First 5 Alameda County to pilot a more comprehensive, reliable kindergarten assessment tool and process. As a result, BUSD kindergarteners will be significantly represented in First 5’s countywide Kindergarten Readiness Assessment Study. BUSD joins 50 schools across 13 districts in Alameda County that participated in 2017 (with a total of 1,444 kindergarten participants).

In September 2019, First 5 Alameda and its evaluator, Applied Survey Research (ASR), trained 11 BUSD kindergarten teachers (approximately one-third of BUSD kindergarten teachers) to use Kindergarten Observation Form (KOF) with each of their students. In addition, each kindergarten parent will be sent a survey to supplement the teacher observations. It is a testament to the high caliber of BUSD kindergarten teachers that so many agreed to voluntarily participate in this study.¹³

¹³ Each participating kindergarten teacher receives an individualized class readiness profile and a \$300 stipend as an acknowledgement of their participation.

This level of participation is sufficient to establish a representative district sample and generate valuable data to help us better understand trends and patterns in kindergarten readiness and what actions we can take to bolster the preparation that young children receive before starting elementary school.

What the data shows: Kindergarten Readiness data is not available at this time due to major transitions that are occurring at BUSD, including an almost complete turnover of its evaluation team (described in under Strategic Focus Areas below). For the past seven years, *Berkeley's 2020 Vision* used the results of BUSD's Universal Screening Assessment to measure the extent to which new kindergarteners met the standards for sound/letter identification and rote counting. BUSD kindergarten teachers use this tool to determine class assignments and orient themselves to students' basic academic skills. Over the past year, *2020 Vision* has been working with BUSD and the Kindergarten Readiness Work Group to find a new assessment tool that goes beyond academics, and captures other important aspects of Kindergarten Readiness, such as self-regulation and socioemotional skills.¹⁴ This school year, BUSD is partnering with First 5 Alameda County to pilot the use of its more comprehensive assessment tool (described above). We look forward to sharing the results of this assessment with City Council when they become available in early 2020.

Upcoming opportunities and issues: In the year ahead, *Berkeley's 2020 Vision* will continue to partner with Head Start on the ECTR Project. The recent evaluation report will guide will reinforce and/or lead to modifications in the training/program design. This project will train Head Start parents on early childhood trauma, which should further amplify the impact on Head Start children and their families.

Berkeley's 2020 Vision staff will also be working closely with community agency contractors to help child care providers adapt to using the ASQ-3, a child assessment tool newly required by *2020 Vision* as part of this contract cycle. This tool will allow the City to collect aggregate data across this group of contracts on how children served are developing and referrals for children who not meeting developmental milestones.

After data is released by ASR in early 2020, *Berkeley's 2020 Vision* will work with BUSD and ASR to review and analyze the results for kindergarteners in BUSD and in other Alameda County districts for comparison, and to discuss the lessons learned and implications with Kindergarten Readiness partners.

¹⁴ Applied Survey Research, "Kindergarten Readiness 2017," Findings from the Fall Assessment in Alameda County, prepared in partnership with First 5 Alameda County.

Every Student Attends School Regularly

Why School Attendance matters: Students who are chronically absent miss out on important learning and can face a steep uphill climb to catch up with their peers. Chronically absent children are less likely to read proficiently by third grade; by middle school, continued absenteeism decreases the likelihood of a student graduating from high school. Chronic absences can be a symptom of challenges facing children and their families, including health problems (such as asthma), emotional trauma, housing instability and parental stress.¹⁵

Activity highlights: *Berkeley's 2020 Vision* supports five major strategies to improve school attendance and health listed below:

- (1) Promote a positive TK-12 attendance culture
- (2) Identify absent students quickly and offer families and students supports to help students get back to class
- (3) Provide skill-building and youth leadership activities
- (4) Provide school- and community-based behavioral health services
- (5) Deliver other strategies to address children and youth at risk of chronic absenteeism, school suspensions and/or police contacts

Student Attendance in Brief:

- 10 programs currently align with *2020 Vision's* Student Attendance and Health priority (Exhibit 5).
- \$193K in *2020 Vision* community agency funding supplements BUSD's direct attendance programs.
- Chronic absenteeism among Latinx and white BUSD students has remained steady, but has edged upwards for African American students since 2015-16. Chronic absenteeism is ~4 times higher for African American students and ~2 times higher for Latinx students compared to white students.
- **FY20 Focus:** (1) support preschool attendance pilot; (2) extend attendance prevention efforts to kindergarten; (3) explore opportunities to address racially disproportionate suspensions.

The first two strategies historically have fallen under the auspices of BUSD. BUSD promotes Attendance Awareness Month at the start of each school year. BUSD's Student Services Department's purview includes student attendance and truancy. In addition, Berkeley High's Dean of Attendance verifies attendance records, and works with parents, students, teachers, counselors, and more to engage in collaborative, positive problem-solving for cases of habitual truancy.

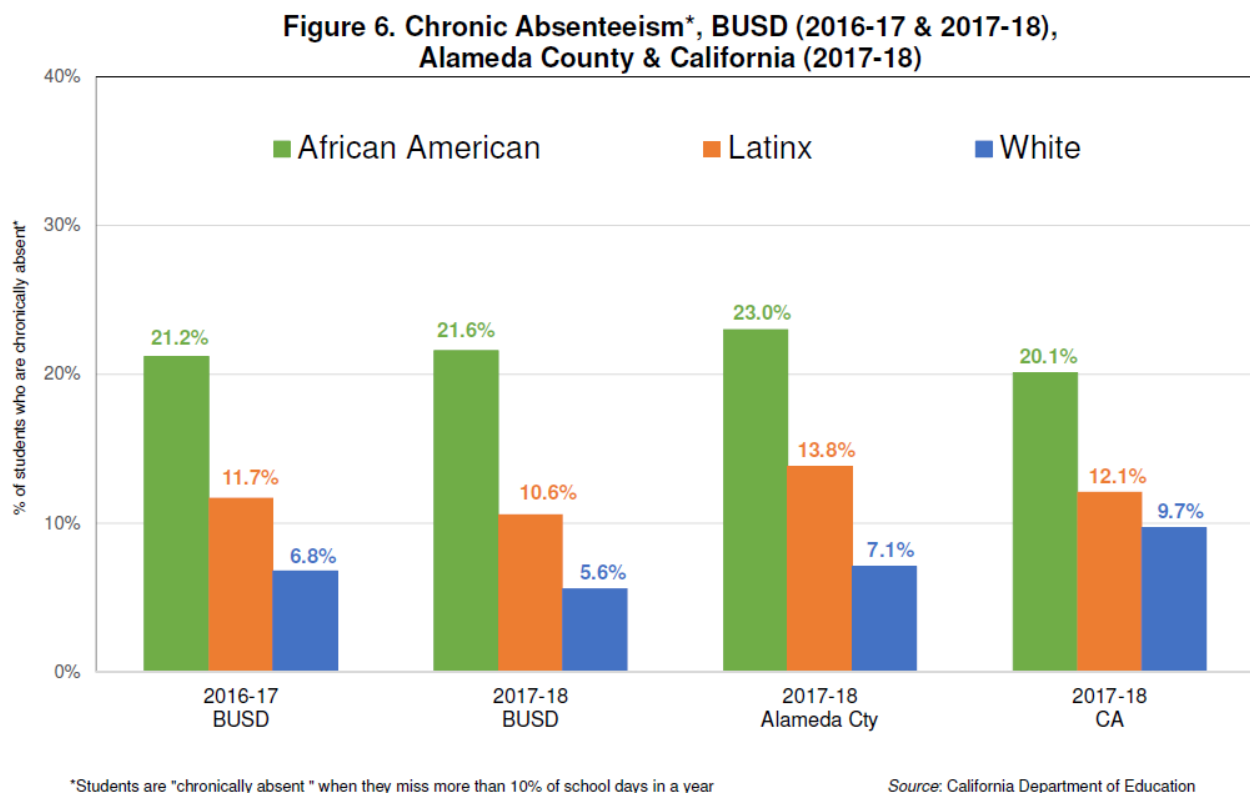
2020 Vision funding awards focused on the strategies that primarily take place outside of the classroom. Because of the strong link between school attendance and health issues, *Berkeley's 2020 Vision* supports a number of primarily behavioral health programs aimed also at boosting students' ability to attend and positively participate in school. Berkeley City Council awarded \$193K in community agency contracts for FY20-

¹⁵ Attendance Works, www.attendanceworks.org

23, primarily to support behavioral health services at school sites or elsewhere in the community, including counseling and support services for students involved in the criminal justice system. This work is supplemented by several programs funded by the UC Berkeley Chancellor's Community Partnership Fund aimed at youth leadership and skill building.

What the data shows: Students are determined to be chronically absent when they miss more than 10% of school days. The California Department of Education first required districts to report on chronic absenteeism in 2016-17. Therefore, only two years of consistent data are currently available.¹⁶

Figure 6 presents chronic absenteeism data among BUSD students by race/ethnicity for 2016-17 and 2017-18. The last two clusters show 2017-18 comparison data for Alameda County and the State of California. Over this two-year period in BUSD, absenteeism rates declined slightly for Latinx and white students and increased marginally for African American students. Chronic absenteeism rates are almost twice as high for Latinx students and almost four times as high for African American students compared to white students enrolled at BUSD.

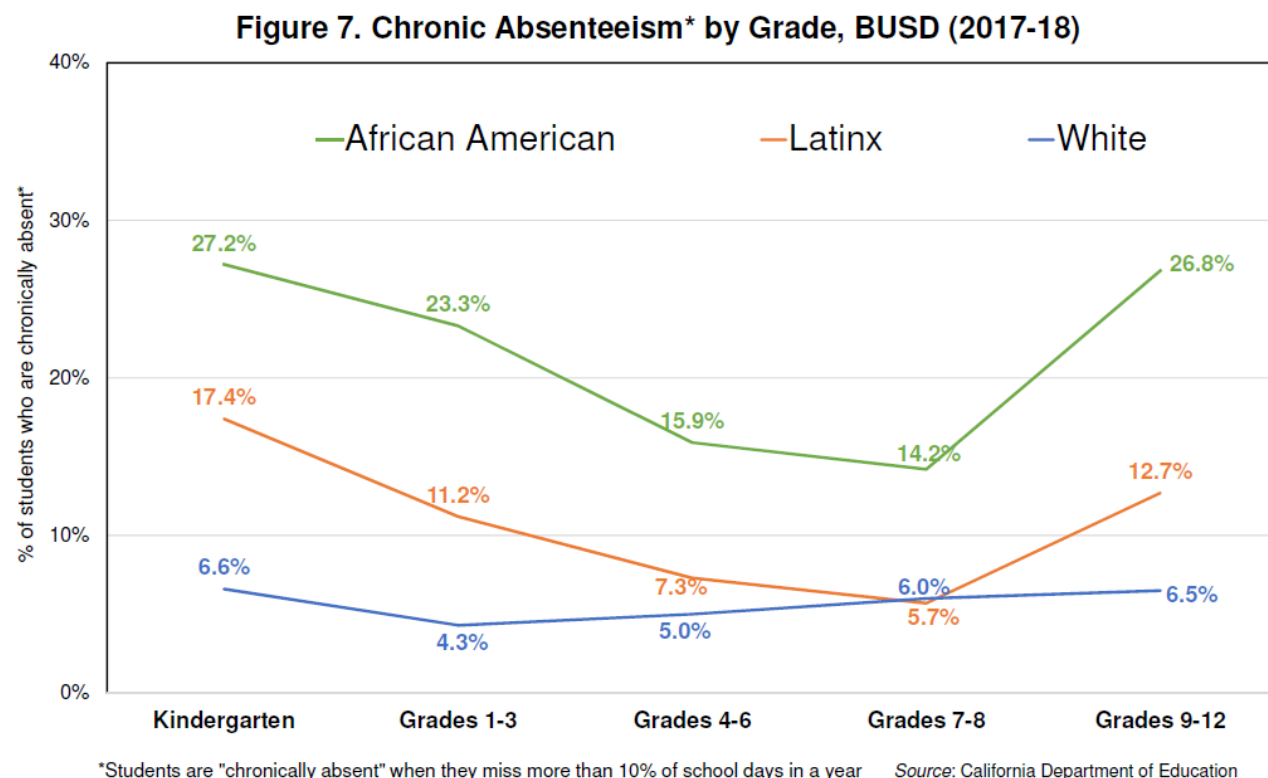


Chronic absenteeism is notably lower for Latinx and white students in BUSD as compared to Alameda County and California. In contrast, chronic absenteeism rates in

¹⁶ CDE expects to release 2018-19 data by November 2019

for African American students in BUSD are similar to rates for African American students in Alameda County and California.

Figure 7 shows chronic absenteeism rates by grade clusters in BUSD in 2017-18. Chronic absenteeism rates were 27.2% for African American kindergarteners and 17.4% for Latinx kindergarteners in BUSD (higher than statewide rates which are 26.2% and 15.7% respectively). When students miss so much school from the start, they may be particularly vulnerable to falling behind and to forming patterns of missing too many days in the future.

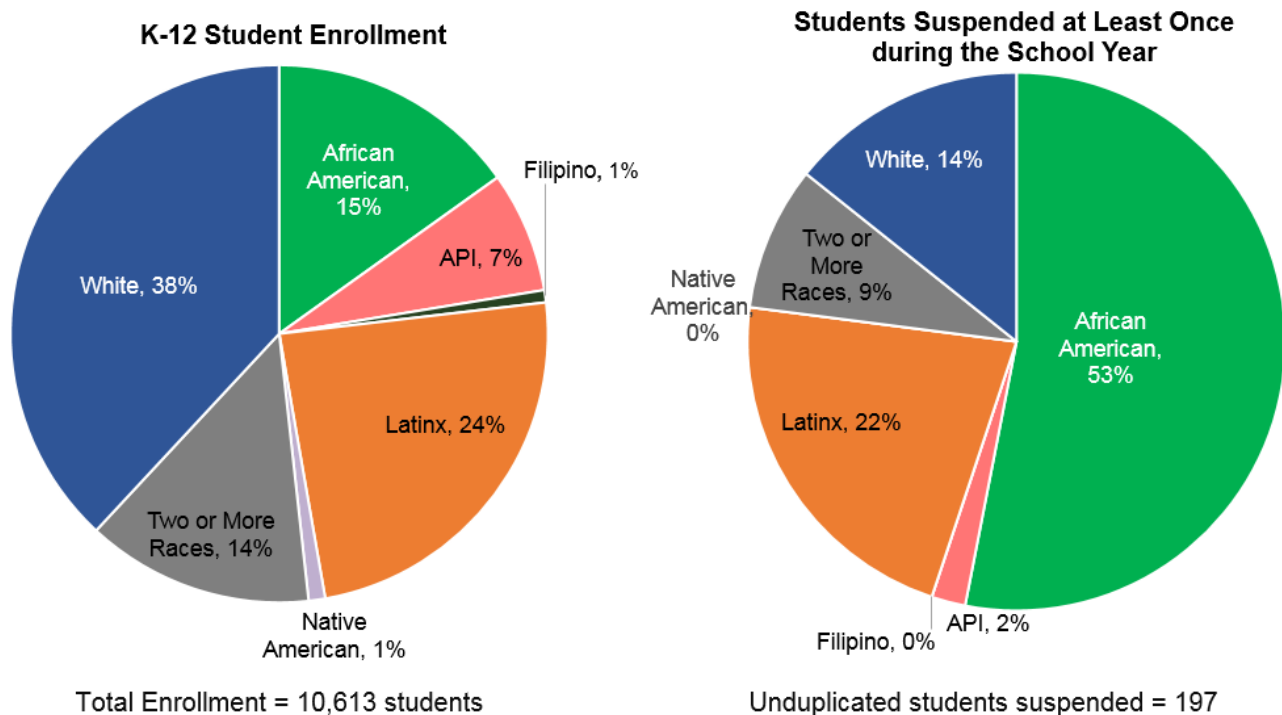


The Kindergarten Readiness Work Group spent some time reviewing this early elementary attendance data this past year and exploring the possibility of focusing on preschool and kindergarten attendance. Building on these discussions, the YMCA of the East Bay partnered with the BUSD Child Development Program, BAHIA's Centro Vida Preschool and Attendance Works,¹⁷ to develop a proposal for a preschool attendance pilot. This pilot was funded as part of the City of Berkeley's community agency funding process. The goal is to build strong attendance habits early with the hope that higher attendance will lead to measurable improvements in academic performance as students move through elementary school and beyond.

¹⁷ Attendance Works is a national nonprofit that provides technical assistance, training and consulting aimed at advancing student success and closing equity gaps by reducing chronic absence. For more information, visit www.attendanceworks.org.

Berkeley's 2020 Vision tracks student suspension by race/ethnicity relative to school enrollment (**Figure 8**). Data from 2017-18 shows notable disproportionality in suspensions. African American students made up only 15% of students enrolled in 2017-18, but accounted for 53% of the students suspended. The representation of other ethnic/racial subgroups in school suspensions was more proportional to their share of enrollment, with one exception. White students made up 38% of students enrolled, but only 14% of suspensions.

Figure 8. Enrollment & Suspensions by Ethnicity, BUSD (2017-18)



Source: California Department of Education

Upcoming opportunities and issues: *Berkeley's 2020 Vision* views improving attendance as an issue with potentially great rewards for children, families and schools. *2020 Vision* plans to work closely from the YMCA of the East Bay's pilot preschool attendance program. Attendance Works, a consultant on this project, is a national leader in helping jurisdictions reduce chronic absenteeism. *2020 Vision* staff plans to tap into the expertise of Attendance Works and our preschool partners during this project and then apply lessons learned working more widely to help address attendance issues in Berkeley preschools and early grade school.

In recent years, BUSD brought the responsibility for restorative justice in-house. *Berkeley's 2020 Vision* used to support some climate work at BUSD through community agency contracts, but did not renew those activities due to BUSD's new approach. In the upcoming year, *2020 Vision* staff hope to forge a new partnership with BUSD's Student Services Department around attendance and climate. The Student Services Department oversees attendance, suspensions and a wide range of activities impacting student health and welfare. In the coming year, *2020 Vision* hopes: to work more closely

with BUSD to address chronic absenteeism, particularly at BUSD early childhood development centers and kindergarten; to better understand the disproportionality of school suspensions; and to explore ways in which *2020 Vision* might change the current racial/ethnic imbalance.

Every Student Reads at or above Grade Level by the End of 3rd Grade

Why 3rd Grade Reading Proficiency matters: Being a skilled reader by the end of 3rd grade is a primary predictor of later academic success. This critical milestone marks young people's transition from "learning to read" to "reading to learn." Children who learn to read by this time are more likely to graduate from high school and less likely to experience socio-emotional and behavioral problems.¹⁸

Activity highlights: *2020 Vision* continues to focus its efforts to improve student literacy on four strategies: (1) expand resources to support early grade literacy during school hours, extended day learning and summer; (2) provide tutoring, mentoring and other academic supports in and out of school; (3) increase access to diverse, engaging, culturally relevant books and stories; and (4) empower families and community members to participate in and support literacy development.

In FY18-19, BUSD enhanced its focus on developing students' literacy skills and love of reading with a greater emphasis on phonics and the introduction of FastTrack Phonics program into K – 3 classrooms districtwide. BUSD explicitly adopted this new approach to address the high number of African American and English Language Learner students who are not achieving reading proficiency by the time they finish 3rd grade.¹⁹ Impact data on this increased emphasis on phonics is not yet available; we hope to see this approach reflected in higher assessment scores for the *Berkeley's 2020 Vision* focal population.

3rd Grade Reading Proficiency in Brief:

- 8 programs currently support *2020 Vision's* 3rd grade reading proficiency priority (Exhibit 5).
- The percentage of 3rd graders at or above proficiency grew by 8 percentage points for African American students and 19 percentage points for Latinx students between 2015 and 2018 (compared to 4 percentage points for white students).
- A large proficiency gap still exists, particularly for African American 3rd graders; only 1 out of 5 African American 3rd graders is at or above proficiency (compared to 3 out of 5 Latinx students and 4 out of 5 white students).
- **FY20 Focus:** (1) improve strategies to develop African American reading proficiency; (2) strengthen strategy & coordination between BUSD and community agencies; (3) analyze data for patterns and support opportunities.

¹⁸ Annie E. Casey Foundation, *Early Warning! Why Reading by the End of Third Grade Matters*, 2010.

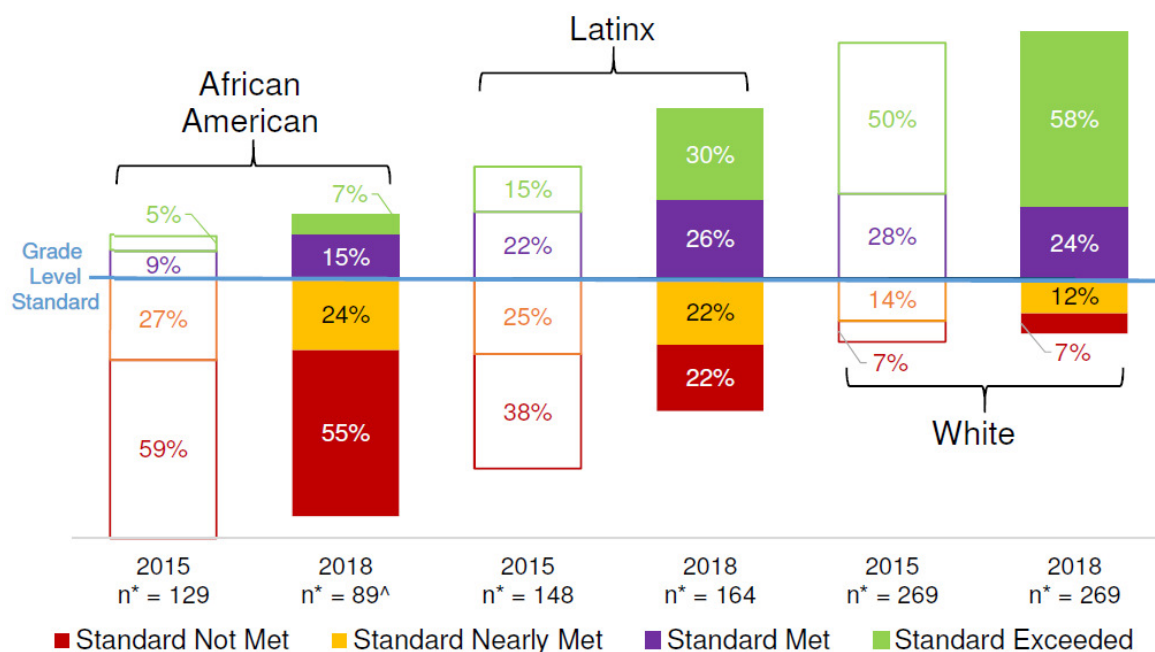
¹⁹ BUSD website: <https://www.berkeleyschools.net/2018/10/new-busd-program-to-help-young-readers-with-assistance-from-a-little-green-friend/>

Berkeley's 2020 Vision funding awards for FY20-23 include continued support for four tutoring/mentoring/ academic support programs: the Berkeley United in Literacy (BUILD), BAHIA School Age, Ephesian School Age and Mentoring for Academic Success (MAS) programs. These efforts are supplemented by the Summer Slide Literacy Project, supported by the Berkeley Public Schools Fund and Friends of the Library, which helps 1st and 2nd graders reading below grade level to maintain their skills over summer break by giving them 10 books of their choosing and a library card.

What the data shows: For a number of years, *Berkeley's 2020 Vision* has measured the percentage of 3rd graders who are at or above grade level standard in reading based on the results of the Teachers' College Reading and Writing Project (TCRWP) assessment tools used throughout the district. This assessment data, which was included in *2020 Vision's* September 2018 report to City Council, showed significant growth in proficiency in recent years. TCRWP results indicated that in 2017-18, 93% of white, 80% of Latinx and 65% of African American 3rd graders at BUSD were reading proficiently.

In 2014-15, BUSD adopted the state-required Smarter Balanced Assessment (SBA) instrument, which includes end-of-year assessments for 3rd – 8th and 11th graders in English language arts (ELA) and math. **Figure 9** presents the SBA ELA data for 2015, the first year data is available, and 2018. The results of the SBA also show improvements, but far lower proficiency levels than the TCRWP data. The percentage of students testing at or above proficient was 22% for African American 3rd graders in 2018 (up from 14% in 2015). Latinx students' proficiency rose from 37% to 56%, a significant jump. White students' proficiency increased slightly (by 4 percentage points) to 82%.

Figure 9. 3rd Grade Reading Performance by Ethnicity, BUSD (2015 & 2018)

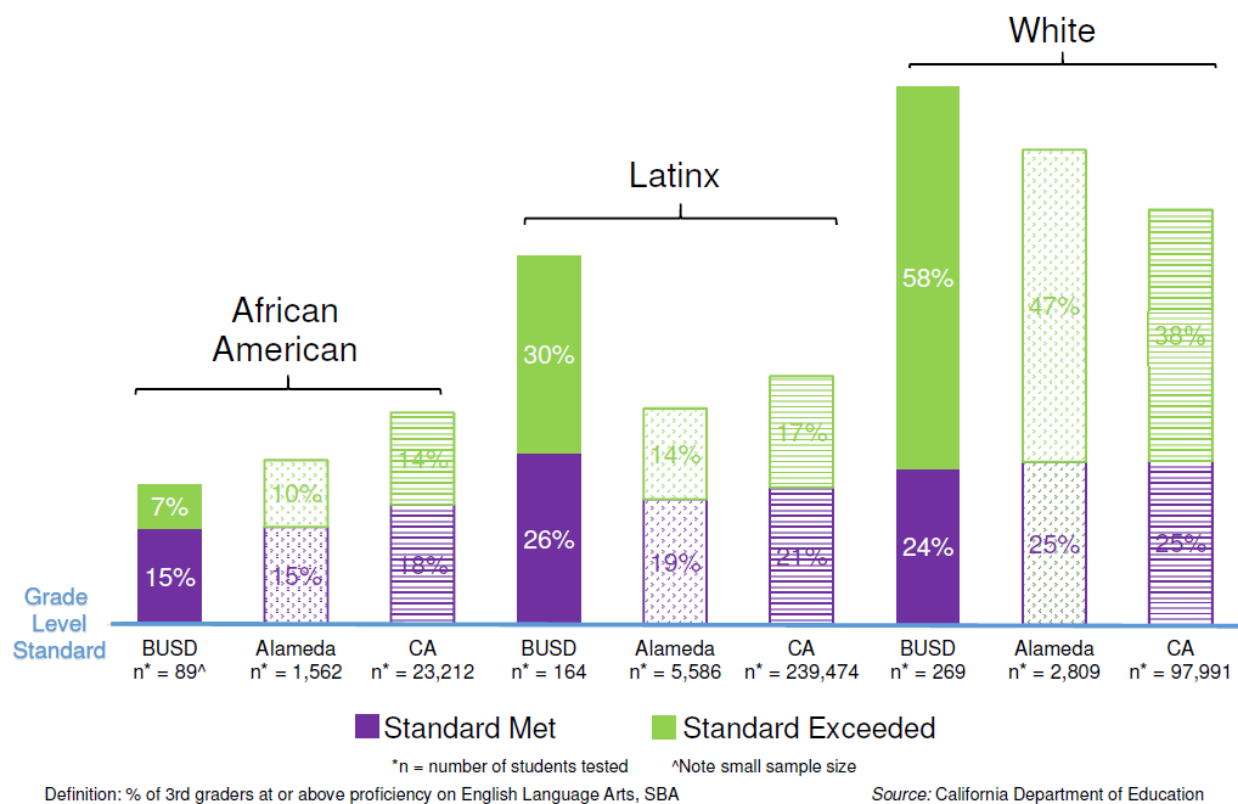


*n = number of students tested ^Note small sample size

Definition: % of 3rd graders by proficiency level on English Language Arts, Smarter Balanced Assessment Source: California Department of Education

Going forward, *Berkeley's 2020 Vision* plans to use the SBA data, because this is the data the California Department of Education uses to evaluate district and student progress. Because SBA is used across the state, it also allows for comparison with other districts and counties across California. **Figure 10** presents the percentage of students who are reading at or above proficiency for the *2020 Vision* focal population in BUSD, Alameda County and California in 2018. Proficiency levels of Latinx and white 3rd grade students in BUSD consistently surpass those in Alameda County and California. In contrast, African American 3rd graders in BUSD test lower than African American 3rd graders in Alameda County and California. *2020 Vision* hopes to explore this discrepancy in partnership with BUSD. BUSD's small sample size of African American 3rd graders (only 89 students) may be a contributing factor.

Figure 10. Comparison of 3rd Grade Reading in BUSD, Alameda Cty & CA (2018)



Upcoming opportunities and issues: African American 3rd graders' continued low proficiency scores according to the SBA are a primary concern for *Berkeley's 2020 Vision*. UC Berkeley's Public Service Center leads *2020 Vision's* Reading Proficiency Work Group. Historically, the Work Group has focused largely on programs outside of the classroom and the school day (afterschool and summer), particularly on programming logistics for the Public Service Center's BUILD Program.

Berkeley's 2020 Vision hopes to broaden the focus of and participation in this work group, to include supports provided to students inside and outside of school. BUSD's new Superintendent has expressed interest in exploring this possibility.

Every Student Performs Math at or above Grade Level by the End of 8th Grade

Why 8th Grade Math Proficiency matters: Basic math skills are essential for managing the tasks of everyday life. In our increasingly technical world, strong fundamental math competency is a core element of many career pathways. Mastering basic math before entering high school positions students to succeed in advanced math, which is strongly correlated with future college enrollment and graduation.²⁰

Activity highlights: Key strategies for supporting the math proficiency of BUSD students by 8th grade are: (1) provide K-8 teachers professional development focusing on middle school math instruction; (2) provide tutoring, mentoring and other academic supports in and out of school; and (3) empower families and community members to participate in and support math proficiency.

2020 Vision funding awards for FY20-23 include continued support of two math-support programs, including 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. In addition, three of the recently renewed *2020 Vision*-funded community agency programs listed under the improved 3rd grade reading proficiency outcome focus across all school subjects, including math: the BAHIA and Ephesian School Age programs and the Multicultural Institute's Mentoring for Academic Success (MAS) program. Thanks to the UC Berkeley Public Service Center and the Shinnyo-en Foundation, a new Berkeley's *2020 Vision*/Shinnyo-en Fellowship position was created to support 8th Grade Math Proficiency and College and Career Readiness outcomes. In part, this position coordinates the Building Berkeley middle school math program. This fellowship

8th Grade Math Proficiency in Brief:

- 7 programs currently support *2020 Vision*'s 8th grade math proficiency priority (Exhibit 5).
- The % of 8th graders at or above proficiency grew by 6 percentage points for African American and 4 percentage points for Latinx students between 2015 and 2018 (compared to 2 percentage points for white students).
- 27% of African American 8th graders and 43% of Latinx 8th graders are at or above proficient in math (vs. 80% of white 8th graders).
- *Berkeley's 2020 Vision*/Shinnyo-en Fellow is dedicated, in part, to coordinating the Bridging Berkeley middle school math program.
- **FY20 Focus:** (1) Explore possibility of extending Math Games Pilot; (2) Work with new BUSD superintendent to align approaches around math; (3) support better coordination and data-sharing among BUSD and community agency providers.

²⁰ Child Trends: https://www.childtrends.org/wp-content/uploads/2016/03/indicator_1458984627.833.pdf

and the new Fellow are discussed in more detail in the College and Career Readiness section.

BUSD continues to offer a range of math interventions and supports. In the 2018-19 school year, BUSD established a 9th grade Math Coordinator position, as part of its redesigned Universal 9th grade (or U9) model, which is part of an effort to bring about gains in math achievements as students move into high school.

BUSD also continued its work with the Silicon Valley Mathematics Initiative (SVMI) in 2018-19. SVMI works with schools and districts across California and nationally to improve math instruction and student learning. SVMI also provided professional development sessions for TK-5th grade teachers at BUSD's districtwide professional development day. With the help of the Berkeley Public Schools Fund, BUSD sent the district elementary math leader and 11 elementary school-site math teacher leaders (classroom teachers who receive a stipend to serve as the school lead on math instruction) to participate in five full-day SVMI training sessions. BUSD is planning to extend and deepen its math professional development opportunities in the year ahead (see Upcoming Opportunities and Issues below).

In partnership with BUSD and the Berkeley Public Schools Fund, *Berkeley's 2020 Vision* recently launched an **elementary math games pilot** to build students' math



confidence and skills. *2020 Vision* piloted this program, primarily with 1st, 2nd and 3rd graders at BUSD's three elementary summer school programs. For approximately one month, students played hands-on games selected with the help of former Berkeley teachers who now are instructors at Cal State East Bay. The goals were to determine: (1) if students could gain confidence in their math abilities and develop a more positive view of math by playing games that involved and relied upon their math

skills; (2) if fun, educational math activities could be integrated into summer and after-school programs by training and supporting existing after-school and summer school staff.

Both students and staff responded positively to the program. While the class was not long enough to expect a significant impact, 63 students participated in a short survey to share their overall perspectives on math. 86% the students surveyed said that they thought knowing math was important. Less than half of the students (48%) agreed that "math is fun." At the young ages of 6 – 8 years old, slightly fewer (44%) agreed with the statement: "I am good at math and problem solving." There may be a real opportunity to lift students' abilities by bringing more fun and building of student self-confidence into

instruction. After the new Superintendent gets settled, *Berkeley's 2020 Vision* staff plans to work with him to determine if BUSD has the bandwidth to move forward with this pilot.

What the data shows: As shown in **Figure 11**, 27% of African American 8th graders were at or above proficient in math in 2015, versus 21% in 2018. Latinx 8th graders have also made gains in math proficiency, from 39% to 43%. White 8th graders have by far the highest rates of proficiency, 80% in 2018 (up two points from 2015). The patterns in the 8th grade math outcomes by race/ethnicity closely mirror those for English language arts that same year: growth rates for African American and Latinx students outpace growth for white students, and persistent and significant gaps remain, particularly for African American students.

Figure 11. 8th Grade Math Performance by Ethnicity, BUSD (2015 & 2018)

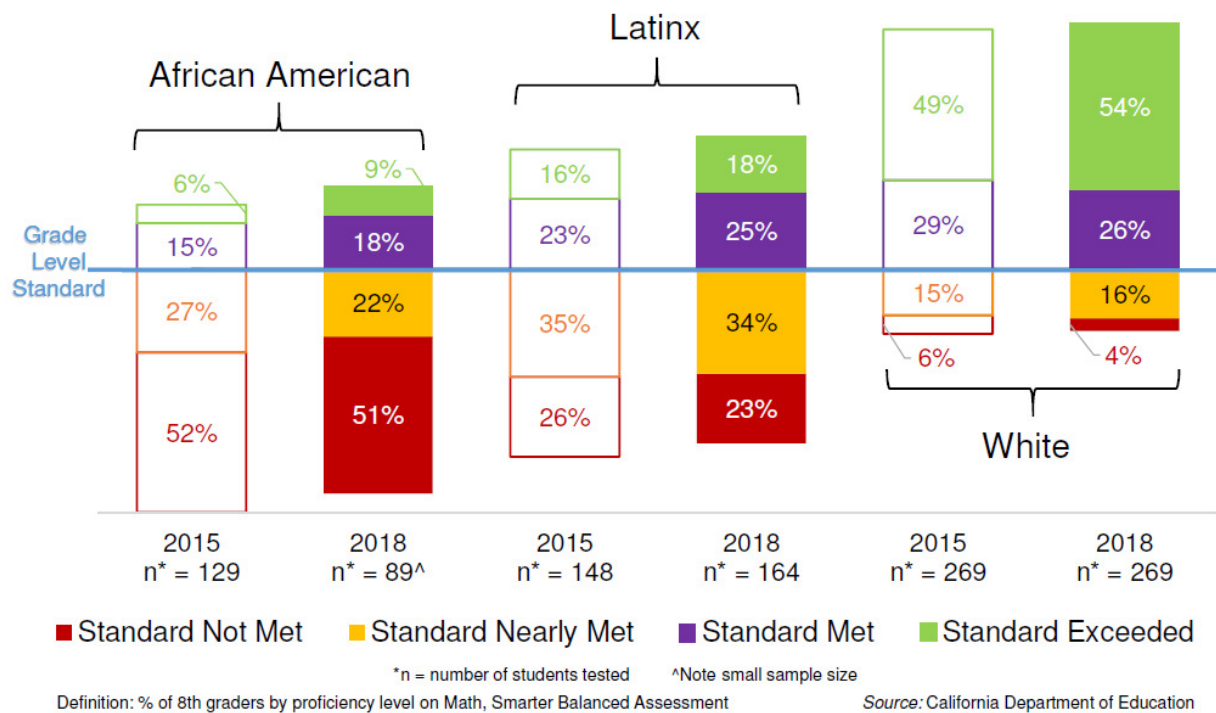
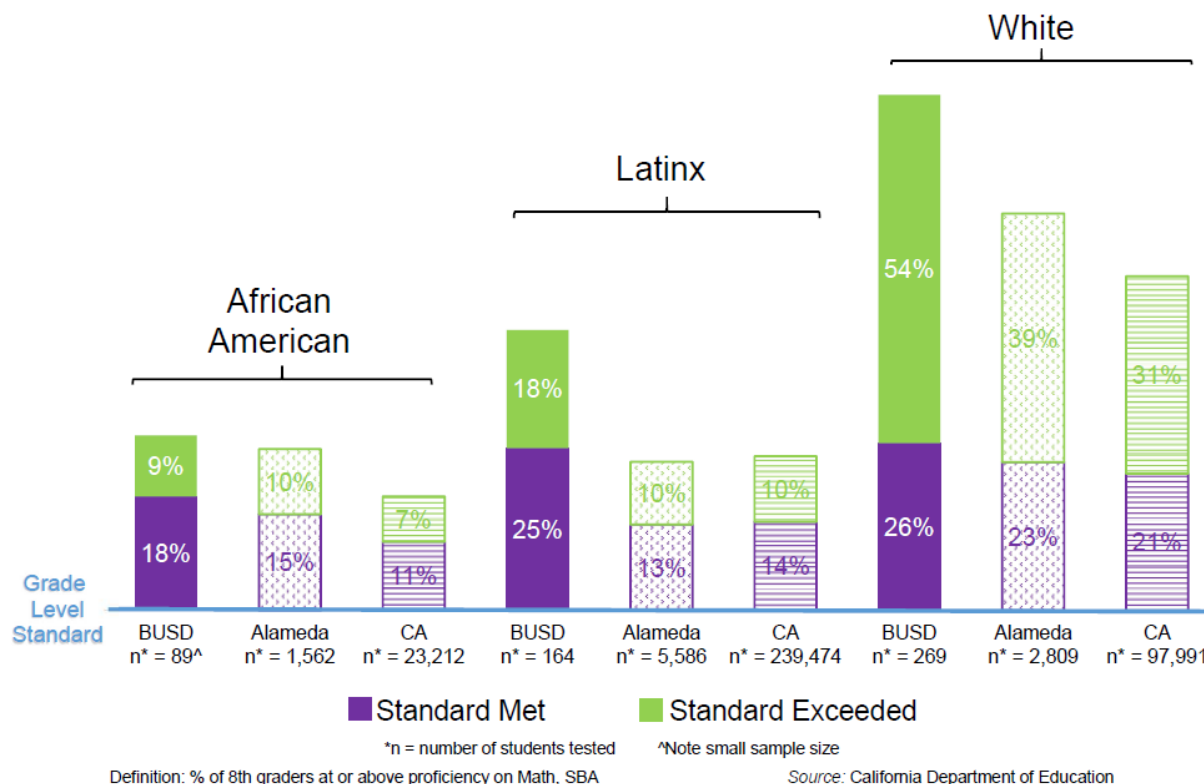


Figure 12 shows how the math proficiency of 8th graders in BUSD compares to 8th graders in Alameda County and California. Across all three ethnic/racial subgroups BUSD students are doing better than their counterparts in Alameda County and California.

Figure 12. Comparison of 8th Grade Math in BUSD, Alameda Cty & CA (2018)



Upcoming opportunities and issues: BUSD has been grappling with poor math outcomes for some time, particularly for *Berkeley's 2020 Vision's* target population. At the June 26th, 2019 BUSD School Board meeting, BUSD's then Associate Superintendent of Schools, Director of K-8 Schools and the elementary, middle and high school math leaders gave a math status report, which highlighted the persistently low proficiency levels of African American students.

Potential strategies were discussed by the presenters, including greater emphasis on early grade math instruction, different instructional approaches and modalities, and equalizing the amount of time and resources spent on math instruction as compared to English language arts (ELA). Director Ka'Dijah Brown pointed to an "alarming" drop in math proficiency for African American students from kindergarten through 5th grade reflected in 2017-18 data.²¹

BUSD plans to invest more heavily in professional development for elementary classroom and middle school math teachers during the 2019-20 school year, which hopefully will yield positive impacts for African American and Latinx students. Last school year, BUSD offered one district-sponsored professional development (PD) session for elementary school teachers. This year, six math PDs are being offered by the district; TK – 5th grade teachers are required to attend all of the trainings. BUSD is

²¹ Video of the June 26, 2019 Berkeley Unified School Meeting.
<https://www.youtube.com/watch?v=FX2OSDfCtzY>

also increasing its commitment to the SVMI. At least 40 elementary teachers and interventionists (including half of the 4th and 5th grade teachers) are budgeted to participate in a series of five full-day trainings in 2019-20. The Berkeley Public Schools Fund will continue to fund the elementary site math teachers leaders' participation in SVMI. At the middle school level, BUSD is expanding the District Math Leader from an 0.6 to a 1.0 FTE position.

BUSD's new superintendent was recruited in part for his efforts to improve math education and instruction at the San Francisco Unified School District. *Berkeley's 2020 Vision* staff have let the Superintendent know that when he deems it appropriate, 2020 Vision partners hope to support BUSD's efforts to improve 8th grade math proficiency.

Every Student Is Prepared for Success in Both College and Career

Why College and Career Readiness matters: When young people complete high school equipped to seize positive opportunities, they are empowered to advance themselves in whatever area they chose, be it higher education or a career. Higher levels of educational attainment correlate with better health and well-being, and greater economic success.

Activity Highlights: Work on this outcome is guided by the College and Career Readiness Work Group, co-led by BUSD and BCC. This Work Group has strong participation from the core Berkeley's 2020 Vision partner institutions (BCC, BUSD, COB and UC Berkeley) and others.

Berkeley's 2020 Vision: College and Career Week 2019: A centerpiece of this work each year is the 2020 Vision College and Career Week. Berkeley High students helped shape the theme of the 2019 event which kicked off on March 12th: "Time to Seize Your Future! Participate. Explore. Make a Plan." 318 Berkeley High students signed up to attend panels with outside speakers who shared their own college and career experiences. Panels, which were developed with input from student surveys, included topics such as:

medicine, women in stem, digital media and CGI, biotech careers, criminal law, mental health and therapy and journalism. The summit also included more hands-on workshops on topics such as financial literacy for college, entrepreneurship and the

College and Career Readiness in Brief:

- 19 programs currently align with *Berkeley's 2020 Vision's* College and Career Readiness priority (Exhibit 5).
- % of BHS graduates meeting UC/CSU entry requirements rose by 10 percentage points for Latinx and white students between 2008-09 and 2015-16, but fell by 3 percentage points for African Americans to 33%.
- *Berkeley's 2020 Vision/Shinnyo-en* Fellow, a new interagency position, helps high school students obtain early college credit.
- **FY20 Focus:** (1) Align 2020 Vision with California's new College and Career Indicator (CCI); (2) Design strategies for students who are not meeting UC/CSU or CCI requirements; (3) Reimagine Berkeley Promise to reflect policy changes and new opportunities.

popular “College Students of Color Workshop.” 155 students signed up to attend the workshops.



City Manager Dee Williams-Ridley and staff from the City Manager's Office, Animal Services and Fire and Police Departments share their career journeys with Berkeley High students during a Public Service Panel at Berkeley's 2020 Vision's College and Career Week on March 14th, 2019.

Partners from Y Scholars, ECMC - The College Space, UC Berkeley's Early Academic Outreach Program and the Berkeley Community Scholars led the design of College and Career Week's "Parent Night: Opportunities After High School." The goal of this event was to inform and support parents and guardians, particularly of African American and Latinx students and of students who would be the first in their families to attend college.

Career Technical Education: BUSD has developed a rich set of career technical education (CTE) "pathways." Each pathway is made up of a series of sequenced courses that weave together State education standards and experiential learning and directly prepare students for post-secondary education and/or a career in a particular field. BUSD currently offers CTE pathways connected to six high growth industry sectors: Health Science and Medical Technology; Public Service; Arts Media and Entertainment; Information and Communication Technology; Engineering and Design; and Building Trades and Construction. Underrepresented students, including *Berkeley's 2020 Vision* focal population, have priority access to most of the CTE offerings.

The City supports at least two CTE pathways: B-STEP (Berkeley Safety Training & Education Pathway) and the Biotech Academy. Built on a partnership between BUSD and the Berkeley Fire Department, B-STEP provides hands-on education and training for students exploring careers in the fire science field, such as EMTs and paramedics. Students conduct ride-a-longs under the supervision of the BFD, conduct field trips to fire stations and visit the Candidate Physical Ability Testing (CPAT) Center, where they

learn about (and can practice) the physical capabilities required of firefighting recruits (**Exhibit 7**).



B-STEP student practicing CPR.

Photo courtesy of Berkeleyside, 6/28/18

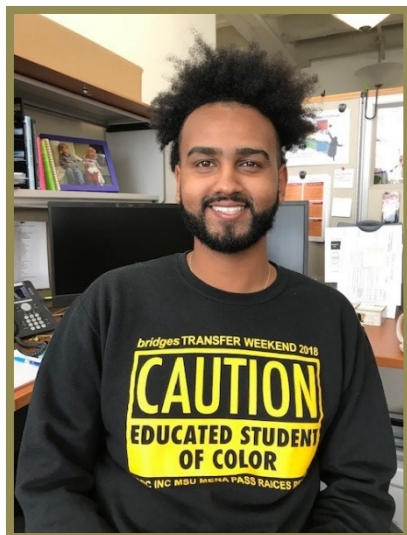
The Biotech Partners Pathway receives support from the City of Berkeley through a community agency grant to Biotech Partners (\$91,750 per year for FY20-23). This pathway primarily serves students from backgrounds underrepresented in the biotechnology field, which closely aligns with the focal population of *Berkeley's 2020 Vision*. Biotech Partners manages the Biotech Academy at Berkeley High in partnership with BUSD. This pathway includes a progression of hands-on and academic courses and provides paid internships during the school day.

A team of industry partners, such as Bayer Pharmaceuticals, Lawrence Berkeley Lab and Genentech, provide internships and/or participate in class sessions. Classes are also offered during the evening. Biotech students who complete the requirements and meet the grade requirements are awarded automatic entry into the Bioscience Career Institute's two-year certificate program at Contra Costa College. Many graduates of the Biotech Partners Pathway enroll directly in four-year college degree programs after graduation. **Exhibit 2: Faces of 2020 Vision** contains a profile of two recent graduates of this program.

Starting this school year, Berkeley Technology Academy (BTA), an alternative high school diploma program, will offer two CTE pathways: Public and Community Health and Cybersecurity. BTA's student body is 77% African American, 12% Latinx and 73% socioeconomically disadvantaged (2017-18 data). Both pathways link to established community college certificate programs. The placement of these sequenced courses at

BTA is likely to spark interest and opportunities for BTA's African American and Latinx students.

Berkeley's 2020 Vision/Shinnyo-en Fellow: This spring the UC Public Service Center invited *2020 Vision* partners to create a joint *2020 Vision* fellowship funded by the Shinnyo-en Foundation. BCC was seeking support to focus on engaging high school students interested in early college credit through BCC. BCC and UC Berkeley recently hired Robael Gizachew to fill this one-year position, which will also coordinate the Public Service Center's middle school math mentoring program. Robael graduated from Berkeley High in 2015, obtained an Associate's Degree from BCC in 2017 and then transferred to UC Berkeley. He received his B.A. in 2019 with a major in social welfare and a minor in global poverty.



Aligned Programs and Activities: *Berkeley's 2020 Vision's* College and Career Readiness enjoys the greatest number programs in place to support its success. These include intensive, long-term, cohort-based programs funded by *2020 Vision* community agency funding: Y Scholars, R.I.S.E., the BHS Bridge Program, Berkeley Scholars to Cal and Biotech Partners. This outcome is

also supported by a number of programs supported by BUSD, the UC Chancellor's Community Partnership Fund, and others. The B-STEP Program is a partnership between the City of Berkeley's Fire Department and BUSD continues to be popular education and training program at BHS. Several scholarship programs enhance these efforts, the High Hopes Scholarship which is a program of the Berkeley Community Scholars, and Berkeley Promise, which is discussed more below.

Berkeley Promise: The Berkeley Promise is a college access and matriculation scholarship program designed to help Berkeley public school graduates advance on a path to a degree or certificate, starting with attendance at community college. Berkeley Promise offers scholarships, mentoring and transfer support to economically disadvantaged, first-generation-to-college and underrepresented students. This effort was launched by the Berkeley Mayor's Office and now is housed at the Berkeley Community Scholars. Education, student support and additional leadership is provided by BCC.

In December 2018, Berkeley Promise ushered in its second cohort, welcoming 25 new Berkeley Promise Scholars at an award ceremony at BCC (pictured below with dignitaries at the celebration). At the ceremony, the Bayer USA Foundation presented Berkeley Promise with a \$250,000 grant in seed funding for Berkeley Promise. The Berkeley Promise partners are now working with the East Bay Community Fund to grow this base of funding. Berkeley Community Scholars' new Executive Director, Sherry Smith, is an experienced fundraiser, who will continue to build investment in Berkeley Promise.



The 2nd cohort of Berkeley Promise Scholars attend their awards ceremony at BCC, pictured with dignitaries and Bayer USA Foundation's \$250,000 donation to Berkeley Promise

20 members of Berkeley Promise's first cohort of Scholars remain active with the program (out of 23 awarded²²). In fall 2019, four of these Scholars transferred to four year schools – one student to UC Berkeley, two to UC Davis and one to San Francisco State.

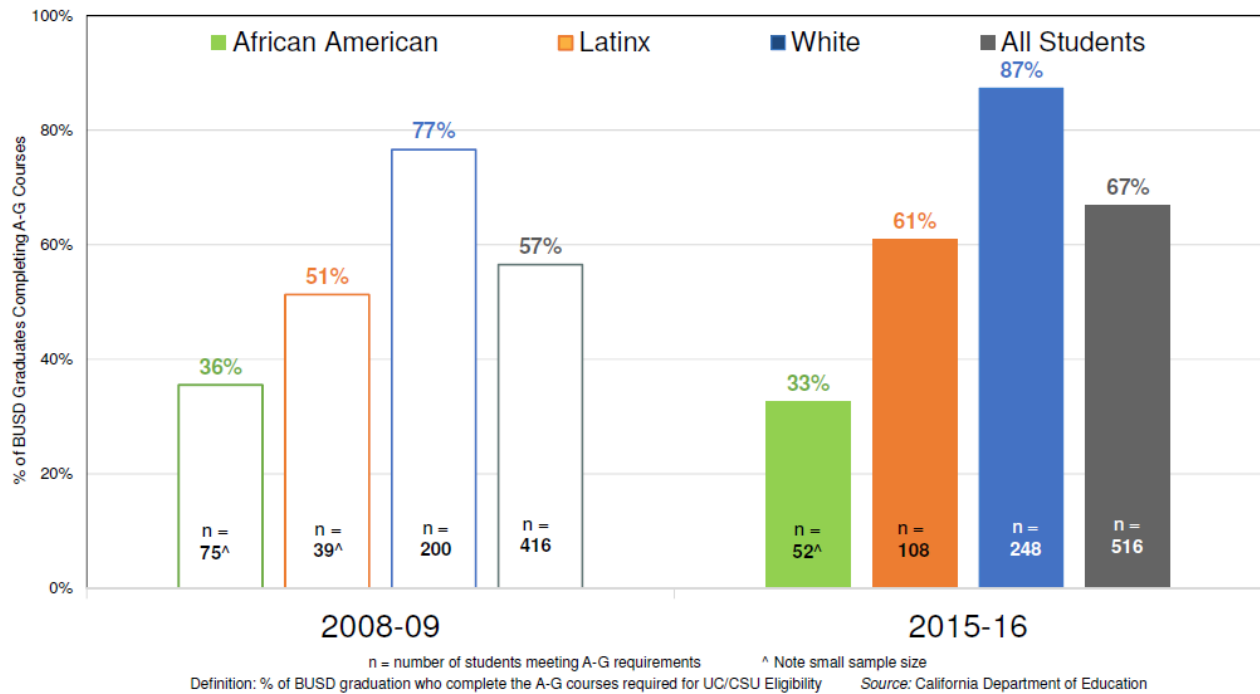
What the data shows: The College & Career Readiness indicator currently used by *Berkeley's 2020 Vision* is the percentage of students who graduate from high school having completed the A-G Courses required for UC/CSU Eligibility. **Figure 13** shows this data for 2008-09 (the year *2020 Vision* was launched) and the most recent year that data is available, 2015-16.²³ As indicated in the figure, the low number of Latinx graduates in 2008-09 and African American graduates in 2015-16 make the sample sizes less than ideal.

Over this seven-year period, the percentage of BHS graduates meeting UC/CSU entry requirements rose from 51% to 61% for Latinx grads and from 77% to 87% for white graduates. Over the same period, African American graduates meeting the UC/CSU entry requirements fell from 36% to 33%. In 2015-16, there were only 52 African American high school graduates who met the UC/CSU requirements. Of this total, 36 of these students were female; females are doing notably better across each of these ethnic/racial groups in meeting the A-G requirements.

²² Three of the 2017 Berkeley Promise Scholars left the program. One student relocated in pursuit of more affordable housing. Another student decided to enroll in a vocational program. A third student decided to transfer to another community college.

²³ The 2016-17 data included on the California Department of Education's [Dataquest](#) site are inaccurate. Unfortunately, the CDE's Data Reporting Office states that this incorrect data has already been "certified" and cannot be changed.

Figure 13. College & Career Readiness, BUSD (2008-09 & 2015-16)



In last year’s report to City Council, we noted the difficulty of reconciling the college and career readiness data with the many community and school programs that are working hard to improve outcomes for these specific student populations -- and, even more notably, with the impressive accomplishments of so many African American and Latinx students in Berkeley who are striving and excelling.

This data indicates that this initiative has not yet reached, or has not yet successfully reached, a large number of students in the *Berkeley’s 2020 Vision* focal population. As is discussed in the final section of this report, an important focus of our future work will be on bringing opportunities and supports to students who have not yet been reached and on closely examining strategies and programs to make sure they align with as many students as possible.

Upcoming opportunities and issues: In the past year, the State of California unveiled its new College and Career Indicator (CCI). Previously, school districts were accountable to the State for data on the number of students who graduated from high school and who fulfilled the A-G requirements (qualifying entry for UC/CSU schools). The State’s new CCI is a more complex set of multiple measures. It allows for expanded definitions of “readiness” and a wider set of pathways to postsecondary education or work.

From a *Berkeley’s 2020 Vision* standpoint, these new measures hold promise. They have the potential to be more inclusive of students, some of whom are likely to be African American and Latinx, with a broader range of interests and skill sets. At the same time, all students should maintain the option of pursuing a postsecondary degree, which is supported by the UC/CSU A-G requirements.

At the moment, school districts across California, including BUSD, are struggling to develop the tracking and information technology systems necessary to measure student progress in meeting CCI requirements. It is unclear what and how long that will take for BUSD. Until local and state systems are put in place to shift to this new measure, *Berkeley's 2020 Vision* plans to continue using A-G requirement data to measure its college and career readiness indicator.

A number of factors are laying the groundwork for a redesign of the Berkeley Promise program. These events are discussed in more detail below. Chief among them are California Governor Newsom's approval of two years of free community college, as well as other changes to California's community college system and to the Berkeley Community Scholars. In Fall 2019, the Mayor's Office launched a series of planning sessions for Berkeley Promise partners to identify the current strengths of Berkeley Promise, address areas that can be improved and together develop an even stronger model for supporting the success of Berkeley students.

Family and Community Engagement Promotes the Success of All Students

Why Family and Community Engagement matter: Strong family, school and community agency connections are critical to closing Berkeley's opportunity gap. Research widely demonstrates that students with parents or caregivers who are involved in their education do better academically, attend more school and are more likely to complete high school.²⁴

What the data shows: *Berkeley's 2020 Vision* does not yet have an indicator for this outcome. A new family engagement measure included in new community agency contracts will provide some data in the future.

Activity highlights: *Berkeley's 2020 Vision* sees part of its role as ensuring that the programs funded through the community agency funding process effectively engage the families of the children and youth they serve. To that end, the new round of FY20-23 community agency funding contracts include a service measure for family engagement. *2020 Vision* now requires that contractors track and report their contacts with families, with the expectation they be in communication with

Family and Community Engagement in Brief:

- *Berkeley's 2020 Vision* is striving to weave family engagement into all aligned programs.
- *2020 Vision's* community agency contracts now include family engagement measures.
- ECTR Project will start training Head Start parents in trauma-informed care this school year.
- **FY20 Focus:** *2020 Vision* is exploring how to partner with and build upon the work of BUSD's Office of Family Engagement & Equity.

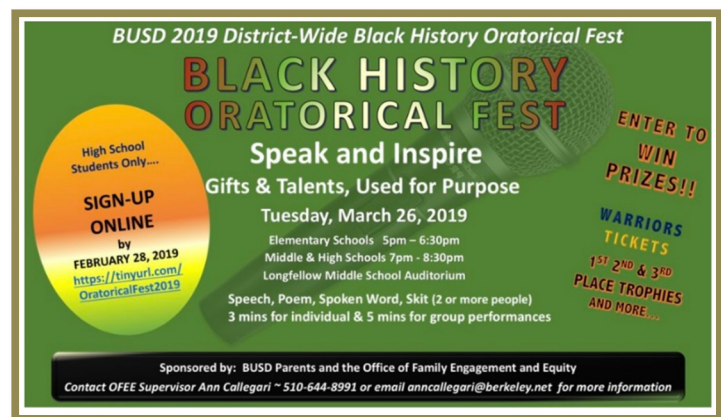
²⁴ National Education Association: www.nea.org/home/52849.htm. Child Trends: www.childtrends.org/indicators/parental-involvement-in-schools

parents/guardians of 100% of the children and youth they serve. This represents a small, but nonetheless significant, step forward.

Supported by a 2018 grant from the UC Berkeley Chancellor's Community Fund, BUSD invited parents and the public to engage with thought leaders and researchers from the UC Berkeley²⁵ on topics including: "Why Diversity is Not Integration," "Multicultural Education Beyond the Color-Bind" and "The Color of Law." The Superintendent's Speaker Series on Equity and Excellence in Education ran from November 1st, 2018 to March 5th, 2019, and was well-received.

A great asset to building family-school connections and engagement is BUSD's Office of Family Engagement & Equity (OFEE) which places part-time Family Engagement Liaisons at every BUSD elementary school and at BHS. The specialists work with students and their families to eliminate obstacles to school success. Now in its sixth year, OFEE is an essential link between parents and the school district. When BUSD needed to make budget cuts in early 2019, the district considered making cuts to OFEE. Community members powerfully expressed the value of OFEE's work and urged that OFEE remain intact. It was a powerful testament to the perceived importance of OFEE's work.

In addition to its work with individual families, including connecting them with medical, mental health and dental care, making home visits to improve attendance and strategizing with parents around helping students academically and with behavior issues, OFEE founded BUSD's Black History Oratorical Fest. This districtwide competition drew students from almost every elementary and middle school in the district who recited original and published poems, speeches and more. The finals were held at Longfellow Middle School on the evening of March 26th, 2019 and engaged a standing room only crowd of African American family members and others. *Berkeley's 2020 Vision* staff hope that we can support this event and help it become a longstanding tradition.



The new BUSD Superintendent, after only several months on the job, has signaled his commitment to promoting strong, positive relationships between schools and families by moving OFEE out of the Student Services Department and having it directly report to him. He described the reason for this change as an opportunity to elevate the status of

²⁵ Featured speakers were: Dr. Frank Worrell, Dr. Prudence Carter, Dr. Jabari Mahiri and Richard Rothstein.

OFEE's work within the district and ensure that families have a direct opportunity to inform BUSD's work.

Upcoming opportunities and issues: *Berkeley's 2020 Vision* will continue working with new and established programs on strengthening the role of parent engagement into their program design and implementation. For example, in the second year of the Early Childhood Trauma and Resilience Project, Berkeley's four Head Start centers will extend training opportunities on trauma-informed care to parents and guardians of children being served by Head Start.

Berkeley's 2020 Vision hopes to conduct more research into key indicators and measures of effectiveness in this area. The typical definition of family engagement involves parents coming and volunteering at their child's school and attending school functions. *2020 Vision* staff recognizes that many middle and low-income families do not enjoy the same flexibility from their employers. Parents who work more than one job to support their children may also be less available. Traditionally, family engagement is defined more from a school's vantage point than a parent or guardian.

Looking forward, *Berkeley's 2020 Vision* is exploring opportunities to partner with the OFEE team. Among the areas of partnership would be to arrive at better terminology and a clear definition of family-school connection which places the responsibility on both parties.

LOOKING AHEAD

The section that follows describes local and broader changes and developments that have implications for *Berkeley's 2020 Vision* going forward. It then describes strategic areas of focus that *2020 Vision* partners plan to emphasize in the future.

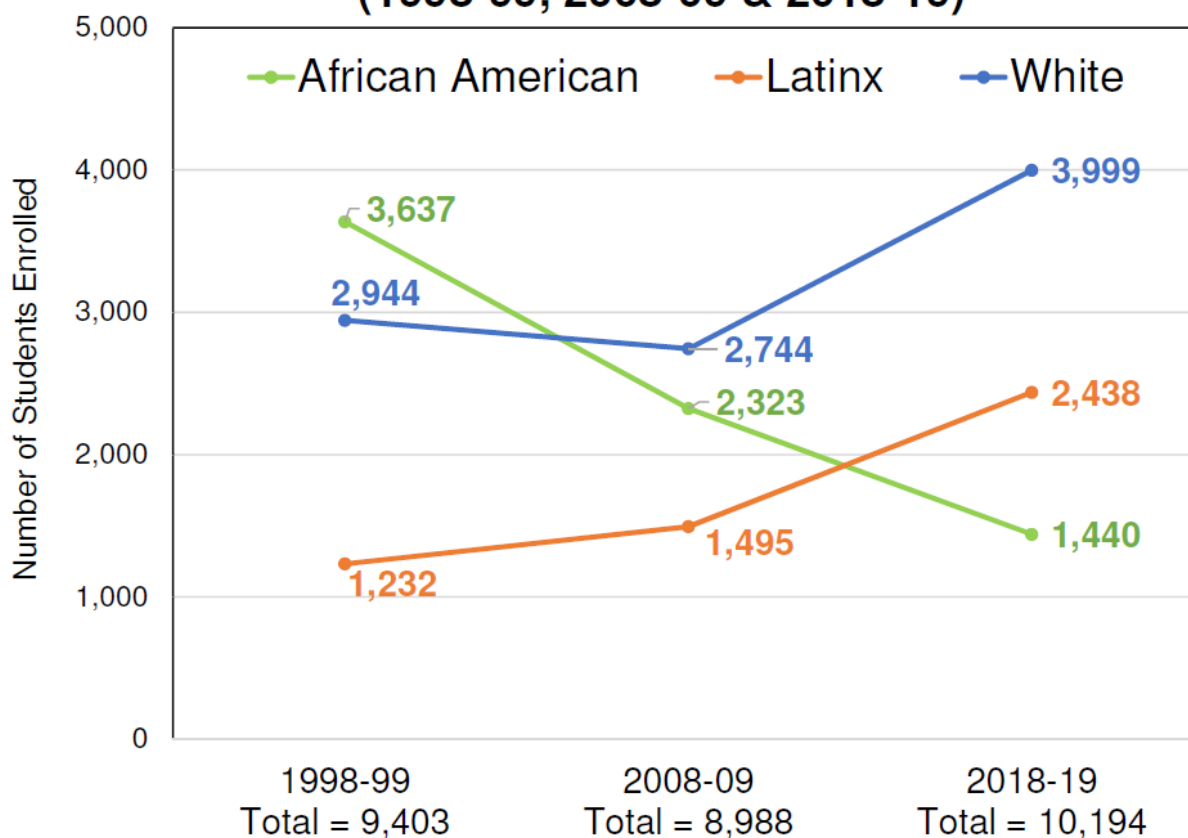
Changes in the Landscape

This section of the report sets the context of *Berkeley's 2020 Vision's* work currently and in the years ahead.

Changing Demographics: Berkeley has experienced a dramatic decrease in its African American population. At BUSD, the share of African Americans in the student population is slightly greater. The percentage of African American students enrolled in the Berkeley public schools dropped from 39% in 1998-99 to 14% in 2018-19. In the last school year, there were 1,440 students who identified as African American at BUSD – almost 40% fewer (883 students) than at the start of *Berkeley's 2020 Vision* (**Figure 14**).²⁶

²⁶ California Department of Education

**Figure 14. BUSD Enrollment by Ethnicity
(1998-99, 2008-09 & 2018-19)**



Over the same time period, BUSD's Latinx population has grown substantially. In 1998-99, Latinx students accounted for 13% of the student population. By 2018-19, the number of Latinx students had almost doubled to 2,438, making up 24% of enrolled students.

The combined number of African American and Latinx students enrolled in BUSD schools is just 60 students higher than 10 years before. However, their proportions within the *Berkeley's 2020 Vision* focal population have flipped.

BUSD also is seeing a growing number of students who identify as "Two or More Races." Multi-racial students accounted for almost 14% of BUSD enrollment in 2017-18, just below the share of African Americans. Over the past four years, the number of multi-racial students enrolled in BUSD increased by 20% (1,420 in 2017-18).

These trends have implications for how we serve and support the *Berkeley's 2020 Vision* focal population. The decreasing size of the African American population through economic dislocation presents a major loss to the Berkeley community and to our education system. Berkeley schools are rapidly losing African American students, many of whose families have deep roots in Berkeley.

Berkeley's 2020 Vision's ACT and Leadership Teams are exploring implications of this exodus on African American students and families who remain at Berkeley schools and, specifically, how *2020 Vision* and BUSD can best provide support. For example, BUSD's school assignment process, which has roots in Berkeley's early integration efforts, distributes population groups across schools. As their numbers contract at school sites, African American students and their families may experience even more isolation and lack of opportunities to build cultural affinity and connection during the school day and beyond. Increasing isolation may contribute to lower attendance, mental health issues and poorer overall academic performance.

The growth of the Latinx population raises questions as well. How well are BUSD and community agencies, including those receiving grants from *Berkeley's 2020 Vision's* community agency funds, positioned to serve the new demographics of Berkeley? Finally, the growing number of students who identify as "Two or More Races" are not currently accounted for in *2020 Vision* data and analysis. This issue also requires further consideration.

New Leadership: At the end of FY19, leaders of two key partner organizations transitioned from their work with *Berkeley's 2020 Vision*, BUSD Superintendent Donald Evans and Berkeley Community Scholars Executive Director Joleen Ruffin. We are grateful for their contributions to the work of *2020 Vision*.

We also are excited to have new leaders at the helm of these partner organizations, Sherry Smith is the new Executive Director of the Berkeley Community Scholars and Brent Stephens is the new Superintendent of BUSD. Both of these leaders attended the most recent meeting of the *Berkeley's 2020 Vision* Leadership Team within the first few days of assuming their new positions. Their passion, expertise and leadership will be great assets to *2020 Vision*.

Policy Developments and Opportunities: Partner organizations are experiencing and/or anticipating a number of policy changes and developments that have implications for *Berkeley's 2020 Vision's* focal population and how we work together.

As part of statewide requirement for California community colleges, BCC is moving to a performance driven system. This system does away with remedial classes, offering intensive tutoring and support to struggling students instead. This new environment rewards transfers from community colleges to four-year institutions; and incentivizes community colleges to move students through more quickly. Also new, California's 2019-20 budget covers two years of free tuition at California community colleges. Most of these changes will support and advance the goals of *2020 Vision*, but also may require the *2020 Vision* partners make some adjustments. For example, BCC, Berkeley Community Scholars and the Mayor's Office have started to reimagine the Berkeley Promise model, to adjust to a system that prioritizes transfers to four-year colleges and universities, and offers community college educations free of tuition fees.

In December 2018, UC Berkeley Chancellor Carol Christ unveiled the university's new strategic plan. A number of the priorities expressed align with the work of *Berkeley's 2020 Vision*. Particularly of note, Chancellor Christ expressed her intention of qualifying the campus as a "Hispanic-Serving Institution," including a goal that 25% of UC Berkeley's undergraduates will be Latinx. BUSD has a significant enrollment of Latinx students and is located in UC Berkeley's backyard. *2020 Vision* hopes to partner with UC Berkeley on developing more post-secondary opportunities for Latinx BUSD graduates.

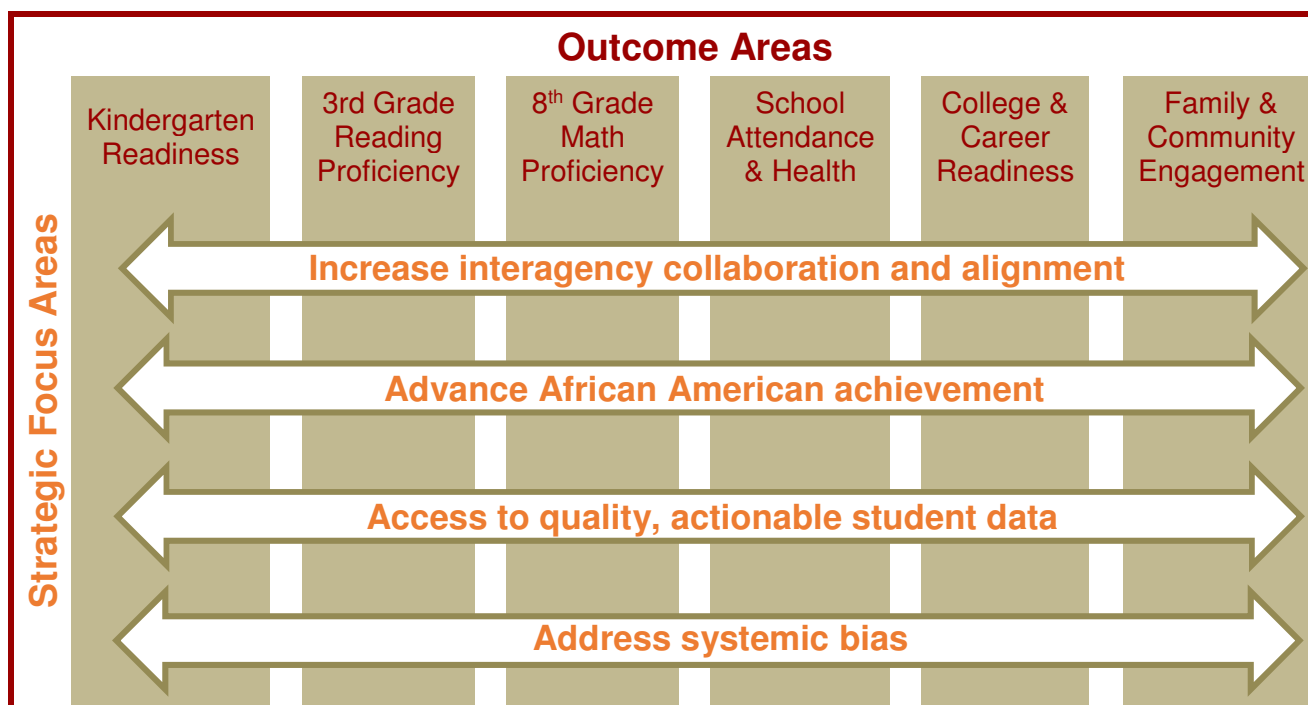
BUSD is about to embark on the next three-year cycle of its Local Control and Accountability Plan (LCAP). This state-mandated tool guides local activities and expenditures for outcome populations of students that lie at the center of *Berkeley's 2020 Vision* efforts. The creation of a new LCAP presents an opportunity to further align BUSD's strategies and funding priorities with *2020 Vision*. Strategic Focus Areas for FY20

Strategic Focus Areas for FY20

In June 2019, *Berkeley's 2020 Vision* partners participated in an Alignment and Coordination Team (ACT) retreat to begin to develop a plan for the future work of this initiative. 15 ACT Members representing six partner institutions attended this six-hour retreat. Participants conducted a "data equity walk" to review the most recent *2020 Vision* indicator data and participated in a range of activities aimed at identifying accomplishments, challenges and where more information or data is needed.

Building upon this analysis, ACT members identified four strategic focus areas that could help accelerate *2020 Vision's* progress in the future (**Figure 15**). To be strategic, ACT intentionally selected areas that cut across *Berkeley's 2020 Vision's* six outcome areas. We prioritized focus areas that may serve as system leverage points: areas where small shifts could produce relatively big changes across Berkeley's educational system. Significant progress across all, or even most, of these strategic focus areas would be a game changer in Berkeley's struggle for educational equity.

Figure 15. *Berkeley's 2020 Vision's* Strategic Focus Areas for FY20



Going forward, these strategic focus areas will serve as a tool to shape *2020 Vision's* efforts across key bodies (i.e., Work Groups, ACT, Leadership Team), within our own institutions and programs and in other forums. By intentionally shining light on these important issues, we hope to engage and mobilize *2020 Vision* partners, colleagues and stakeholders to seek out new strategies and opportunities for leveraging change in Berkeley's campaign for equity in education.

Increase Interagency Collaboration and Alignment

At the ACT retreat, partners celebrated the depth and impact of institutional collaboration generated by *Berkeley's 2020 Vision*. Almost all of the activities and achievements described in the Highlights section above involved two or more *2020 Vision* providers joining forces. This willingness to step beyond traditional institutional boundaries and cultivate new partnerships is essential to advancing African American and Latinx students in Berkeley.

Many of the richest partnerships involve agencies or programs that actively participate in *Berkeley's 2020 Vision's* teams and workgroups. In the next year, ACT members hope to expand this collaboration by working with more community partners (particularly those who are not yet active in a *2020 Vision* body) to align our work in support of *2020 Vision* outcomes and strategies. We hope to share information about the many programs and services that fall under the *2020 Vision* umbrella (as displayed in **Exhibit 5: *Berkeley's 2020 Vision: Current Programs at a Glance***), to identify services offered by other stakeholders and to better coordinate efforts where possible.

Possible next steps include inviting all 2020 Vision community agency grantees and possibly other stakeholders to participate in a Work Group. Because not all outcome areas have work groups and because small community agencies may not have the capacity to participate in bi-monthly meetings, we may invite grantees to select ACT meetings. We would create space for agencies to share their work with the relevant Work Group and would collectively strategize about areas for coordination. In this way, agencies could share their work and best practices without making an ongoing commitment. Another potential area of work would be to launch a communication plan to disseminate the goals and strategies of the 2020 Vision to other providers, partners within BUSD and the City and even more widely to Berkeley families.

Advance African American Achievement

ACT members are deeply concerned about the slow progress, and in some cases, lack of progress, experienced by African American students in Berkeley. Unfortunately, this trend is evident in school districts across the country.

With some exceptions, most of the programs supported by and aligned with *Berkeley's 2020 Vision* are designed to serve a low-income, but otherwise, universal population. ACT members see promise in programs and strategies that specifically focus on advancing opportunities and achievement for African American students.

Some impressive efforts take a culturally relevant and assets-based approach focused specifically on African American students. Examples include Oakland Unified School District's Office of African American Male Achievement and San Francisco Unified School District's African American Achievement and Leadership Initiative. Though encouraging, the impact of these approaches has not yet been demonstrated.

BUSD launched their own **African American Success Program (AASP)** pilot in 2018-19. This project specifically works with African American students enrolled at Longfellow Middle School. AASP offers an elective course, case management, home visits and more. In order to support this initiative, *Berkeley's 2020 Vision* brokered a funding opportunity for BUSD to receive \$150,000 in Mental Health Services Act (MHSA) funding. This award is enabling AASP to hire a full-time instructor/counselor and incorporate a culturally appropriate curriculum. The AASP Project Manager joined ACT in early 2019. *2020 Vision* staff and partners look forward to continuing to learn from the AASP model.

In the upcoming year, *2020 Vision* staff will seek to identify, highlight and promote promising strategies that center on African American students.

Access to Quality, Actionable Student Data

Student data is an essential tool to help measure progress and assess the efficacy of *Berkeley's 2020 Vision's* programs and strategies. With real-time student data, programs aligned with *2020 Vision* could continuously improve their approaches resulting in more responsive services for students.

The burden to provide student data falls disproportionately on BUSD's Research, Evaluation and Analysis (BREA) office, which holds the majority of relevant data. The California Department of Education then certifies district data for publication, usually after a significant amount of time has lapsed. To date, *Berkeley's 2020 Vision* has relied on the state as the primary source of student data. This is problematic for several reasons. The wait time prevents the data from informing on-the-ground practice and the data is highly aggregated, leaving little opportunity to identify trends and other immediate implications for practice.

BUSD's data and evaluation functions are under reassessment by Superintendent Stephens. The district is launching a stakeholder analysis of evaluation and data needs internally and externally. The Superintendent has indicated that *Berkeley's 2020 Vision* staff and other *2020 Vision* partners will be included as informants in this assessment process.

Berkeley's 2020 Vision partners recognize the challenges associated with inter-agency data access and sharing. In the upcoming year, *2020 Vision* plans to work with partners to identify specific, priority data elements to share with Superintendent Stephens. *2020 Vision* staff and some partners look forward to participating in BUSD's stakeholder assessment. In addition, *2020 Vision* will conduct additional research on data-sharing in other districts. Finally, *Berkeley's 2020 Vision's* FY20 budget includes funding for data analysis. *2020 Vision* staff are currently in the process of identifying the best opportunities to invest this funding. We hope to work with UC Berkeley partners, in particular, to narrow our work plan and potentially identify graduate students to conduct this research.

Address Systemic Bias

Bias is prevalent across our systems. Most of *Berkeley's 2020 Vision's* efforts to date have been about creating, aligning and enhancing services and supports for African American and Latinx students. ACT members recognize that there are profound systemic biases that place African American and Latinx students at a great disadvantage. In the coming year, *Berkeley's 2020 Vision* and its partners plan to focus more sharply on how our partnership can begin to address and overcome these biases.

Planning for *2020 Vision's* Milestone Year

The benchmark year of *Berkeley's 2020 Vision* is almost upon us. *2020 Vision* partners are discussing how to position this milestone year as an opportunity to recognize partner contributions, share lessons learned from over 10 years of collective work and communicate the urgency of the opportunity gap -- which in spite of past efforts, continues to permeate our institutions and our community.

We also plan to highlight successes and struggles of African American and Latinx BUSD students, and to offer African American and Latinx young people public spaces to voice their experiences.

An additional goal is to obtain sufficient historical data on the BHS Class of 2020 to determine if any impact that this initiative may have had on the class whose experience

in Berkeley Public Schools will bookend this phase of the *Berkeley's 2020 Vision* initiative.

By the end of the year 2020, *Berkeley's 2020 Vision* will present a plan to continue our collaborative work for educational equity, and to seek approval of both *2020 Vision's* Leadership Team and City Council.

CONCLUSION

Berkeley's 2020 Vision evolved out of years of struggle to achieve educational equity in Berkeley. Next year this initiative will arrive at a critical juncture. The *2020 Vision* partnership will reach the deadline set in 2008. *2020 Vision* has many successes to share in its effort to eliminate racial inequities: productive, trusting partnerships; new and enhanced programs and positions focused on supporting the success of African American and Latinx children and youth; high level outcome data; and more. Our partners have helped advance many students within *2020 Vision's* focal population to become better readers and mathematicians, to attend school regularly and to move on to two- and four-year colleges and universities and other post-secondary programs and opportunities. As City Council and the community consider the future of this initiative, we hope they will support continued work specifically focused on achieving educational equity for African American and Latinx children and that future efforts build upon the strong foundations of *Berkeley's 2020 Vision*.

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Berkeley's 2020 Vision: Equity in Education (9.16.19)

Overview

Berkeley's 2020 Vision: Equity in Education ("2020 Vision") is a citywide initiative that strives to eliminate racial disparities in academic achievement in Berkeley's public schools. A substantial achievement gap exists between African American and Latinx students in Berkeley and their white peers.ⁱ *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 Latinx 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 (9.16.19)**Key Outcome Areas**

Too many young people in Berkeley -- and a disproportionate share of our African American and Latinx 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 key outcome 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 outcomes span the course of a child's early education through high school graduation. Each outcome 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 a primary predictor of later academic success. This critical milestone marks young people's transition from "learning to read" to "reading to learn." Children who learn to read by this time are more likely to graduate from high school and less likely to experience socio-emotional and behavioral problems.¹
- **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.^v
- **College and Career Readiness** empowers young people to complete high school, equipped to seize 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.^{vi}
- **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}
- **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.^{viii} 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.

¹ Annie E. Casey Foundation, *Early Warning! Why Reading by the End of Third Grade Matters*, 2010.

Berkeley's 2020 Vision: Equity in Education (9.16.19)

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 First 5 Alameda County’s Kindergarten Readiness Assessment Study/ Kindergarten Observation Form (beginning Fall 2019)

Lead Partners:^{ix} BUSD, COB

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 at or above proficiency on the end-of-year English Language Arts (ELA), Smarter Balanced Assessment (SBA)

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 or above proficiency on the end-of-year Math assessment, SBA

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 are chronically absent (miss 10% or more of school days)

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^x).

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 (9.16.19)

References and Notes

ⁱ According to this study, white students in Berkeley are on average 2.85 grade levels above the national average, whereas Latinx and African American students in Berkeley are on average 0.94 and 2.1 levels below the national average. The Educational Opportunity Project at Stanford University, edopportunity.org, September 2019.

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.ccfc.ca.gov/>

^v <https://www.childtrends.org/indicators/mathematics-proficiency/>

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

^{vii} <http://www.attendanceworks.org/chronic-absence/the-problem/>

^{viii} Annie E. Casey Foundation, *Early Warning Confirmed! A Research Update on Third Grade Reading*, 2013.

^{ix} 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.

^x *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.

Faces of Berkeley's 2020 Vision: **Eryn, BHS (Class of 2019)**
Holy Names College (Class of 2023)



Eryn spent her first two years at **BHS** in and out of the hospital due to severe eczema. Fortunately, at the beginning of her freshman year, she enrolled in **AVID (Advanced Via Individual Determination)**.

AVID is an elective course for students who are underrepresented in higher education, who are interested in going to college and who are willing to work hard. BUSD offers AVID starting in middle school through the 12th grade. When Eryn was not able to attend school, her **AVID** teachers helped her track down assignments and encouraged her to keep studying. "They helped me stay motivated," Eryn says, "They kept encouraging me. [**AVID**] honestly got me through high school."

During her hospital stays, Eryn became fascinated by the medical field. She thought, "I don't want to see anyone go through the pain I went through. I want to be the person who helps others." By the end of her sophomore year, Eryn's doctors found a treatment for her condition. She was able to attend school regularly again, and continued participating in **AVID**, which provided her with tutoring, homework help, organizational and time management skills and drive.

Near the end of 10th grade, Eryn attended a presentation by **Biotech Partners**, a community agency that oversees one of **BHS's Career Technical Education (CTE) pathways**. Eryn had never felt confident in math and science, but **Biotech Partners** made these subjects accessible. In her junior year, Eryn tore her ACL while playing for the BHS basketball team. She had surgery and missed more school. **AVID** helped her stay on top of her school work, while **Biotech Partners** helped her prepare for summer internship interviews. She says, "I knew they had my back through it all."

Eryn was hired as a paid intern in the Geotechnical Engineering Department of East Bay Municipal Utility District (EBMUD). Her EBMUD mentor exposed her to the dam and reservoir systems and connected her with other staff members who shared information about their areas of expertise. Eryn's internship reinforced her passion for science and opened up a world of "countless opportunities."

Eryn shares, "The motto in my house is God, grades and sports. Education should always come before sports because you never know if your sport can take you all the way professionally." Eryn says, "I probably wouldn't be in college without **AVID**." She also is grateful to **Biotech Partners** for supporting her fascination with STEM.

Eryn is currently a freshman on a basketball scholarship at Holy Names University. She is majoring in Kinesiology. She plans to become a physical therapist specializing in helping injured athletes.

Faces of Berkeley's 2020 Vision: **Christian, BHS Class of 2018**
Berkeley City College (Class of 2021)



Christian is a 2018 graduate of **Berkeley High School (BHS)**. He lives with his father, who, not having obtained a college degree himself, wanted to make sure Christian got a good education. They moved to Berkeley when Christian started middle school. With the support of *Berkeley's 2020 Vision* partners, Christian is now thriving in his second year as a **Berkeley Promise Scholar** at **Berkeley City College (BCC)**.

At BHS, Christian particularly struggled with math. His freshman year his math teacher referred him to the **Afterschool Tutoring Program**, a **Berkeley Unified School District (BUSD)** program where paid local college students and volunteers from the **Berkeley Public Schools Fund** tutor students at the **BHS College and Career Center (CCC)**. From that point forward, Christian visited the **CCC** daily for tutoring, to do his homework or just to check in.

Christian describes, "The **CCC** became my home at Berkeley High...I'd go there because my tutors were always there to talk to me. They were the ones who motivated me to do my homework."

Aside from one season of football, Christian had never been in a school club before. Early in his senior year, a classmate invited him to join the **Talented Tenth**, a new club for black male students to connect with one another, learn about black history and explore their identities. Christian enjoyed the diversity of Berkeley High (particularly after attending a primarily white elementary school), but also was grateful to have a space where he felt "comfortable and connected" and could explore important issues with a group of African American males.

Despite his frequent visits to the **CCC**, Christian says he didn't think about college for himself before his senior year. He points out that he didn't have knowledge about the requirements or processes for getting into college. For him, he points out, "there were no college tours, no AP classes." When he heard his peers talking about college, Christian realized he couldn't even afford the application fees. **CCC** staff let him know that he was eligible to have these fees waived. He "chose some random schools" and applied. He was not admitted anywhere.

At the **CCC**, Christian had met staff from the **Berkeley Community Fund**. They told him about **Berkeley Promise**, a scholarship and support program for BHS graduates. He consulted two of his long-time tutors, both **UC Berkeley** students, who told him that **BCC** sounded like a good option.

Now in his second year at **BCC**, Christian speaks highly of his courses, the **BCC** community and particularly his **BCC** Advisor who guides him and helped him to map out an educational plan. He also values the guidance he has received from **Berkeley Promise**. The \$1,500 **Berkeley Promise** scholarship has helped him cover the cost of school supplies, transportation, meals and more.

Now in his second year at **BCC**, Christian is highly motivated. He plans to enroll in a four-year college in fall 2021.

Faces of Berkeley's 2020 Vision: **Manuel, BHS (Class of 2019)**
Bioscience Institute (Class of 2021)



Manuel's sophomore year at Berkeley High School, his GPA slipped to 1.75. "I started to get really stressed out about my future," Manuel recalls, "I didn't know what I wanted to be...or what to shoot for... I thought I was going to be homeless." Manuel dreaded high school graduation.

Manuel had witnessed the ups and downs of his father's career. When Manuel was young, his father lost his job with a tow company due to his residency status. The family was in "dire straits." But Manuel's father was determined. He sold sunglasses door-to-door. Then he had a food truck. Manuel recalls his dad waking up at 3 a.m. seven days a week – and not coming home until late.

In grade school, Manuel began helping his dad on weekends with the taco truck. A few years later, his father started a sign business. Manuel helped him grow it from a backyard operation to a storefront business. Manuel worked with his father every weekend and vacation. He had little time for friends and extracurriculars. "It was necessary," Manuel says, "particularly when what you eat that day depends on it."

Late sophomore year, Manuel attended a presentation by **Biotech Partners**, a community agency that oversees one of **BHS's Career Technical Education (CTE) pathways**. He signed up hoping to get a "cool summer job". As it turns out, Manuel enjoyed the classes, particularly the hands-on labs.

The summer after junior year, Manuel was selected for a paid internship at **Bayer Pharmaceuticals**. "It's hard to picture yourself as doing something that you don't really know what that job encompasses," says Manuel. Through **Biotech Partners** and **Bayer**, he got exposed to a lot of different opportunities. The next summer, Manuel's mentor at **Bayer** invited him back. Manuel helped create a results dashboard. The graphics skills he learned at his father's sign business came in handy. Manuel created the final design.

Manuel was accepted at quite a few four-year colleges, but he didn't want to be saddled with debt and he wanted to keep helping his father. Manuel made a decision that he says "will allow me to help my family while staying focused on my future." Manuel enrolled at the **Bioscience Career Institute (BCI)**, a two-year certificate program offered by **Biotech Partners** and **Berkeley City College**.

"**Biotech [Partners]** has given me more than I could repay them," Manuel says. "I gained more than just a cool internship and better study habits. I have a direction." Manuel also has connections that he believes will make a big difference for his future. "It's super valuable to have somebody on the inside to help you out and vouch for you, particularly at a place like Bayer." After graduating from **BCI**, Manuel plans to transfer to a four-year college.

Biotech Partners provides two years of hands-on biotech class work, paid internships and wrap-around supports, including advising, tutoring, referrals and stipends for food, transportation and work attire. **Biotech Partners** serves 85 **BHS** juniors and seniors each year, targeting students who are underrepresented in the biotech field. **Biotech Partners** was awarded \$91,750/year in *2020 Vision* community agency funding for FY20-23.

Faces of Berkeley's 2020 Vision: **Nancy,¹ 4th Grader, Thousand Oaks School**
Manuel, 8th Grader, Longfellow Middle School



Manuel at MAS

Manuel has participated in the **Multicultural Institute (MI)'s Mentoring for Academic Success (MAS) Program** for seven years. His younger sister joined him two years ago. Manuel and Nancy now attend MAS for two hours a day, three times a week. At MAS they receive tutoring, homework assistance and a healthy snack. Each session also includes 20-30 minutes of independent reading.

Nancy and Manuel's parents, Olivia and Gerardo, are monolingual Spanish speakers with little formal schooling. Navigating the U.S. educational system has been challenging. Without MAS "everything would have been different," explains Olivia. "[W]e cannot give [our children] the support they receive in the program. We learned

differently, and we do not have the same level of education as the [MAS] tutors."

The family gets by on a very limited budget. Gerardo works at an auto body shop, and Olivia takes care of an elderly couple. Because of MAS's low fees (\$200/year), they can manage the expense. Olivia doesn't think they would have been able to afford another afterschool program, particularly not one of such high quality.

When families (typically mothers and younger siblings) drop off their children at MAS, they usually stay for the whole session. "We're a family program," explains Eduardo Rosas, MAS Program Coordinator. This informal gathering of MAS families has evolved into an opportunity to support parents, particularly around immigration issues. Parents routinely bring documents, questions and concerns to these sessions. While their children receive tutoring, staff trained in immigration issues answer questions and/or refers parents to immigration attorneys that partner with MI.



Nancy with her MAS tutor

Olivia recalls a recent time when she and Gerardo faced a potentially frightening situation. The MAS staff suggested that they consult with one of the lawyers that works with or volunteers their time at MI. "They graciously supported us; the lawyer clarified our doubts, they helped us with the paperwork. [T]hey [a]re always willing to give us their support in an exceptional way."

Olivia and Gerardo are grateful for the Multicultural Institute's "beautiful work," which has benefited their children, their family and their community.

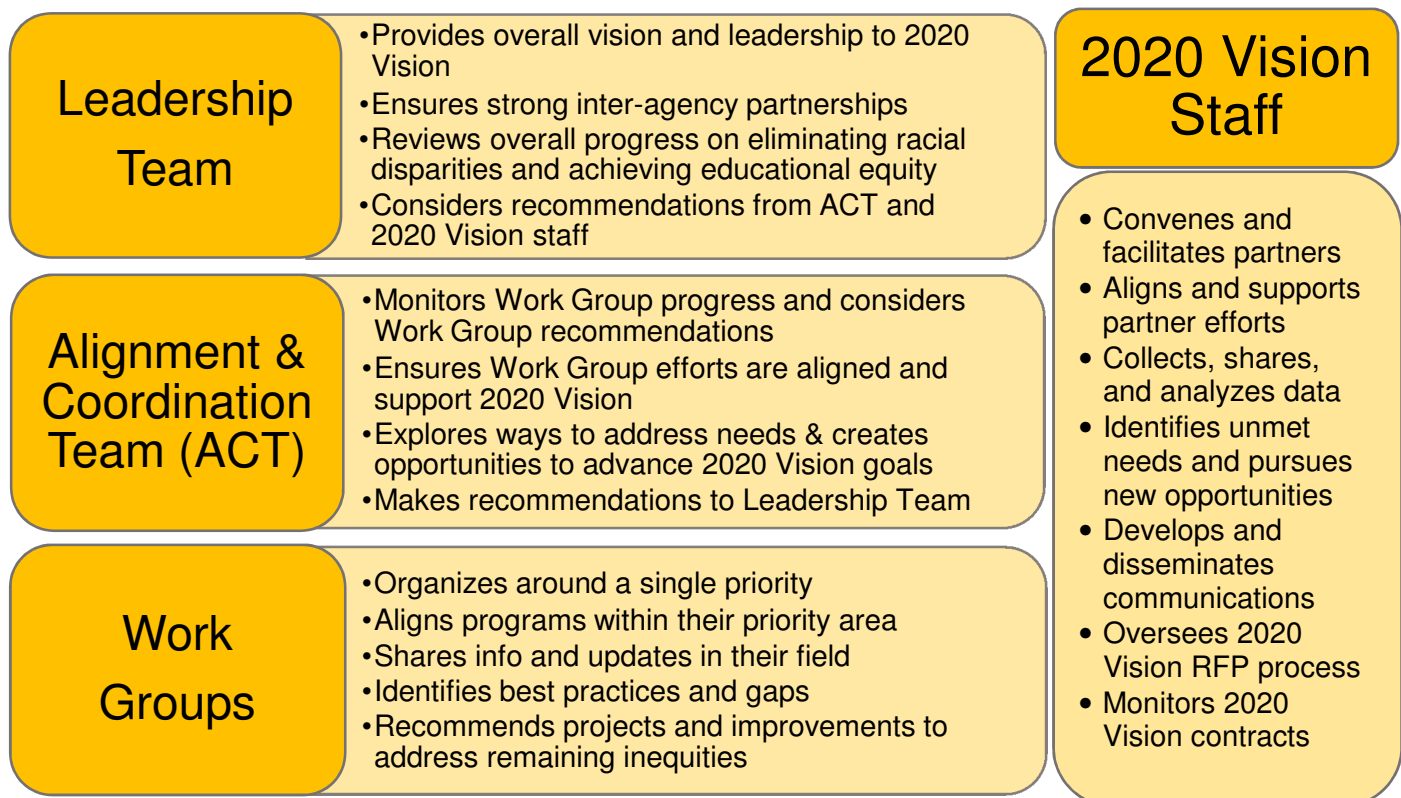
The Multicultural Institute's MAS program supports to low-income children of immigrants who face challenges navigating the U.S. education system. **MAS** helps students develop habits of lifelong learners through homework assistance, literacy support, parent resources and more. **MAS** tutors are all bilingual Spanish speakers. The student-to-tutor ratio is 4:1. **MAS** serves 45 Berkeley 3rd – 9th graders/year. **MAS** was awarded \$33,603/year in 2020 *Vision* community agency funding for FY20-23.

¹ The names in this family have been changed at the family's request.

Berkeley's 2020 Vision: Partnership Structure

Figure 1 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. Below are 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 1. 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 *2020 Vision*.

The **Alignment and Coordination Team (ACT)** (formerly known as the "Design Team") includes *Berkeley's 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.

Berkeley's 2020 Vision's **Work Groups** are comprised of community practitioners and experts, who organize their work together around one of *2020 Vision's* key outcome areas. 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

EXHIBIT 3

Group model thus far has worked well as a means of focusing partners from a wide range of organizations around collaborative solutions and opportunities. In addition, many activities and system change efforts that support *2020 Vision* take place beyond the Work Groups.

The City of Berkeley fulfills the critical backbone function for this collective impact partnership, coordinating and organizing work of the designated *Berkeley's 2020 Vision* liaisons from BUSD, BCC, UC Berkeley and many others.ⁱ 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*.

ⁱ "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.

Leadership Team - Description and Membership (as of 6.17.19)

The **Leadership Team** provides overall vision and leadership for *Berkeley's 2020 Vision*. It is comprised of top decision makers from each of the initiative's core partner organizations, along with leaders of the Berkeley Community Fund and Berkeley Public Schools Fund, and several founding partners of *Berkeley's 2020 Vision*. Additional responsibilities of the Leadership Team include: ensuring strong inter-agency partnerships; reviewing overall progress on eliminating racial disparities and achieving educational equity; and considering recommendations from the Alignment & Coordination Team and Berkeley's 2020 Vision staff. The Leadership Team meets 2 – 3 times/year.

First	Last	Title	Organization
Beatriz	Leyva-Cutler	Executive Director	BAHIA, Inc.
Brent	Stephens	Superintendent	BUSD
Carol	Christ	Chancellor	UC Berkeley
Carrie	Donovan	Asst. Director	UCB, Public Service Center
Dee	Williams-Ridley	City Manager	City Manager's Office, Berkeley
Erin	Rhoades	Executive Director	Berkeley Public Schools Fund
Erin	Steffen	Assistant to the City Manager	City Manager's Office, Berkeley
Fran	Gallati	President/CEO	YMCA of the Central Bay Area
Jesse	Arreguin	Mayor	City of Berkeley
Karen	Hemphill	2020 Vision Founding Partner	Community Member
Kuni	Hay	Vice President of Instruction	Berkeley City College
Marsha	Jaeger	Assistant Vice Chancellor for Educational Partnerships	Center for Educational Partnerships, UC Berkeley
Mia	Settles-Tidwell	Assistant Vice Chancellor/Chief of Staff	UC Berkeley
Nina	Goldman	Berkeley's 2020 Vision Manager	City Manager's Office, Berkeley
Oscar	Dubon	Vice Chancellor for Equity and Inclusion	UC Berkeley
Prudence	Carter	Dean, Graduate School of Education	UC Berkeley
Rahwa	Neguse	Executive Director	Healthy Black Families
Rowena	Tomaneng	President	Berkeley City College
Rubén	Lizardo	Director, Local Government and Community Relations	Office of the Chancellor, UC Berkeley
Shamika	Cole	Associate Management Analyst, Berkeley's 2020 Vision	City Manager's Office, Berkeley
Sherry	Smith	Executive Director	Berkeley Community Fund
Stacey	Shears	Vice President Student Services	Berkeley City College
Tamika	Brown	Interim Assistant Vice Chancellor for Enrollment Management	Peralta Colleges
Tano	Trachtenberg	Legislative Aide	Office of the Mayor, Berkeley
Tom	Bates	Former Mayor	City of Berkeley

Berkeley's 2020 Vision: Equity in Education

Alignment & Coordinating Team - Description and Membership (as of 9.19.19)

The **Alignment and Coordination Team (ACT)**, formerly called the Design Team, is comprised of Berkeley's 2020 Vision staff, Work Group leads and senior leaders and staff from partner organizations. The ACT supports and serves as a bridge between the Work Groups and the Leadership Team. The ACT's key responsibilities include: monitoring Work Group progress; ensuring that Work Group efforts are aligned and support Berkeley's 2020 Vision; exploring ways to address needs and create opportunities to advance 2020 Vision's goals; and making recommendation to the Leadership Team. The ACT meets approximately every other month (5 – 6 times/year).

ACT Member Name	Affiliation	Work Group Lead
Carrie Donovan	Assistant Director, UC Berkeley Public Service Center	3 rd Grade Reading
Erin Rhoades	Executive Director, Berkeley Public Schools Fund	8 th Grade Math
Erin Steffen	Assistant to the City Manager, City of Berkeley (COB)	
Fawn Downs	Mental Health Program Supervisor, Health, Housing & Community Services Department, COB	
Kamar O'Guinn	Manager, African American Success Project, Berkeley Unified School District (BUSD)	
Kuni Hay	Vice President of Instruction, Berkeley City College (BCC)	
To be filled	Coordinator, Berkeley Research, Evaluation and Assessment (BREA) Unit, BUSD	
Lynn Walker	College Success Manager, Berkeley Community Fund	
Martín De Mucha Flores	Associate Dean of Educational Success, BCC	
Miya Hayes	Deputy Director, Center for Educational Partnerships, UC Berkeley	
Nina Goldman (Lead)	Manager, Berkeley's 2020 Vision, COB	K Readiness
To be filled	BUSD Liaison to <i>2020 Vision</i>	
Rubén Lizardo	Director, Local Government and Community Relations, Chancellor's Office, UC Berkeley	
Shamika Cole	Associate Management Analyst, Berkeley's 2020 Vision, COB	
Skyler Barton	Counselor, BCC	College & Career (Co-lead)
Tano Trachtenberg	Legislative Aide, Mayor's Office, COB	
Wyn Skeels	Program Supervisor, Career Technical Education, BUSD	College & Career (Co-lead)

Berkeley's 2020 Vision: Equity in Education

K Readiness Work Group Membership (as of 9.6.19)

The K Readiness Work Group is comprised of community practitioners and experts, who work together to share information and updates in the field of early childhood development and wellbeing through the Berkeley's 2020 Vision initiative. Work Group members strive to align programs, identify best practices and implement projects, improvements and system changes to address inequities impacting the current and future education of Berkeley residents between the ages of 0 – 5. This Work Group is organized around *Berkeley's 2020 Vision's* K Readiness priority: that all Berkeley children enter kindergarten ready to learn.

Name	Organization
Ayanna Davis	Healthy Black Families
Beatriz Leyva-Cutler	BAHIA, Inc.
Carol Singer	JFCS (Clinical Studies)
Erin Steffen	COB (<i>2020 Vision</i>)
Jonathan Maddox	COB (Mental Health)
JoAnn Evangelista	COB (Public Health)
Joya Chavarin	Berkeley City College
Juliana Sanchez	First 5 Alameda (Help Me Grow)
Kameka Goodwin	Healthy Black Families
Kim LeMay	COB (PRW)
Loren Farrar	First 5 Alameda (Help Me Grow)
Maria Carriedo	BUSD (ECE)
Nina Goldman	COB (<i>2020 Vision</i>)
Pamm Shaw	YMCA (Head Start)
Rahwa Neguse	Healthy Black Families
Sandra Hunter	COB (Black Infant Health)
Shamika S. Cole	COB (<i>2020 Vision</i>)
Steven Grolnic-McClurg	COB (Mental Health)
Tabatha Schoonover	COB (PRW)
Tano Trachtenberg	Mayor's Office
Tasha Henneman	Former Nancy Skinner's Office/BANANAS
Victoria Lopez	COB (Public Health)
Vincent Cheng	First 5 Alameda

3rd Grade Reading Work Group - Description and Membership (as of 9.19.19)

The **3rd Grade Reading Proficiency Work Group** works to advance the following priority of Berkeley's 2020 Vision: every student reads at or above grade level by the end of 3rd grade. Each 2020 Vision Work Group is comprised of community practitioners and experts, who organize their work together around one of Berkeley's 2020 Vision's priorities. Work Group responsibilities include: aligning programs within the priority area; sharing information and updates in their field; identifying best practices and gaps; and recommending projects and improvements to address remaining inequities. The 3rd Grade Reading Proficiency Work Group meets 2 – 3 times per year.

Member Name	Affiliation
Aaron Jorgensen	Program Supervisor of Extended Learning, BUSD
Carrie Donovan (Work Group Lead)	Assistant Director, UC Berkeley Public Service Center
Erica Glenn	Senior Librarian, Berkeley Public Library
Joal Arvanigian	Literacy Coach, BUSD
Kim LeMay	Recreation Program Supervisor, Parks, Recreation & Waterfront
Miranda Tsang	Literacy Partnerships Program Manager, UC Berkeley Public Service Center
Nina Goldman	Manager, Berkeley's 2020 Vision, COB
Shamika Cole	Associate Management Analyst, Berkeley's 2020 Vision, City of Berkeley

College & Career Readiness Work Group - Description and Membership (as of 6.24.19)

The **College & Career Readiness Work Group** works to advance the following priority of Berkeley's 2020 Vision: Every student is prepared for success in both college and career. Each 2020 Vision Work Group is comprised of community practitioners and experts, who organize their work together around one of Berkeley's 2020 Vision's priorities. Work group responsibilities include: aligning programs within the priority area; sharing information and updates; identifying best practices and gaps; and recommending projects and improvements to address remaining inequities. This Work Group meets ~6 times/year (more frequently to prepare for the annual College and Career Summit).


Member Name	Organization
Audi Huang	Y Scholars, YMCA of the East Bay
Barrett Donahue	BUSD
Claudia Gonzalez	BUSD
David Stevens	Berkeley Research, Evaluation and Assessment (BREA), BUSD
Delfina Geiken	Youth Works, HHCS, City of Berkeley
Dwayne Byndloss	BUSD
Erin Steffen	Assistant to the City Manager, City of Berkeley
Fatima Rodriguez-Ortiz	Berkeley Community Fund
Heidi Weber	Principal, Berkeley Technology Academy, BUSD
James Dopman	BUSD
Jasdeep Mahli	BUSD
Jessie Luxford	Berkeley High BRIDGE Program, BUSD
Lea Baechlor-Brabo	BUSD
Linda Osuoriji	Berkeley Community Fund
Lynn Walker	College Success Manager, Berkeley Community Fund
Martín De Mucha Flores	Associate Dean of Educational Success, BCC
Miya Hayes	Deputy Director, Center for Educational Partnerships, UC Berkeley
Monique Adorno-Jimenez	Director, ECMC The College Place
Nathan Dahl	HHCS, City of Berkeley
Nina Goldman	COB (2020 Vision)
Rubén Lizardo	Director, Local Government and Community Relations, Chancellor's Office, UC Berkeley
Skyler Barton	Counselor, BCC (Work Group Co-Lead)
Tano Trachtenberg	Legislative Aide, Mayor's Office
Theresa Vidaurri	Associate Director of College Access, EAOP at UC Berkeley
Wyn Skeels	Program Supervisor, Career Technical Education, BUSD (Work Group Co-Lead)

Chancellor's Community Partnership Fund: 2019-2020 Grant Recipient Funded				
Award Amounts				
Community Service: \$259,000				
Neighborhood Improvement: \$34,500				
Total Award Amount: \$293,500				
Community Service Projects	Community Partners	University Partners	Theme & Project Type: CS: CS, NI: NI	Award Amount
2020 Vision College & Career Readiness Summit: A week-long series of events designed to provide opportunities for students to "seize their future" now by participating, exploring, making a plan for next steps as they imagine and learn about college and career possibilities. Students of all ages, pre-K through high school and beyond, will participate in college and career awareness activities that includes guest speakers talking about their professions, presentations, student panels, school library programs, fire trucks and more.	Berkeley's 20/20 Vision College & Career Readiness Committee	UCB Center for Educational Partnerships	Education(CS)	\$ 10,000
ABSC Youth Leadership Program will support diverse, low-income Berkeley youth, helping them develop leadership skills and personal responsibility, and providing some with their first paid jobs. In partnership with their UC partner, ABSC will train UC students to serve as role models who will mentor youth from Berkeley, expand and improve their on-going Street Soccer events, Spring/Summer Soccer Camps and regular season activity.	Albany-Berkeley Soccer Club	UC Berkeley Work Study Program, UC Village	Economic Development (CS)	\$ 13,000
Amplifying Voices of Sanctuary will document the real life experiences of youth and adult refugees and asylees who have fled violence and persecution to seek safety in Berkeley, with a focus on youth and LGBTQ people. Story installations will take place on the campus and in Berkeley community venues, and will be amplified by a public relations campaign, increasing awareness and helping Berkelyans become advocates for inclusive policies and practices in support of our diverse residents.	East Bay Sanctuary Covenant	Inside the Living Room / Public Service Center	Arts and Culture(CS)	\$ 12,000
Be a Scientist 7th Grade Mentoring in Berkeley Schools brings 140+ well-prepared UC Berkeley scientists and engineers into every 7th grade science class in Berkeley middle schools as mentors and STEM role models, reaching 700 students. guiding every Berkeley 7th grader through the process of designing, conducting, and presenting an independent scientific investigation. In 2019-20, the project will include recruiting and training Spanish-speaking STEM mentors from UC Berkeley, and translation of materials, for two Spanish-language immersion classes at Longfellow.	Community Resources for Science	Mary Wildermuth, Plant and Microbial Biology	Education (CS)	\$ 10,000
BEARS Summer Arts Program will place teaching artists from two Berkeley arts organizations (Berkeley Repertory Theatre and Kala Art Institute) in the summer BEARS program to conduct classes with 1st - 5th graders culminating in a "demonstration of learning" such as a performance and art exhibition. Showing student work connected to professional arts organizations gives participants and their families a chance to celebrate students' work. Cal C.R.E.A.T.E service learning students will co-create the curriculum and evaluate the project and participants' work.	Berkeley Repertory Theatre	Public Service Center/CREATE (Creative Residencies for Emerging Artists Teaching Empowerment)	Arts and Culture (CS)	\$ 15,000
Berkeley Scholars to Cal has a remarkable success rate: 100% of the last two cohorts have been admitted to college. Berkeley Scholars to Cal's 75 African American and Latinx students receive comprehensive college preparation for eight years prior to their graduation, intensive college application, financial aid and college selection help, and ongoing support for the Freshman year of college. Each student gets 250 hours of direct service per year. The new program, supported by the Partnership Fund will share best practices around black and Latinx college preparation with other programs at Berkeley High.	Stiles Hall	Equity and Inclusion Assistant Vice Chancellor Fabrizio Mejia	Education (CS)	\$ 15,000
Berkeley Tech, Berkeley Values (BTBV): In pursuit of its mission to make Berkeley a more vibrant, accessible, and equitable place for startups to launch and grow, the Berkeley Startup Cluster (BSC) will launch the BTBV initiative in 2019 to align the growth of Berkeley's tech sector with the community values of equity, diversity and inclusion. Through events, communications campaigns, and direct outreach, the project will educate Berkeley's tech business leaders about Diversity & Inclusion best practices and engage them in student education, community volunteer projects, and other activities that support equitable development.	Berkeley Startup Cluster (BSC)/ City of Berkeley Office of Economic Development (OED)	UC Berkeley Office of Intellectual Property & Industry Research Alliances (IPIRA)	Economic Development (CS)	\$ 12,000
Business Entrepreneurship Program connects 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. (Year 2)	Multicultural Institute (MI)	UC Berkeley Law School New Business Practicum	Economic Development (CS)	\$ 12,000
Community College Success and Transfer Program: As part of the Berkeley Promise, this program provides the resources and support needed to ensure that students who have been historically underserved can make a smooth transition from high school, succeed in community college, and transfer to a four-year university. The program is aimed at increasing transfer rates through summer transition-to-college workshops, financial scholarships, one-on-one support and group mentoring.	Berkeley Community Fund	Community College Transfer Center/Transfer Alliance Project	Education (CS)	\$ 10,000
Demographically Targeted Book Giving focus on children 0-5 seeks to end the kindergarten readiness gap by encouraging reading and providing books to families in West and South Berkeley with children 0 - 5. Building on the success of their pilot program, which launched in 2015, partners have grown the number of households that receive a book a month from 100 to 500. This year, the Baby Book Project seeks also expand their Targeted Giving program, which identifies pregnant women in programs serving young, low-income &/or non-white parents-to-be. These parents-to-be receive "Welcome Baby" tote bags which include information and tips on book-sharing for parents in a beautiful picture book, along with cardboard infant books.	The Berkeley Baby Book Project	Graduate School of Education: Dr. Anne Cunningham	Education (CS)	\$ 5,000

Early Learners Professional Program In response to a shortage in qualified teachers in the Bay Area, partners will create an Early Learners Professional Program (ELPP) to recruit, train, educate and employ 20 new workers in the field. The Fund will provide initial monies for this project while other sources of funding are secured. Outreach efforts will be done targeting unemployed or underemployed Berkeley residents who need support in achieving professional goals for working with young children. ELPP will provide support, mentoring/coaching, link participants with needed services and guaranteed employment upon successful completion.	YMCA of the East Bay	Early Childhood Education Program	Education (CS)	\$ 14,000
End Youth Homelessness in the City of Berkeley: A Research Practice Policy Partnership will elevate the needs of youth experiencing homelessness (YEH) and build a foundation for a long-term partnership with city and regional partners. The partnership seeks to formalize the inclusion of YEH in decision making bodies that seek to address their needs; create a shared research agenda; and strengthen the evidence base for the needs of YEH in Berkeley through needs assessment and youth participatory action research.	City of Berkeley, Department of Health, Housing, and Community Services	Innovations for Youth (i4Y)	Community Safety (CS)	\$ 13,000
Father Engagement Project seeks to increase the involvement (and success) of fathers participating in their Kindergarten Readiness program. This project will inform future programming geared toward fathers with an emphasis on education, support, and empowerment in terms of kindergarten readiness for children ages 0-5, by: producing a resource guide for Berkeley Black Fathers of children 0-5; a needs assessment/landscape analysis; and a community convening, "People's Assembly on Fatherhood," to engage fathers, address barriers that fathers experience in child bonding, and early childhood development.	Healthy Black Families, Inc.	School of Public Health, Division of Community Health Sciences; Professor Amani M. Allen, PhD, MPH	Education (CS)	\$ 12,000
Mobilize Berkeley will prepare Berkeley residents to participate in a citywide mobilization towards stopping climate destruction and participating in a just transition toward sustainable, more equitable and healthier ways of living and working. The project will bring together UCB SERC students trained as environmental educators with faith-based communities and Berkeley High School and B-Tech students to provide information on the state of climate change, ways to mobilize for a climate emergency, and preparation for the impact of climate change.	Green the Church	Student Environmental Resource Center (SERC)	Community Safety (CS)	\$ 6,500
Outdoor Engagement and Environmental Stewardship for Berkeley Youth will bring 30 underserved youth from financially disadvantaged Berkeley families to camp. These Youth Campers and/or Counselors In Training will get hands-on leadership and instruction aligned with Berkeley's 2020 Vision for equity in educational opportunities. They'll also learn "leave no trace" ethics, how to make new friends, and about what impacts mountain ecosystems (from rain to people).	Berkeley Echo Lake Camp Association (BELCA)	California Outdoor Engagement Coalition	Environmental Stewardship (CS)	\$ 10,000
Portland Loo on Telegraph will lay the groundwork to bring 24-hour accessible restroom facilities to the Telegraph District. The Portland Loo is a model that includes new technology that is designed to discourage negative behaviors and includes a sanitary wash station outside. The units have received rave reviews by cities who have purchased them and people who have used them. This service will benefit those who reside, work or visit Telegraph, and provide one of the most basic of daily human needs equitably to everyone, regardless of housing status.	Telegraph Business Improvement District	UC Department of Facilities	Community Safety (CS)	\$ 10,000
Repair Café will help empower UC Berkeley students, campus affiliates and community members with new skills in how to examine and repair their broken items in a light-hearted model of people helping each other. The waste stream in the United States is filled with broken items that could easily be repaired and returned to use. Currently it is difficult, sometimes impossible or expensive to have these items repaired, making it cheaper and easier to buy something new.	Transition Berkeley	Cal Zero Waste	Environmental Stewardship (CS)	\$ 10,000
Smiles for Miles demonstrates the integral role that oral health plays in overall health, as well as provide preventative care measures to recipients who would otherwise not have access to quality dental care. The project involves expanding the access to oral healthcare by means of a mobile dental clinic, particularly for low-income youths. The services to be provided are comprehensive exams, prophylaxes, and fluoride varnish or silver diamine fluoride varnish, given consent of the youth and their guardian(s).	Berkeley Free Clinic	Hygiene Heroes	Community Safety (CS)	\$ 10,000
STEM Tutoring for Berkeley High "At-Promise" Youth in the Biotech Partners Biotech Academy: Partners seek to augment their existing BHS Biotech Academy with an increase in culturally-relevant, one-on-one and small group tutoring support. They will recruit and train up to seven third for fourth year EOP students to provide math and science tutoring to Biotech Academy students and Berkeley High who are referred due to failing grades. Tutoring will take place three days weekly on-site on Berkeley High campus for students. (Year 2)	Biotech Partners	Educational Opportunity Program (EOP)	Education (CS)	\$ 10,000
Strengthening Math Education and Leadership Towards Berkeley's 2020 Vision seeks to address two critical needs identified by BUSD to fulfill the 2020 vision math education and leadership. In math, BUSD will develop a K-12 mathematics education strategic plan by forming a K-12 Mathematics Education Task Force. In the area of leadership development, this project will focus on building leadership capacity through the continuation of the Leaders of Color Network and Superintendent Speaker Series.	Berkeley Unified School District	Graduate School of Education	Education (CS)	\$ 10,000
Veterans Initiative in the Arts brings together veteran artists, veterans (4,000+ in Berkeley), Berkeley residents and additional partners to broaden the idea of who/what a veteran is and to celebrate veterans through storytelling and the creative process, art installation, artist residencies, public discussion groups, workshops, and more. Kala, with support of campus partner, is expanding a Veterans Artist Residency to include diverse public programming (film screenings, workshops, panels, exhibitions) — free and accessible to the community. (Year 2)	Kala Art Institute	Cal Veteran Services Center, part of the Centers for Educational Equity and Excellence (CE3)	Arts and Culture (CS)	\$ 10,000
Voices Against Violence is gun and gang violence prevention/intervention program that works with high-risk individuals in South and West Berkeley in order to implement and promote strategies of Hope, Healing and Safety. By providing wrap-around services, incentives and training opportunities for several high-risk youth and young adults, the program will create a more livable Berkeley for all. Experienced community and campus partners will bring an assets-based approach to youth development which engages young people to help create solutions to the challenges of gun and gang violence.	McGee Avenue Baptist Church Center for Food, Faith & Justice	Haas Institute for Fair and Inclusive Society	Community Safety (CS)	\$ 15,500

Waterside Workshops Summer Mentoring provides engaging summer programming and mentorship for 15-25 low-income, predominantly African American youth ages 9-16 from West and South Berkeley. Over half of this group experiences housing and/or food insecurity, and they have the highest number of law enforcement contacts among their peers. Student mentors will work closely with Waterside staff to expand our wrap around services for this group and provide free intensive summer programming and outdoor activities.	Waterside Workshops	Goldman School of Public Policy	Community Safety (CS)	\$ 14,000
		Total Community Service Funded		\$ 259,000
Neighborhood Improvement Projects	Community Partners	University Partners	Theme & Project Type	Award Amount
My Docent: Giving César Chávez Park A Voice is audio tour of Chavez Park that includes a series of short educational vignettes that can be heard on smartphones. The tour includes recordings of notable scholars, educators, poets, & community activists who as well as thee voices of Chávez and Dolores Huerta whose labor & environmental advocacy are honored at the park. The aim is to engage visitors in a sense of discovery and wonder, using the themes of nature appreciation, saving the earth, social & environmental justice, and diverse cultures. (Year 2)	The Solar Calendar –A César Chávez Memorial	Advanced Media Institute, Dept. of Journalism	(NI)	\$ 12,000
Ohlone Mural Art Garden Project: "The Ohlone Journey" is a mural painted on the four sides of BART's vent building in Ohlone Park. Jen La Marr, a California Indian (Paiute/Pit River) 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. (Year 2)	Friends of Ohlone Park	UC Botanical Garden	Arts and Culture (NI)	\$ 5,000
Schoolhouse Creek Common Repair and Enhancement This is a community-built and -maintained park, play area and native plant garden adjacent to the Berkeley Adult School in West Berkeley. It is a crucial open space for students and staff of the school and for neighbors. Partners will repair, beautify and make the space more welcoming and user friendly. Partners also hope to want to install signage about gardening with native plants, about the Adult School and about local history, using a 'book' of flippable, weatherproof pages.	Schoolhouse Creek Common (member of Berkeley Partners for Parks)	Berkeley Project	Environmental Stewardship (NI)	\$ 5,000
Sylvia Mendez Journey of School Desegregation Mural The Sylvia Mendez Elementary (SME) received its new name in September 2018 in honor of the 9-year-old girl whose 1947 legal challenged forced the desegregation of California's schools. The Fund will support the creation of a playground mural that will tell the story of Sylvia Mendez, set in the context of the local and national history of school integration. A local artist, with support from the partners, will work with students and teachers from SME and Chicano Latinx Student Development students to explore historical themes, engage the local community, and complete the mural.	Sylvia Mendez Elementary School	Chicano Latinx Student Development Office	Arts and Culture (NI)	\$ 7,500
Turtle Island Fountain Project will revitalize the Civic Center Park fountain by completing the City-approved but long-delayed monument to Berkeley's original indigenous communities. We propose installing the City-approved, commissioned artwork (delivered in 2005: featuring four bronze turtles plus eight stone medallions) in a comprehensive design focused on safety, preservation, and beautification of the landmarked fountain, factoring in current sustainability issues, security concerns, and ongoing maintenance costs.	Berkeley Partners For Parks (BPFP)	College of Environmental Design; Walter Hood Prof. of Landscape Architecture, Environmental Planning, and Urban Design	Community Safety (NI)	\$ 5,000
		Total Neighborhood Improvement Funded		\$ 34,500
		Total Funded		\$ 293,500

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



Outcome #1:
All children enter kindergarten ready to learn

Child Care Subsidies for low-income families (BANANAS, supported by COB 2020 Vision)

Nia House Child Care & Parent Support provides care for 18 month - 6 year olds & parenting workshops for very low-income families (Nia House, supported by COB 2020 Vision)

Centro Vida Preschool provides a Spanish bilingual education program to 2-5 year olds (Bay Area Hispano Institute for Advancement, Inc., supported by COB 2020 Vision)

Ephesian Childcare Program provides developmentally appropriate care & learning activities for children aged 2.9 - 5 years (Ephesian Children's Center, supported by COB 2020 Vision)

YMCA School Readiness Program will help families with children enrolled in BUSD, Head Start & other preschools to address obstacles that interfere with consistent attendance (YMCA of the East Bay & BUSD, supported by COB 2020 Vision)

Quality Rating & Improvement Services (QRIS) assess, improve & communicate the level of quality in early & school-age care & education programs in Berkeley (BANANAS, supported by COB 2020 Vision)

Pre-K Power Play is an early childhood education program that builds skills in literacy, communication, controlling impulses, & learning classroom routines (COB/PRW)

Early Childhood Trauma & Resiliency Project seeks to transform the way preschool teachers & staff at all 4 YMCA Head Start centers in Berkeley identify & address trauma in 200+ preschool children & their families (YMCA of the East Bay, supported by COB Mental Health Services Act)

Play & Learn Playgroups engages caregivers & parents to prepare children in their care for success in school & life (BANANAS, supported by COB 2020 Vision)

Sisters Together Empowering Peers (STEP) provides social support & empowerment to African American women with a focus on peer leadership & K readiness (Healthy Black Families, supported by COB 2020 Vision)

Father Engagement Project seeks to increase the involvement of fathers in Kindergarten Readiness through programming, a resource guide, a needs assessment & other targeted activities (Healthy Black Families, Inc., supported by UCB Chancellor's Fund)

Parenting Education & Kindergarten Readiness provides parenting & K readiness support to families with disabilities through home visits & workshops (Through the Looking Glass, supported by COB 2020 Vision)

Targeted Book Giving to Children provides books to families who are expecting or have children ages 0-5 in S. & W. Berkeley to encourage reading & kindergarten readiness (Berkeley Baby Book Project, supported by UCB Chancellor's Fund)



Outcome #4:
Every student attends school regularly

Attendance Awareness Month (September 2019) provides activities & information to promote good attendance at all BUSD schools (BUSD)

BHS Dean of Attendance & BTA Child Welfare Specialist monitor attendance on a daily basis and work closely with families and service providers to support students' regular school attendance (BUSD)

Outdoor Engagement & Environmental Stewardship for Berkeley Youth will bring 30 low-income youth to Echo Lake Camp to gain hands-on leadership skills & instruction (Berkeley Echo Lake Camp Association, supported by UCB Chancellor's Fund)

School-Based Behavioral Health Services provide support to low-income youth at-risk of emotional, behavioral, & academic problems (Bay Area Community Resources, supported by COB 2020 Vision)

ABSC Youth Leadership Program develops the leadership skills of diverse, low-income Berkeley youth by providing them with UC Berkeley student mentors & involving them in soccer-related events & activities (Albany-Berkeley Soccer Club, supported by UCB Chancellor's Fund)


African American Success Project works with African American middle school students & their families to connect & actively engage students in the classroom & school life while creating a pathway for their long-term success (BUSD, supported by BUSD & COB Mental Health Services Act)

Rosa Parks Family Resource Center provides mental health & family support services at Rosa Parks Elementary School in West Berkeley (LifeLong Medical, supported by COB 2020 Vision)

Pacific Center Youth Program provides support & counseling for Berkeley youth & peer outreach to support self esteem, resiliency & school engagement (Pacific Center for Human Growth, supported by COB 2020 Vision)

BYA Counseling Center provides counseling & referral services to status offenders & families (Berkeley Youth Alternatives, supported by COB 2020 Vision)

Waterside Workshops Summer Mentoring provides summer activities & mentorship to 15-25 low-income, predominantly African American, youth ages 9-16 from West & South Berkeley (Waterside Workshops, supported by UCB Chancellor's Fund)



Outcome #2:
Every student reads at or above grade level by the end of 3rd grade

K-5 Literacy Coaches for struggling & emerging readers (BUSD)

FastTrack Phonics Program provides targeted instruction in phonics and phonemic awareness to all students in grades K - 3 (BUSD)

Berkeley United in Literacy Development (BUILD) places UC Berkeley mentors in BUSD elementary schools & community agencies to tutor students during afterschool & summer (UCB Public Service Center, supported by COB 2020 Vision)

BUSD Diagnostic Screening for all students in grades K - 8 to identify dyslexia & other barriers to literacy development (BUSD)

BAHIA School Age Program provides M-F tutoring with BUILD mentors for elementary students who are below proficient in math & reading (Bay Area Hispano Institute for Advancement, Inc., supported by COB 2020 Vision)

Ephesian School Age Program provides afterschool activities for children ages 5-11 (Ephesian Children's Center, supported by COB 2020 Vision)

Mentoring for Academic Success (MAS) provides academic skill development, tutoring, & motivational activities for students from economically disadvantaged families (Multicultural Institute, supported by COB 2020 Vision)

Summer Slide Literacy Project provides support & counseling for BUSD 1st & 2nd graders who are reading below grade level with 10 books of their choosing & a library card to help maintain reading skills over the summer (Berkeley Public Library & BUSD, supported by Berkeley Public Schools Fund & Friends of the Berkeley Public Library)

$$a^2 + b^2 = c^2$$

Outcome #3:
Every student performs math at or above grade level by the end of 8th grade

Math Teacher Leaders support classroom teachers at each school site in grades K-8. **District K-5 and 6-8 Math Leaders** support site leaders and staff to improve math instruction at each school (BUSD)

Secondary Math Support Classes for middle school students includes a double period of math to increase student success (BUSD)


Expanded professional development in math for TK-8 teachers, in-house and through the Silicon Valley Mathematics Initiative (BUSD, supported by the Berkeley Public Schools Fund)

Bridging Berkeley matches UCB students & volunteers with middle schoolers, particularly 1st generation college candidates, to provide after-school math tutoring (UCB Public Service Center, supported by COB 2020 Vision)

Berkeley's 2020 Vision/ Shinnyo-en Fellow (0.4 FTE) supports Bridging Berkeley (see above) by coordinating this middle-school math program (UCB Public Service Center & BUSD, supported by Shinnyo-en Foundation)

2020 Vision Math Games Pilot is a pilot launched in summer 2019 to engage primarily African American & Latinx 2nd & 3rd graders in BUSD summer school & afterschool in engaging games to increase their confidence & fluency in math (BUSD & Berkeley's 2020 Vision, supported by Berkeley Public Schools Fund)

BYA Afterschool Center provides afterschool & summer tutoring & mentoring to 1st - 8th graders who are at or below grade level (Berkeley Youth Alternatives, supported by COB 2020 Vision)



Outcome #5:
Every student is prepared for success in both college & career

AVID (Advancement via Individual Determination) prepares students in the "academic middle" who are interested in going to college & willing to work hard for academic success (BUSD)

Berkeley College & Career Summit is a week-long event that provides opportunities for students to learn about & explore college & career possibilities (BUSD & BCC, supported by UCB Chancellor's Fund)

Career Technical Education (CTE) currently offers CTE pathways connected to six high growth industry sectors. Each series of classes weave together State education standards and experiential learning & directly link to post-secondary opportunities. Underrepresented students have priority access to many of these pathways (BUSD)

B-STEP (Berkeley Safety Training & Education Pathway) is one of the CTE pathways (see above). It provides a hands on education & training path for students exploring careers as EMTs & paramedics (BUSD & COB/Berkeley Fire Department)

Berkeley Scholars to Cal provides four cohorts of African American & Latinx students comprehensive college preparation for eight years prior to their graduation from high school (Stiles Hall, supported by COB 2020 Vision & UCB Chancellor's Fund)

Be A Scientist reaches 700 BUSD 7th graders by bringing 140+ UC scientists & engineers to every classroom to work on individualized science projects. In 2019-20, this project will focus on Spanish-speaking students at Longfellow (Community Resources for Science & BUSD, supported by Berkeley Public Schools Fund, BUSD & UCB Chancellor's Fund)

Y Scholars supports & guides first-generation college-bound high school students so they will attend & graduate from college (YMCA of the East Bay, supported by COB 2020 Vision)

Biotech Academy at BHS provides 2 years of hands-on biotech class work & students participate in "real-world" paid internships in the bioscience industry. STEM tutoring is provided by UCB students. (Biotech Partners, supported by COB 2020 Vision & UCB Chancellor's Fund)


Writers Coach Connection provides one-on-one coaching emphasizing critical thinking & writing skills for BUSD middle schoolers (BUSD, supported by the Berkeley Public Schools Fund)

Destination College Advising Corps places recent college grads at Berkeley High to serve as full-time college advisers to increase college access for low-income, first generation & underrepresented students (UCB Center for Educational Outreach & BUSD)

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 BUSD & COB 2020 Vision)

Talented 10th is a student organization at BHS that connects & develops the leadership of African American male students (Student led at BUSD)

Afterschool Tutoring Program provides homework help and tutoring at the **BHS College and Career Center** by paid college students and volunteers (BUSD & Berkeley Public Schools Fund)



Outcome #6:
Family and Community Engagement* promotes success for all students

Office of Family Engagement & Equity supports families to identify opportunities & overcome obstacles to student success & promotes family engagement through districtwide events, such as the Black Oratorical Fest (BUSD)

* Much of the current work of this outcome area is woven into other programs. As a stand-alone outcome, Family and Community Engagement is still emerging & will continue to develop in FY20.

EXHIBIT 6

Berkeley's 2020 Vision - City of Berkeley
Community Agency Funding Awards, FY20-23*
revised 7.2.19

2020 Vision Priority	Project Sponsor	Program Name	Amount
College and Career Readiness	Berkeley Unified School District	Berkeley High School Bridge Program	\$79,000
College and Career Readiness	Biotech Partners	Biotech Academy at Berkeley High School	\$91,750
College and Career Readiness	R.I.S.E.	R.I.S.E.	\$216,039
College and Career Readiness	Stiles Hall	Berkeley Scholars to Cal	\$90,000
College and Career Readiness	YMCA of the East Bay	Y-Scholars Program	\$40,000
		SUBTOTAL	\$516,789
Improved School Attendance & Health	Bay Area Community Resources	BACR School-based Behavioral Health Services	\$94,964
Improved School Attendance & Health	Berkeley Youth Alternatives	Counseling	\$30,000
Improved School Attendance & Health	Lifelong Medical Care	Rosa Parks Collaborative, Family Resource Center	\$44,804
Improved School Attendance & Health	Pacific Center for Human Growth	Youth Program	\$23,245
		SUBTOTAL	\$193,013
Kindergarten Readiness	BANANAS	Child Care Subsidies	\$283,110
Kindergarten Readiness	BANANAS	Play & Learn Playgroups	\$10,527
Kindergarten Readiness	BANANAS	QRIS Services	\$95,000
Kindergarten Readiness	BAHIA	Pre-School Program - BAHIA Child Development Services	\$82,143
Kindergarten Readiness	Ephesian Children's Center	Childcare Program	\$45,507
Kindergarten Readiness	Healthy Black Families	Sisters Together Empowering Peers (STEP)	\$87,616
Kindergarten Readiness	Nia House	Childcare	\$39,999
Kindergarten Readiness	Through The Looking Glass	Parenting Education and Kindergarten Readiness	\$25,000
Kindergarten Readiness	YMCA of the East Bay	YMCA School Readiness Program	\$50,875
		SUBTOTAL	\$719,777
Reading and Math Proficiency	BAHIA	School-Age Program - BAHIA Child Development Services	\$21,447
Reading and Math Proficiency	Berkeley Youth Alternatives	Afterschool Center	\$30,000
Reading and Math Proficiency	Ephesian Children's Center	Ephesian School Age Program	\$39,840
Reading and Math Proficiency	Multicultural Institute (MI)	Mentoring for Academic Success (MAS)	\$33,603
Reading and Math Proficiency	UC Berkeley Public Service Center	BUILD Literacy/UC Berkeley Public Service Center	\$95,360
Reading and Math Proficiency	UC Berkeley Public Service Center	Bridging Berkeley	\$34,640
		SUBTOTAL	\$254,890
TOTAL			\$ 1,684,469

*Annual funding award amounts and terms vary for some agencies/programs.

ATTACHMENT 1



Career education is back — but it's not auto shop and home ec in Berkeley

SCHOOLS

By Natalie Orenstein, June 28, 2018, 4:15 p.m.

The man lay there on the table, completely unresponsive.

Lionell Jones, 19, checked for a pulse.

No luck.

No surprise, either: the man, or rather mannequin, was made out of plastic. Jones, an emergency medical technician trainee, was taking a test. What would he do if he found a person lying unconscious on the ground?

Jones inserted a breathing tube into the dummy's mouth with gloved hands.

"If this guy started gagging right now, what would you do?" asked his [Berkeley Fire Department](#) teacher, Justin Ironside.

"Take it out immediately and use the NPA," or nasal tube, answered Jones. Ironside nodded, and the student confidently slid the plastic straw up the doll's nose.

Jones just completed the Emergency Medical Technician class at Berkeley Adult School, the second in a sequence of fire-science courses he began taking at Berkeley High, before he graduated in 2017. The EMT class, taught by a paramedic, is made up of Berkeley High seniors and recent graduates like Jones.

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Once students complete the course, they're qualified to take the EMT license exam. The hands-on experience they need with patients comes from ride-alongs with Berkeley Fire. The course is in its fourth year, and already many graduates are working on ambulances, according to BUSD.

Like other districts around the country, Berkeley Unified has boosted its “career technical education” (CTE) offerings in recent years. CTE refers to “pathways,” or sequences, of courses that build upon each other, preparing students for potential work in a particular industry, through internships, career preparation lessons, or classroom visits and mentorship from professionals. This school year, more than a quarter of Berkeley High was enrolled in these classes.

The move away from conventional academics might sound familiar to those who recall boys getting their hands greasy in auto shop classes or working with wood while girls learned how to thread needles and measure cups of flour in home economics.

But advocates for CTE take pains to dispel the idea that it's a repackaging of old-fashioned vocational education. Those courses were shunned in the 1990s, when it became clear some students were being plucked for a college track, and others, often students of color, were being funneled into blue-collar careers at a young age, without other options being presented to them. (Vocational education has its roots in [the class divisions of the early 20th century](#), and the segregation was criticized even then.)



Berkeley High graduate Lionell Jones waits with Fire Department mentor DeJuan Turner, who helps run the EMT training program. Photo: Natalie Orenstein

Educators and advocates took a new tack, and began teaching students that anyone could, and should, go to college. More jobs were requiring higher degrees, too. And, in 2001, No Child Left Behind zeroed in on reading and math test scores, further renewing a focus on traditional academics.

Wyn Skeels, who runs BUSD's CTE program, understands the desire to drop the wood shops.

Back then, “I understand it was really a tracked thing, and there were two Berkeley Highs going on. Instead of fixing that, we got rid of the voc-ed track...It's all college prep, all the time,” he said.

Skeels said CTE doesn't prevent anyone from going to college — in fact, pathways like the computer science sequence can give kids a leg up when they get there. CTE courses are typically electives supplementing regular college-prep classes, and they always include academics, some more extensively than others.

But by giving students exposure to industry while they're still in high school, the district hopes to equip them with the skills they need to get a job straight after graduation, or to seamlessly continue the pathway at a local community college, if they want, or need to.

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“We want our students to be able to afford to stay here,” Skeels said. “I know our parents are very much concerned about, ‘How do my kids move out of my basement and live in the Bay Area?’ Wherever possible, we want to land our students high-wage, high-growth, regional employment.”

The fire-service and emergency-response program, called B-STEP for Berkeley Safety Training and Education Pathway, is one of the most established CTE sequences in BUSD. The district and BFD have long worked to add a third step in the pathway, a paramedic training class at a local community college for B-STEP graduates, as BFD requires its firefighters to be paramedics.

Another long-term BUSD pathway, focused on biotechnology, was born out of an agreement between the city and Bayer HealthCare when the pharmaceutical giant expanded its footprint in Berkeley in the 1990s. Berkeley High’s computer science and digital media classes, a [law and social justice course](#), and others, fall under the CTE umbrella too.



Most CTE courses are at Berkeley High, but Longfellow Middle School has a new “makerspace” too. Photo: Natalie Orenstein

The district is also preparing to launch new carpentry and stagecraft programs, and robotics engineering and electronics classes, all housed in a new “fabrication lab” at the school in the fall. Those programs will move into the large space recently [vacated by Berkeley Community Media](#), creating a home-base for an engineering and

design pathway, and opening up opportunities to partner with universities and companies.

“People are so shocked when they understand Berkeley High has never really had engineering,” Skeels said. “It is really like a giant liberal arts college next to one of the best engineering programs” at Cal.

“Lots of students are really excited. I know of one 3D printer at Berkeley High. A lot of neighboring schools give access to these tools. We’re changing that. We haven’t had, until this year, a place for that to happen,” said Skeels, who’s worked at Berkeley High since 1997, with a short stint away to work in finance. He began as an English and history teacher, then headed up a BHS “small school,” where he got excited about incorporating work experience. He dove into researching the possibilities, and the district created the CTE position for him two years ago.

“We want our students to be able to afford to stay here.”

“I got more passionate about this kind of work,” Skeels said. “I love social studies, and I majored in English, but I also understand how expensive college is and how critical student loan debt is.”

The state has been on his side, pushing districts to ramp up CTE programs, and providing grants that help them to do so. Programs must correspond to one of 15 industry sectors, ranging from agriculture and natural resources to fashion and interior design. Districts like BUSD pick and choose which make sense in their local markets. In the Bay Area, that can mean preparing students for a wide variety of roles in the tech field, where high-wage jobs abound but are often inaccessible to local would-be applicants who aren’t trained for them.

Labor shortages in several industries helped give rise to the CTE movement, said the California Department of Education.

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There is a “need for skilled and technical labor in industries such as construction, manufacturing, green energy and information technologies,” said Donna Wyatt, director of the department’s Career & College Transition Division, in an email. “The current workforce is rapidly approaching retirement. There are not enough skilled individuals to meet the growing needs of these industries.”

Berkeley Unified built its program on a matching grant from the state, totaling about \$1.4 million over three years, Skeels said. “Berkeley was in a unique position,” and was able to match that amount with facilities bond money, Skeels’s salary and other expenses, he said.

However, that state grant program is expiring this summer, and districts like BUSD were worried about how they would keep up their shiny new programs and continue to meet state expectations without the support. For the first time, schools and districts are being held accountable to the state for college/career readiness, through [the new California School Dashboard](#). CTE pathways are part of the evaluation.

Now, Governor Jerry Brown has signed his final California budget, which maintains state support for CTE. The budget approved Wednesday includes an ongoing \$150 million extension of the CTE grant program, a paired-down version of an Assembly bill, which had bipartisan support, that would have guaranteed \$500 million for the program.

“This is good news for CTE, as there is now dedicated funding for CTE, but not at the levels we have seen over the past three years,” Skeels said.



A robotics team made up mostly of Berkeley High students, who work with UC Berkeley mentors, won first place at the international First Robotics competition last year. Next year, BHS will offer CTE robotics engineering courses.

Photo: The Bay Orangutans

In Skeels’s view, it’s been impossible for districts to establish sustainable CTE programs with only a few years of support, given new budget crunches and increasing pension obligations.

The state budget also has \$150 million for K-12 workforce development facilitated through community colleges. Skeels said it’s unclear to educators how exactly that funding can be used, but he hopes to work it out through his existing relationship with the Peralta Colleges.

BUSD has also received a minor amount of federal funding through the [Perkins Act](#). When Skeels began his job, BUSD was being audited by the federal government, which found a number of [violations related to CTE](#). A [state webpage](#) shows those issues are now resolved.

One of the findings illuminated an ongoing challenge in BUSD and beyond. The audit said BUSD needs to establish more “coherent sequences,” courses that go deeper and deeper into a subject, that students take in a logical order. Berkeley’s system was too haphazard, the 2016 report said.

Getting kids to use all their limited electives on one string of related classes can be a hard sell, and, some educators believe, a trade-off with a well-rounded education.

“We want kids to explore,” Skeels said. “The state really wants us to do this vertical alignment, where kids get into a pathway and go through three classes in a sequence. We will be graded on that, and that’s the focus.”

Berkeley High students get front row seats to fire fighting

After saving the mannequin’s life, Lionell Jones joined his Berkeley Fire Department mentors to go help out some actual living people.

After “staging” near Civic Center Park, where a person was reportedly in the middle of a mental-health crisis and had set a shirt on fire, the crew learned they were no longer needed. The firefighter at the steering wheel switched paths, to the Kaplan Test Prep office downtown, where a young woman had been stuck in an elevator for an hour. The men tried a few different tactics, eventually freeing her without damaging the building.

Students like Jones “are literally going on whatever crews go on. We keep them at a distance, but they’re right there,” said Assistant Fire Chief David Sprague. Whether they end up pursuing the career or not, “We’re exposing them to fire science — how fires start, how to put fires out — all things useful in life. They get to handle tools and ladders, and learn basic safety. They leave high school with CPR certification and an EMT license.”

It was Jones’s first day riding along in the fire engine, an “adrenaline rush” for someone who was first drawn to fire science by his love of cars — and by a friend who’d recommended the Berkeley High class.

He quickly discovered the course also involved hardcore chemistry, and a lot of new terminology.

But he stuck with it, continuing after graduating, even while also juggling a job at a hotel.

“We show these homegrown kids [the career] is tangible, if you have the right personality, the right drive, and the willingness to learn and serve other people,” said Victor Quilici, a BFD captain. “If you get into gangs and drugs, you’re off the path.”



Berkeley High graduate Lionell Jones experienced an “adrenaline rush” the first time he rode in a fire engine.
Photo: Natalie Orenstein

For Jones, it’s not just voice of these mentors, but his father’s also, that rings in his head, as he keeps up the challenging work.

“My dad tells me this every day too, to never set up for failure,” Jones said.

With B-STEP, his opportunities to succeed are greater than they would be otherwise.

“For many of us it was a lot more scattered. You absorbed information when you could, you found mentorships, but we have laid it out for them. You could literally save three to five years by having a direct path,” said firefighter DeJuan Turner, who leads B-STEP from the BFD side and mentors some of the students.

The department can’t afford to wait those three to five years either.

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“We have had a recruiting challenge forever,” Sprague said. The assistant chief is a rare BFD member who grew up in Berkeley, but he said departments throughout the Bay Area are populated heavily with North Bay natives, as some rural schools there never cut their vocational programs. Some firefighters say it’s important to have some employees with a history in the community, as they perform sensitive tasks, often in people’s homes. The requirement that Berkeley firefighters be paramedics, as BFD has its own ambulances, drains the recruitment pool even further.

“Berkeley Fire has had a recruiting challenge forever.”

The heavily male-dominated department (at 8% women, it’s actually better than the national average, according to Chief Dave Brannigan) has a program targeting potential female recruits too.

Jones said his EMT class is about half male, half female.

Berkeley Unified is proud that CTE demographics reflect, more or less, the general Berkeley High student body, though white students are better represented. According to figures shared by BUSD with Berkeleyside, white students make up 40% of CTE students and 35.7% of the general student body. Latino students represent 23.7% of CTE and 26.2% of BHS. Black students make up 14.4% of CTE and 18.3% of BHS. The Asian population is about 8% of each.

How to avoid racist tracking systems

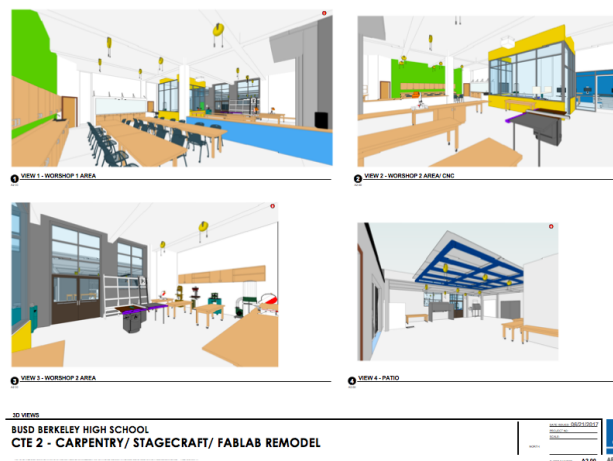
School districts have a fine line to walk. How do you recruit students of color for CTE pathways with the goal of opening avenues into white-dominated industries, while avoiding reverting back to a racist tracking system where students get segregated into vocational classes?

For one, these are, ideally, pathways into well-paying modern jobs demanding high skill levels. Firefighting is “no longer blue-collar,” said Sprague, who said all his colleagues are constantly engaged in continuing education.

And, “no matter what the CTE class is, there are transferable skills — how do you show up on time, and of course getting your resume set up,” Skeels said.

There is a small gender gap in Berkeley CTE as well, with male students making up 55.6% of the CTE program, but 48.5% of the whole student body.

Still, these figures are remarkable in certain pathways. Computer science courses, for example, look quite different than the pretty homogenous fields they’re leading to.



Renderings for the brand new engineering and design fabrication lab at Berkeley High. Photo: SVA Architects/BUSD

Companies, tech and otherwise, have an interest in supporting CTE programs, which can help them cultivate young, diverse, entry-level talent.

Chevron, for example, supports a wide range of STEM (science, technology, engineering and math) education efforts around the Bay Area, from teacher training to after-school programs and curriculum development.

“In addition to helping the communities where we operate — these investments help us,” says [Chevron’s webpage](#) on the initiatives. “Tomorrow’s Chevron engineers are today’s schoolchildren.”

Are these investments from corporations giving them undue influence over curriculum, then? Are high-school internships provided by local companies simply cheap labor for employers?

“Those are good questions to ask,” Skeels said. “Are we letting industry drive education? It’s more that we want our students to be employable, to understand what the world looks like and make informed decisions. No, we’re not branding.”

Even with “ins” at local companies, CTE students have to work hard to succeed in their chosen fields.

When Jose Mendoza started at Berkeley High, he waited anxiously for his junior year, when he could start taking biotech classes. The 2007 graduate had cousins he admired who’d gone through the pathway and landed jobs “fresh out of high school.”

The courses, and a hands-on, paid summer internship at Bayer, lived up to the hype.

“The teachers were super awesome. They had field experience and understood exactly what we needed to learn,” said Mendoza, now 29.

“Are we letting industry drive education? It’s more that we want our students to be employable.”

Mendoza followed the pathway to a final third year at Laney College, to get his certificate in bioscience. What’s now called Biotech Partners — the third party overseeing the CTE program at BHS and other schools — gave students professional clothing from JC Penney, made everyone open a bank account and conducted mock interviews.

Even with the preparation, however, Mendoza was startled by the difficulty of college-level coursework and of finding a job. And then he graduated in 2008, when even the professional connections he’d built were losing their own jobs.

What followed was a period of temp work, unemployment, a nasty graveyard-shift gig, a great start-up job and more unemployment. Then, he found the job he has now and loves at Bayer, where he helps ferment cells that will eventually be manufactured into a hemophilia drug. It’s still night-shift, but this time it’s by choice.

It wasn’t an easy road after graduation, but Mendoza maintained a strong work ethic, and credits the Berkeley High classes with much of his success.

“I do more of the stuff I learned in high school daily than I did in that year of community college,” he said. “Literally one of the first things I learned, how to use a micropipette, I still do this year.”

Some of his peers “used the program as a stepping stone to go to college. I didn’t even apply to colleges. I was like, this is what I’m doing,” he said.

“My Plan B was state college, but I wasn’t going to go very far. I didn’t have the means,” said Mendoza, part of the first generation of his family to get a higher degree. “I would have done that, and then God knows what.”



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Student Lionell Jones observes as firefighters try to release a woman stuck in an elevator in downtown Berkeley.

Photo: Natalie Orenstein

Can techies teach?

Across California, there is a shortage of teachers qualified for CTE classes, according to the state.

“CTE teachers must come to the classroom with a high degree of industry knowledge. However, they also need professional development in instructional design, effective teaching practices and classroom management,” said the Department of Education’s Wyatt.

There are new mechanisms in place for classroom teachers to get CTE credentials — and streamlined processes allowing professionals to teach classes.

In high-paying fields, it’s not easy persuading many to give up cushy or cutting-edge jobs for a classroom.

Others are looking to do just that, but assume there are barriers. One of those was a former Microsoft engineer who found more fulfillment volunteering as a mentor with Berkeley High’s robotics club, Skeels said. She thought the only way to teach was to get a traditional single-subject credential, so she was pursuing a career as a math teacher even though she wanted to teach coding.

“I’m like whoa, you don’t have to do this!” said Skeels. “Within two weeks, we had her CTE-credentialed.”

The main requirement for that license is industry experience, though once they’re in the classroom, they “have to work backwards to clear that credential” with courses on instruction and pedagogy, Skeels said.

The push to get professionals in the classroom could be concerning for experienced educators, who say teaching requires extensive training and skills beyond content knowledge.

“Whenever possible, we do get our own teachers” CTE-credentialed, including about eight last year, said Skeels.

The industry experience requirement can be a hurdle for long-time teachers, but some can qualify.

Ira Holston, a veteran Berkeley High math teacher, pieced together long-ago work with a computer company, experience teaching computer science courses, and some years of attending a regular professional gathering with other computer teachers and Professor Dan Garcia at UC Berkeley. It still took a year to assemble the paperwork, said Holston.

“It’s a weakness of that program. If you’re going to pursue this and you’re already a teacher, or in industry, someone has to pay you to do it and help you through it,” he said.

Once a teacher has a CTE credential, districts can add certain courses and qualify for new funding sources.

In some of his courses, Holston brings in volunteer tech professional from the [TEALS program](#), like Khan Academy’s Pamela Fox. They teach early-morning classes with help from Holston.

For professionals who want that experience, it’s a sweet deal. “They get to be teacher without anything teachers in America have to do — like grading and disciplining,” Holston said. “They’re good teachers, but they don’t have that eyes-in-the-back-of-their-head thing. That’s the cool thing — they don’t need those skills, I’m there.”

Holston and his students benefit greatly from the volunteers’ smarts.

“They’re clearly at a whole different level than I’ll ever be,” said the teacher. “There’s a reason these guys get paid a lot of money — they have to stay current and it’s hard stuff. That’s not what I get paid to do.”

It's been an exercise in humility for the math teacher, who's used to knowing course material in and out, and always having an answer for his students.

In a field moving as quickly as coding, and one that's bewildering to many adults who didn't grow up attached to smartphones, even those tech professionals might meet their matches in some self-taught Berkeley students.

But, for the teenagers who can use CTE courses, Holston said, "If they really throw themselves into it, really do their own projects, then continue that into junior college and an internship, they'll be off doing that amazing thing our society respects quite a bit."

Top photo, of Lionell Jones taking an EMT test with Justin Ironside, by Natalie Orenstein.

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