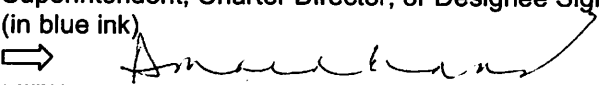


California Department of Education  
California Learning Communities for School Success Program  
2017–2020 Grant Application

APPLICATION COVER SHEET

|   |   |  |  |
|---|---|--|--|
| <b>Applicant/Lead Local Educational Agency:</b><br>Berkeley Unified School District   |   | <b>County/District Code:</b><br>01-61143   |  |
| <b>Mailing Address:</b><br>2020 Bonar Street  |   | <b>County:</b><br>Alameda  |  |
| <b>City:</b><br>Berkeley  |   | <b>ZIP Code:</b><br>94702-1793   |  |
| <b>Contact Person:</b><br>Dr. Susan Craig   |   | <b>Telephone:</b><br>510-644-6316  |  |
| <b>Title:</b><br>Director   |   | <b>Fax:</b><br>510-644-7712  |  |
| <b>Program Office:</b><br>Student Services  |   | <b>E-Mail Address:</b><br>susancraig@berkeley.net  |  |
| <b>Check one of the following:</b>  |   |  |  |
| <b>SINGLE LEA</b>   |   | <b>CONSORTIUM OF LEAs</b>  |  |
| <input checked="" type="checkbox"/> <b>All</b> schools in the LEA<br>For programs providing funds to all schools in the LEA, Attachment C is not required.  | <input type="checkbox"/> <b>Limited</b> number of schools in the LEA<br>Applicant must complete Attachment C. | <input type="checkbox"/> <b>All</b> schools in each consortium LEA<br>Applicant must complete Attachment C.  | <input type="checkbox"/> <b>Limited</b> number of schools in some or all consortium LEA<br>Applicant must complete Attachment C. |
| <b>Total 2016-17 student enrollment to be served by this application:</b><br><br><div style="text-align: center;">9,643</div> Enrollment will be determined by the 2016-17 CBEDS reported enrollment on Attachment C.   |   | <b>Funding requested for entire funding term of three years:</b><br><br><div style="text-align: center;">\$1,446,450</div> See Section II, C. Funding Levels for minimum/maximum funding level limits. |  |
| <b>Certification:</b> <i>I have read this application, the General Assurances, and the Program Assurances and certify that this agency and the participating schools will, if funded, fully support and implement the program and adhere to all the assurances. Further, I certify that the 2016-17 CBEDS reported enrollment listed on the following page(s) for the participating schools is correct to the best of my knowledge.</i> |   |  |  |
| <b>Superintendent, Charter Director, or Designee Signature</b><br>(in blue ink)<br>   |   | <b>Date</b><br>May 9, 2017   |  |
| <b>Type or Print Name</b><br>Donald Evans, Ed.D.  |   | <b>Title</b><br>Superintendent, Berkeley USD   |  |

**California Department of Education  
California Learning Communities for School Success Program  
2017–2020 Grant Application**

**PROJECT ABSTRACT**

|   |                      |   |                      |
|---|----------------------|---|----------------------|
| <b>Applicant/Lead Local Educational Agency:</b><br>Berkeley Unified School District |                      | <b>County/District Code:</b><br>01-61143  |                      |
| <b>Contact Person/Program Office:</b><br>Dr. Susan Craig, Student Services          |                      | <b>Telephone:</b><br>510-644-6316   |                      |
| <b>Title:</b><br>Director, Student Services   |                      | <b>E-Mail Address:</b><br>susancraig@berkeley.net   |                      |
| <input checked="" type="checkbox"/> <b>Single Agency Application</b>                |                      | <input type="checkbox"/> <b>Consortium Application</b><br>(List LEA members of the consortium below.) |                      |
| Consortium LEA Member   | County/District Code | Consortium LEA Member   | County/District Code |
|   |                      |   |                      |
|   |                      |   |                      |
|   |                      |   |                      |
|   |                      |   |                      |
|   |                      |   |                      |

**Short Description of Grant Activity:**

**Berkeley Unified School District's African American Student Success Project**

The Berkeley Unified School District (BUSD) has identified African American students as the vulnerable subgroup that will be prioritized to receive services through the proposed project. This determination was made pursuant to an analysis of multiple indicators including chronic absenteeism, suspensions, expulsions, academic achievement, and dropout rates which clearly demonstrated the need for more intensive support for BUSD's African American student population. The proposed project will be coordinated by the proposed Manager of African American Student Success (AASS) (if approved in LCAP) or the Director, Student Services (if the Manager for AASS position is not approved) and includes the following services to support identified African American students: 1. A Counselor to provide intensive therapeutic support for African American students who are on a suspended expulsion and to make contact with and support every African American student who is suspended, 2. Three Student Welfare and Attendance Specialists (one for elementary schools and two for middle schools) to provide case management support for students who are chronically absent, having behavioral challenges, or are exhibiting signs of trauma and/or disengagement, 3. One Restorative Justice (RJ) Coordinator at Berkeley High School to expand the implementation of RJ at BHS, 4. An African American Student Engagement Program facilitated by Dr. Will Walker for disengaged high school students, 5. Restorative Justice for sexual harm cases and support for victims with Nuri Nusrat of Impact Justice, 6. A Teacher Home Visit Program, and 7. An internal evaluator for the program.

**This application will specifically address the needs of the following priority population(s):**

(Check all that apply)

- ☒ Kindergarten-3<sup>rd</sup> Grade   
 ☒ Middle School   
 ☒ High School  
☒ African American   
 ☐ American Indian or Alaska Native   
 ☐ Asian   
 ☐ Filipino   
 ☐ Hispanic or Latino  
☐ Native Hawaiian/Pacific Islander  
☒ Homeless   
☒ Foster   
☐ English Language   
☒ Socioeconomically Disadvantaged  
☐ Rural Population

**List the applicant's collaborative partners and the activity to which the partner will contribute.**

[illegible]

**Berkeley Unified School District's  
African American Student Success Project  
Application Narrative**

**1. Local Educational Agency Needs Assessment—Information about the pupil and school needs within the local educational agency.**

**Overview of the Berkeley Unified School District**

Berkeley Unified School District (BUSD) is an urban school district that serves nearly 10,000 students in grades pre-kindergarten through 12. The city of Berkeley is located in the San Francisco Bay Area's East Bay Corridor that is bordered by Oakland on the south and Albany and Richmond on the north. Berkeley is famous for many reasons including the world class University of California, Berkeley campus, the birth of the Free Speech Movement in 1964, and for being the first major school system in the country to voluntarily desegregate its schools in 1968. BUSD continues the desegregation plan to this day with a complex lottery-based student assignment system for all elementary schools that has stood up to multiple legal challenges.

BUSD's students speak more than 40 different home languages. The ethnic diversity of BUSD includes students who are White (40%), African American (16%), Latino (22%), Two or More Races/Other (15%) and Asian or Filipino (8%). (See Figure 1). Not only are BUSD families linguistically, culturally, and ethnically diverse, but are also socioeconomically diverse. Close to 68% of our students have at least one family members with a college degree but over 48% qualified for free and reduced lunch at one point in their BUSD school career, 34% are currently socioeconomically disadvantaged (SED). There are presently more than 300 homeless students enrolled in BUSD in grades pre-school through 12. BUSD schools include three pre-school sites (~300), 11 elementary schools (~4000), three middle school schools (~2000), one comprehensive high school (3000), an independent study program, one continuation high school, and an adult school.

**The District's Desegregation Plan**

In order to understand the demographics of BUSD's schools and needs of the students, it is helpful to understand the student assignment plan designed to ensure the racial and socioeconomic integration of Berkeley's public schools and to reflect the diversity of the Berkeley community. The goals of integration are to enrich the educational experiences of all students, advance educational aspirations, enhance critical thinking skills, facilitate the equitable distribution of resources and encourage positive relationships across racial and socioeconomic lines.

Elementary school students are assigned to a school using a multi-factor approach that uses a diversity index determined by the demographic data of "planning zones" (several city blocks) within each school attendance zone based on the parent education level, income level, race/ethnicity of the neighborhood in which a student lives (and not individual student or family characteristics). All three of the district's middle schools also draw from geographic zones to ensure racial and socioeconomic

integration. All students in the district come together in the 9th grade at one comprehensive high school of approximately 3,300 students. As a result of District-wide integration, all of the District's schools serve families from throughout the diverse community including students from high, middle, and low income families, and from all racial, linguistic, and ethnic groups.

### **Gentrification and Changing Demographics**

The community of Berkeley is experiencing rapid gentrification due to an influx in high paying jobs in the Bay Area in the technology industry and other business sectors. With the median home price currently at \$912,000, living in Berkeley has become increasingly out of reach even for middle class professionals, let alone working class individuals and the poor. The high number of college students in Berkeley, who frequently combine resources to co-inhabit multi-bedroom apartments and houses, further exacerbates the housing situation for financially strapped families. The untenable cost of housing is disproportionately impacting the African American community. The majority of the residents in neighborhoods in the flatlands of Berkeley, including south Berkeley and the waterfront areas, used to be predominately African American. This is now rapidly changing with the shortage of available affordable housing and the influx of wealthy, mostly White, new residents. Bidding wars in which homes are purchased with cash at well over the already high listing price, are not uncommon in the current housing market. Not only are members of the African American community being pushed out of Berkeley, the African American community members who remain are experiencing fragmentation within their community. One sign of this are empty pews at some of the local African American churches that were once cornerstones of the Black community, with some pastors speculating that they may not be able to keep their church's doors open if the housing trend continues. The pushing out of African Americans from the community of Berkeley is discussed further in the following section on General Student Population. The impact of the shifting demographics in Berkeley on the community's African American population, which includes BUSD's African American students, cannot be overstated.

A disproportionately high percentage (57%) of BUSD's more than 300 homeless students are African American. When socioeconomically disadvantaged families have been displaced from their Berkeley residence they have frequently been financially unable to find housing within Berkeley. As a result, a significant portion of BUSD's homeless students are actually sheltered outside of Berkeley. Many are doubled up with friends or family, or staying in motels or shelters outside of Berkeley. Many BUSD students live under these circumstances and must endure exhausting commutes on public transit that may take longer than two hours each direction in order to get to and from their school of origin in Berkeley. Fortunately, under the Federal McKinney-Vento Homeless Education Act, students have a right to remain at their school of origin when they have been displaced out of the area due to homelessness. BUSD's data reveals that a disproportionately high number of students referred to the School Attendance Review Board for habitual truancy are homeless students. Not surprisingly, the majority of which are African American students, who face extreme barriers to getting to and from school due to economic hardship.

**Table 1 Enrollment Trends**

| Enrollment Trends               | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------------------------------|---------|---------|---------|---------|
| African American, not Hispanic  | 16%     | 17%     | 19%     | 20%     |
| Asian / Filipino, not Hispanic  | 8%      | 8%      | 8%      | 8%      |
| Hispanic or Latino of any race  | 22%     | 22%     | 22%     | 22%     |
| Two or More Races, not Hispanic | 14%     | 13%     | 12%     | 11%     |
| White, not Hispanic             | 40%     | 39%     | 38%     | 37%     |
| Other, Non-Hispanic             | < 1%    | 1%      | 1%      | 2%      |
| Total Students K-12             | 9643    | 9794    | 9771    | 9580    |
| Unduplicated (LCAP) Students    | 37%     | 40%     | 41%     | 42%     |
| Special Education               | 11%     | 10%     | 11%     | 10%     |
| English Learners                | 11%     | 11%     | 10%     | 12%     |
| Socioeconomically disadvantaged | 34%     | 36%     | 38%     | 40%     |

**General Student Population**

Student enrollment overall in the Berkeley Unified School District has trended upwards eight of the past nine years. However, the African American population has been decreasing steadily and significantly for more than two decades. African American students used to be the largest subgroup in the District. For example, in 1993 there were 3,651 African American students in BUSD, accounting for more than 45% of the District's enrollment, and outnumbering White students by more than 1,000. At this time, BUSD's total enrollment was only 7965. In contrast, in 2016 there were 1667 African American students enrolled in BUSD, a 55% decline, while BUSD's total enrollment has increased to 9629, an enrollment increase greater than 17%. This steady decline in the African American population is extremely concerning, particularly in light of District data which shows that African American students tend to have higher levels of absenteeism, are suspended at disproportionately high rates, are not achieving academically at the same levels as their White counterparts, and are dropping out at high rates.

District-wide aggregate student data for Berkeley Unified School District, as evidenced in the State progress indicators, shows overall achievement, graduation rates, college readiness, and attendance trending up, with overall suspension, expulsion, truancy and chronic absenteeism trending down. There are several positive indicators of improved outcomes for “all” students including:

- BUSD’s overall graduation rate in 2016 was higher (87.2%) that the State average of 83.2%. (Table 2)
- Improved college and career readiness as evidenced with more students graduating UC and CSU eligible and the 15-16 graduation rate showing all students as well as students of color graduating at higher rates than at the County and State levels, and local similar school districts. (Table 3)
- Increased focal-student engagement as measured by 2 to 4 percent reductions in chronic absenteeism rates for students who are African American, SED and / or English Learners. (Table 5, p. 7)
- The majority of middle and high school students consistently indicate they feel safe on campus as reported in the California Healthy Kids Survey in 2010, 2012, 2014, and 2016. (Table 6, p. 9)

**Table 2 Graduation Rates**

| Cohort Graduation Rate: Berkeley/California 2015-16 |         |       |                    |                   |                 |                  |                   |
|---|---------|-------|--------------------|-------------------|-----------------|------------------|-------------------|
|   | Overall | White | African - American | Hispanic / Latino | Socioec. Disad. | English Learners | Special Education |
| Berkeley  | 87.2    | 89.6  | 83.8               | 85.6              | 81.5            | 69.2             | 72                |
| California  | 83.2    | 88.1  | 72.6               | 80.0              | 79.3            | 72.1             | 65.5              |

**Table 3 UC/CSU Eligibility Rates**

| UC/CSU Eligibility Rate: Berkeley/California 2015-16 |         |       |                    |                   |                 |                  |
|--|---------|-------|--------------------|-------------------|-----------------|------------------|
|  | Overall | White | African - American | Hispanic / Latino | Socioec. Disad. | English Learners |
| Berkeley   | 66.8    | 89.6  | 35.3               | 64.2              | 48.3            | 26.2             |
| California   | 45.4    | 51.7  | 34.4               | 37.2              | 36.7            | 9.5              |

### Concerning Dropout Rates Data

The Berkeley Unified School District analyzes the Cohort Dropout Rate annually as an important indicator of long-term success in supporting students, keeping students engaged and in school, and on a path to college and career readiness. The data below indicates that BUSD dropout rates overall remain higher than the State dropout rate, and higher than the State in four of the six subgroups noted in red.

**Table 4 Dropout Rates**

| Cohort Dropout Rate: Berkeley/California 2015-16 |         |       |                    |                   |                 |                  |                   |
|--|---------|-------|--------------------|-------------------|-----------------|------------------|-------------------|
|  | Overall | White | African - American | Hispanic / Latino | Socioec. Disad. | English Learners | Special Education |
| Berkeley   | 10.7    | 9.7   | 13.5               | 10.4              | 14.4            | 20               | 16.1              |
| California                                       | 9.8     | 6.9   | 17.1               | 11.6              | 11.9            | 15.8             | 13.8              |

There have been year-to-year improvements overall and for some subgroups. When comparing BUSD Cohort Dropout Rates in 2015-2016 with dropout rates in 2014-2015, the data indicates that BUSD student dropout rates decreased overall and for all subgroups noted with the exception of students who are two or more races and Special Education in Special Education. Supports and interventions have garnered a positive trend for African American students and English Learners, with a 4.7% decline and a 5.7% decline respectively. However, within the identified subgroups the data reveals that BUSD's socioeconomically disadvantaged students (14.4%) and English Learners (20%), and Special Education (16.1%) are dropping out at higher rates than other students. Additionally, although the dropout rate for African American students (13.5%) is lower than the State average of 17.1%, the State average is abysmal and is not an acceptable bar for comparison. Furthermore, the District's dropout rate for African American students is significantly higher than the District's overall dropout rate of 10.7%, which is highly concerning. In addition, while the UC CSU Eligibility rates have both increased and are above those of local similar school districts, the county and state, there is an alarming gap between subgroups of students who are receiving a "C" or Higher on eligible courses and those who are not.

### **Identified Vulnerable Student Subgroups: Needs and Challenges**

Serving BUSD's identified subgroups of students who are at-risk of academic failure is the central focus of the District's Local Control and Accountability Plan (LCAP). For BUSD's LCAP-funded programs and services and for the purposes of this grant, the student populations at risk of academic failure are defined, in accordance with State guidelines, as "unduplicated" student groups -- socioeconomically disadvantaged students (SED), English learners, and foster youth -- as well as African American students, Latino students, and Special Education.

Many of the State progress indicators that BUSD uses to measure student outcomes as part of the annual LCAP evaluation are the same indicators that are known to be predictive of students who are at risk of becoming truant, being suspended or expelled, and dropping out of school. The dropout data referenced earlier is the end result for already vulnerable students who often experience significant barriers to school success in the pre-school and early elementary years. Locally, BUSD explains many of these barriers as identifiable "headwinds" that make it more difficult for students to fully

engage and experience success in school. These headwinds are many, but include: food insecurity, poverty, homelessness, unstable home life, exposure to violence and other forms of trauma, poor school attendance, English as a second language, learning disabilities, bullying, mental health challenges, micro-aggressions and other forms of racism, among others. African American students may experience additional layers of headwinds that are specific to being African American including: Invisibility Syndrome, Prove them Wrong, Black Tax, Historical Hostility, Stereotype Threat, and Stigma of Inferiority.

By the time students subject to multiple headwinds reach middle school the groundwork for academic failure has been laid. Local and State indicators begin to demonstrate concerning trends and accumulating factors that increase the likelihood that a student will begin to engage in unsafe behaviors in and out of school, become disengaged from school and stop attending, self-medicate through using marijuana or other controlled substances, be suspended or expelled from school, and eventually drop out. In a study titled *"The economic effects of exclusionary discipline on grade retention and high school dropout"* (Losen, D., *Closing the School Discipline Gap*, 2014), the researchers found that there were two types of students that drop out: Those that are pulled out of school due to life circumstances such as pregnancy or homeless, and those that are pushed out of school. Students that are pushed out of school "are academically disengaged, have a history of tumultuous relationships with other students and staff, and have a history of academic and disciplinary problems" (Losen, 2014, p. 60). Students who are pushed out may drop out due to being alienated as a result of frequent exclusionary school discipline. A disproportionately high percentage of students who are pushed out of school due to exclusionary discipline practices, in Berkeley and throughout the nation, are African American. This pushing out process, even in instances when it does not lead to dropping out of high school, contributes to pushing students into the school to prison pipeline.

BUSD has set annual objective measures in the LCAP to monitor and reduce suspension rates, chronic absenteeism (all absences), and chronic truancy (absences without a valid excuse). Data on school climate from the California Healthy Kids Survey (CHKS), which is administered bi-annually, is also part of evaluating the District's LCAP. Locally, the District has developed a school climate survey to monitor student engagement and student feelings of safety, well-being, and belonging at school.

### **Data Profile of Vulnerable Student Subgroups**

BUSD has identified "focal students", students who are at high risk of academic failure based upon multiple indicators. The data profile below, gives a snapshot of the District's focal-students by indicating demonstrating different risk factors. These include the 2015-16 percentage of students by Race, Ethnicity and program participation by rate of absenteeism, suspensions, High School students with an average 2015-16 GPA lower than 2.0 (DF rate) and students reporting school climate concerns as measured by the local Student Climate Survey. In addition, this table shows the total number of out-of-school suspensions and referrals in 2015-16.

The data in Table 5 indicates the differences both for students who are Black or African American, Socioeconomically Disadvantaged and/or have a disability (and

individualized education plan) especially for students who are in Grades 6-12. Black or African American students have a greater rate of chronic absenteeism, suspension, lower grades in high-school as well as socioeconomic needs. The rates further increase for African American students in Grades 7-10. (See Table 7, p. 10).

**Table 5 At-Risk Student Profile**

| At-Risk Profile                 | Chronically Absent % | Suspension Rate % | Out of School Suspensions # | Socioecon. Disadv. (SED) | School Climate Concerns | High School DF Rate <sup>1</sup> |
|---------------------------------|----------------------|-------------------|-----------------------------|--------------------------|-------------------------|----------------------------------|
| All Students by Level           |                      |                   |                             |                          |                         |                                  |
| K-12                            | 10%                  | 2%                | 241                         | 34%                      | Middle                  | High                             |
| Secondary                       | 13%                  | 3%                | 218                         | 36%                      | 24%                     | 26%                              |
| BUSD Focal Sub-Groups           |                      |                   |                             |                          |                         |                                  |
| Black or African American       |                      |                   |                             |                          |                         |                                  |
| K-12                            | 18%                  | 6%                | 151                         | 69%                      | Middle                  | High                             |
| Secondary                       | 20%                  | 9%                | 142                         | 74%                      | 24%                     | 53%                              |
| Hispanic or Latino              |                      |                   |                             |                          |                         |                                  |
| K-12                            | 11%                  | 1%                | 41                          | 55%                      | Middle                  | High                             |
| Secondary                       | 14%                  | 2%                | 34                          | 59%                      | 23%                     | 41%                              |
| Socioeconomically Disadvantaged |                      |                   |                             |                          |                         |                                  |
| K-12                            | 12%                  | 3%                | 178                         |                          | Middle                  | High                             |
| Secondary                       | 14%                  | 6%                | 158                         |                          | 22%                     | 44%                              |
| Special Education               |                      |                   |                             |                          |                         |                                  |
| K-12                            | 19%                  | 6%                | 127                         | 52%                      | Middle                  | High                             |
| Secondary                       | 23%                  | 9%                | 107                         | 57%                      | 25%                     | 51%                              |

<sup>1</sup>Percent of Berkeley High School students with at least one D or F during the second semester of 15-16.

<sup>2</sup>School Climate based on the School Attitude Assessment Survey given to Willard and Martin Luther King students in March of 2017. The score represents the average score in the School Climate cluster.

## **School Climate Data Indicators**

Beyond the significant indicators captured in the At-Risk Student Profile, there are other data tools the District uses to identify focal students for supports and interventions, assess the impacts of programs and services, and reform practices and programs aimed at ending the racial predictability of academic achievement in our schools. These data are listed below.

### **California Healthy Kids Survey Data**

#### **Alcohol, Tobacco, and Other Drug Use**

Berkeley Unified School District has prioritized spending significant resources to develop a positive school climate in every school. There are several data points from the California Healthy Kids Survey that provide useful measures to assess the extent to which students engage in risky behavior and feel safe and supported in school. For example, alcohol and marijuana use has declined significantly since 2008 in grades 7, 9, and 11 according to CHKS data. However, while overall students reported less marijuana use in 2016 than in prior years, it remains relatively high with over 30% of 11<sup>th</sup> grade students reporting marijuana usage during the past 30 days. The high marijuana use rate is concerning in light of available research findings that marijuana has a significant and detrimental impact on the cognition, mental health, and decision-making of adolescents. Of additional concern is the recent development of electronic cigarettes, which contain nicotine and are frequently laced with cannabis oil. CHKS began tracking e-cigarette use in 2014 in addition to cigarette use. Not surprisingly, BUSD students report high rates of e-cigarette use, with over 40% of 11<sup>th</sup> grade students stating that they have either smoked a whole cigarette or used an electronic cigarette.

To address substance use, BUSD and the City of Berkeley have entered into a unique partnership to match funding for alcohol, tobacco, and other drug (ATOD) use education, prevention, and intervention support at all BUSD middle schools and high schools. For the past few years, students who engage in substance use and/or possession have been referred to the ATOD program for services, frequently as a non-exclusionary alternative to suspension. Many students who engage in frequent substance use, most commonly marijuana, are identified through the District's School Attendance Review Board process. Not surprisingly, many middle and high school students in BUSD who are chronically truant are marijuana users and are also suffering from anxiety and/or depression, disengaged from school, and failing some or all of their academic courses.

#### **Fairness and Respect for Diversity**

In 2016 BUSD middle and high school students participated in a new CHKS Module, Closing the Achievement Gap. The results were concerning. Over 70% of high school students reported that student are not treated fairly when they break rules, and more than one in three high school students reported that there is tension between races and cultures at school.

**Table 6 California Healthy Kids Survey Data**

| <b>CHKS Profile</b> | School Connectedness(High) |         | Caring Adult Relationships |              | School perceived as very safe or safe |         | Lifetime use of Marijuana |              |
|---------------------|----------------------------|---------|----------------------------|--------------|---------------------------------------|---------|---------------------------|--------------|
|                     | 2013-14                    | 2015-16 | 2013-14<br>4               | 2015-16<br>6 | 2013-14                               | 2015-16 | 2013-14<br>4              | 2015-16<br>6 |
| Grade 5             | 66%                        | 72%     | 52%                        | 61%          | 48%                                   | 54%     | 1%                        | 2%           |
| Grade 7             | 59%                        | 61%     | 44%                        | 43%          | 69%                                   | 74%     | 6%                        | 6%           |
| Grade 9             | 50%                        | 53%     | 38%                        | 33%          | 69%                                   | 67%     | 38%                       | 29%          |
| Grade 11            | 55%                        | 48%     | 49%                        | 41%          | 72%                                   | 71%     | 56%                       | 61%          |

### **Disproportionality of African American Students in Special Education**

While the District has had some success in reducing the disproportionality between African American and White students identified for Special Education from 21% to 17% between 2013 and 2016, the racially predictable gap in identification for Special Education persists and is most prevalent for students with the Primary Disability of Emotionally Disturbed (ED) with the largest numbers of ED students being African American males. When comparing racially disaggregated data for overall student enrollment to Special Education enrollment, the disparity for African American students is pronounced. While only 17% of all students are African American, 37% percent of Special Education students are African American. In addition, 46 of the 123 Special Education students identified as Two or More Races have the Primary Race of African American and another 40 Latino students are also African American. Systematic changes to address this gap have been made as part of the Local Control Accountability Plan, including strategies to improve school climate and attendance and targeted academic and behavioral health support.

### **Disaggregated Data Tells a Different Story**

Despite the overall upward trend in student outcomes in recent years, the outcomes are not universally positive for all student subgroups. A review of multiple student indicators related to school attendance, suspensions and expulsion, academic achievement, dropping out, and identification for Special Education reveals a persistent gap for African American students in particular. African American students have been identified as the most underserved population and are being prioritized for intensive support through the proposed project.

African American students in the Berkeley Unified School District face documented barriers ([academicsupportindex.blogspot.com](http://academicsupportindex.blogspot.com)) and “headwinds” that are compounded by institutional racism, stereotype threat, invisibility syndrome, micro-aggressions and other documented race-based discrimination. As noted in the previous

cohort dropout rate data (p. 3), subgroups of students who are African American and Special Education are at more risk of dropping out of school than the general student population. These same two subgroups have a high suspension rate with Special Education suspended at a rate of 9% of the Special Education enrollment, an increase of 1% in one year, and Secondary African American students suspended at a rate of 9%, a 2% increase in one year. Currently, an African American male student in BUSD District has a one in three chance (32%) of qualifying for Special Education. In addition, 63% of all suspensions in BUSD are for African American students.

**Table 7 Attendance and Suspension Data for African American Students**

|   | Enrollment<br>(N) 16-17 | Enrollment<br>(N) 15-16 | Chronically<br>Absent Rate | Suspension<br>Rate | Number of<br>Suspensions |
|---|-------------------------|-------------------------|----------------------------|--------------------|--------------------------|
| <b>All Students of African American Descent by Grade Bands</b>                  |                         |                         |                            |                    |                          |
| K-5   | 1090                    | 1156                    | 14%                        | < 1%               | 15                       |
| MS Gr. 7-8  | 342                     | 397                     | 7%                         | 17%                | 91                       |
| HS Gr. 9-10   | 376                     | 401                     | 24%                        | 4%                 | 22                       |
| <b>Socioeconomically Disadvantaged Students of African American Descent</b>     |                         |                         |                            |                    |                          |
| K-5   | 687 (63%)               | 678 (59%)               | 14%                        | < 1%               | 10                       |
| MS Gr. 7-8  | 214 (63%)               | 202 (51%)               | 9%                         | 19%                | 62                       |
| HS Gr. 9-10   | 191 (51%)               | 175 (44%)               | 27%                        | < 1%               | 10                       |
| <b>Students of African American Descent who are multi-ethnic / multi-racial</b> |                         |                         |                            |                    |                          |
| K-5   | 398                     | 418                     | 13%                        | 0%                 | 0                        |
| MS Gr. 7-8  | 110                     | 120                     | *                          | < 1%               | *                        |
| HS Gr. 9-10   | 103                     | 111                     | 16%                        | < 1%               | *                        |

\*Less than 10 students

### **LCAP Priority Goals and Strategies to Address Truancy and Prevent Drop Out**

BUSD's LCAP identifies at-risk subgroups of students for prioritizing the use of LCAP supplemental funding with goals, targeted actions, and metrics directed at keeping students in school, preventing them from dropping out, and to disrupting the school to prison pipeline. Each of the three LCAP priority goals noted below have a direct impact on the experience our most at-risk students and are tied to measurable outcomes that are tracked for each of our target subgroups. (See Metrics / Outcomes, p. 19)

**LCAP Focus Goal 3:** *Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn. Goal 3 and related strategies are the most explicitly directed at keeping students engaged and in school and reducing risk of students dropping out.*

The grant will benefit all schools within the District and prioritizes support for African American students in grades kindergarten through twelve. African American descent is defined as any student who is Black or African American including those students who are Hispanic or Latino or Two or More Races. Provided on Table 7 is a breakdown of this data by grade levels served by this grant and match the reported data in the LCAP. The suspension and absenteeism rates are provided from 2015-16 for the targeted subgroup. Enrollment is provided for both years to give a picture of the number of students served. Note: the suspension rate is the number of focal students suspended by 2015-16 enrollment whereas the number of suspension is the total number of suspensions for the focal subgroup. These data show that students of African American descent have a greater likelihood of being socioeconomically disadvantaged and miss school for either chronic absenteeism (Gr. K-5 and 9-10) or suspension (Gr. 7-8). BUSD's LCAP Goal 3 to support safe, welcoming and inclusive schools currently contains the following elements that address disengagement from school, truancy, and prevent drop-out, and that the proposed project directly aligns with and expands upon:

- Provide training and support for all K-6 certificated staff on the Toolbox social-emotional curriculum.
- Provide two Intervention Counselors at BHS to ensure regular, individual contact with high-risk students and oversee all academic and social interventions.
- Provide a *Restorative Practices* (RP) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) through providing an RP coordinator at Berkeley High School, Washington Elementary School (pilot program) and at Berkeley Technology Academy (BTA) continuation high school.
- Provide Behavior Specialists at K-8 to provide behavioral support for students with IEPs, a Counselor at BHS, behavioral health support from Berkeley Mental Health and other community-based providers, ATOD Counseling Services from New Bridge at BTA, to build relational trust and provide alternatives to punitive discipline through behavioral interventions.
- Provide three Restorative Justice (RJ) Counselors at the middle schools to provide coordinated RP for staff and students, and case management of a group of identified unduplicated students in grades 7-8.
- Provide increased *behavioral health services* to support students dealing with trauma and other social emotional issues. Trauma-informed and Restorative practices will be delivered with a lens of cultural competency.
- Provide *coordination of school-based services* to develop, train and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive

Behavioral Intervention Supports (PBIS), and Toolbox social-emotional domains that address the needs of students in danger of suspension.

- Provide the *Bay Area Peace Keepers Program* to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.
- Provide *case management and intervention* services such as Restorative Practices for students identified as at risk of suspension.
- Provide *coordinators for family engagement* for all TK, K-5 schools and BHS to partner with parents and guardians to support their children's education through collaborative connections, referrals, and parent education. Address particular communication and support needs for families of Unduplicated Students.

As described above, BUSD has a comprehensive plan to support positive school climate, provide targeted behavioral health for identified students, and offer non-punitive, non-exclusionary means of correction in order to include all students within the school community and support academic engagement. The proposed grant activities building upon the already comprehensive plan and specifically target BUSD's most vulnerable subgroup of students.

## **2. Proposed Grant Activities**

African American students are one of several vulnerable subgroups identified in BUSD's LCAP as being at-risk of school failure. African American students are disproportionately over-represented in multiple indicators including chronic absenteeism, habitual truancy, poverty and homelessness, suspensions, dropout rates, and Special Education and are under-represented with regard to academic proficiency in multiple academic assessments. Additionally, outside of the educational setting, it is well-documented that African American youth and adults are subject to racism, including racial profiling by law enforcement, and are disproportionately represented in arrests, jails, and prisons throughout the United States. The grant funds will be used to prioritize the needs of African American students with the intent of eradicating the racial predictability of the above-mentioned indicators and disrupting the school to prison pipeline. The proposed grant activities are designed to foster resiliency, provide culturally responsive support for African American students emotionally and academically, and provide immediate, intensive behavioral health support when trauma or other signs of high needs are present. While the proposed grant activities will not exclude students with high needs for support who are not African American, African American students will be prioritized to be the primarily recipients of the grant-funded support. The activities will work in tandem with BUSD's LCAP goals and activities. The proposed grant-funded activities are as follows:

### ***Project Coordinator (In-Kind)***

The grant calls for a single LCSSP Project Coordinator to be identified for the grant. A new position, Manager of African American Student Success, is included in

BUSD's 2017-2018 LCAP plan that is pending finalization and Board approval. It is anticipated that this new position will be approved. The Manager of African American Student Success will provide overall supervision and coordination of the project staff and activities and will provide some direct services to youth. The Manager will additionally oversee all aspects of grant compliance, including record maintenance and funding, and will facilitate ongoing training and collaborative meetings. This position will be funded through the LCAP and will constitute part of the required match from the District. In the event that the proposed position for Manager of African American Student Success is not approved, the Director of Student Services will serve as the LCSSP Project Coordinator.

***Counselor with MFT, LCSW, or Other Therapeutic Credential (1FTE)***

If grant-funding is approved, BUSD will hire a full-time counselor with a Pupil Personnel Services credential and an additional therapeutic credential, such as a Masters in Family Therapy or a Licensed Clinical Social Worker. An African American male counselor with experience/expertise in the area of sexual harm is a preferred candidate for this position. The counselor will provide intensive support for all African American students facing expulsion. While BUSD has had very low expulsion rates for several years, the District has experienced an increase in expulsions for zero tolerance cases during the present school year, with most cases being due to sexual battery or sexual assault. Recently expelled students have included African Americans. The intensive therapeutic support for expelled students will serve to address underlying causes for the behavior so that it is not repeated, and will additionally address the trauma and stigmatization inherent in the expulsion process. The counseling support will enable the expelled student to move forward from the experience academically and socially. The counselor will have regular, ongoing contact with these students with weekly sessions (or more often when warranted) initially. We anticipate the counselor will carry a caseload of approximately 10 - 15 students who have faced expulsion each school year.

The counselor will additionally provide intensive behavioral support with an emphasis on supporting African American Students make contact with every African American student who is suspended, along with their parent/caregiver. During the 2015-2016 school year there were 153 suspension for African American students out of a total of 245 suspensions District-wide for all students. While African American students accounted for 17% of the student population, they accounted for 62% of all suspensions, a significant over-representation. At the time of contact with the student and parent/guardian, the counselor will determine whether ongoing support for the student is recommended. The counselor will provide one-on-one and group support, based upon each student's circumstances.

***Student Welfare and Attendance Specialists (1FTE Elementary and 2.5 FTE Middle Schools)***

Four Student Welfare and Attendance Specialists (SWAS) will provide case management support for identified students who are at risk of academic failure due to

absenteeism, behavioral issues, homelessness, and/or a history of trauma. African American students in Grades K-8 who are at risk of academic failure due to the risk factors listed in Table 5 above will be prioritized for support. The SWAS duties will include participation in site Coordination of Services Teams, participation in SART/SARB meetings, home visits, parent/guardian contacts, mentoring, and frequent site contacts with students on their case management load. There will be one SWAS assigned to provide support for identified elementary school students and 2.5 SWAS providing support for middle school students. The staffing allocations shall be 1FTE at King Middle School, 1FTE at Longfellow Middle School, and .5FTE at Willard Middle School which has been determined by the number of unduplicated students and the overall number of students at each site.

#### ***Restorative Justice Coordinator at Berkeley High School (1FTE)***

BHS added a full-time Restorative Justice (RJ) consultant during the 2015-2016 school year which is funded through LCAP. With over 3,000 students enrolled at the high school, it is not feasible to develop an effective RJ program with only one individual dedicated to provide RJ support. RJ is used continually at BHS to resolve a variety of student issues including class disruption, defiance towards staff, threats, fights, bullying including cyber-bullying, sexual harassment, theft and robbery, and other disputes between students or between students and staff. The addition of a second RJ coordinator will serve to enhance the effective use of RJ at BHS, in particular, it will increase opportunities to train staff in RP and utilize circles to build community and deliver lessons, and will expand the school's ability to provide direct RJ services to students of African American descent targeted towards reducing suspensions and increasing attendance. BUSD will be creating a RJ Coordinator position for this purpose.

#### ***Restorative Justice Conferencing Support with Nuri Nusrat from Impact Justice***

Nuri Nusrat of Impact Justice (IJ) is one of the few providers of restorative justice in the nation who specializes in sexual harm cases. BUSD was fortunate to have Nuri facilitate RJ in sexual harm cases involving BHS students this year. This services was provided through a fellowship that recently expired. Given the recent increase in sexual battery and sexual assault cases in BUSD, it is invaluable that specialized RJ services for sexual harm cases continue to be available. If funded, the services provided by Nuri would include RJ conferencing in sexual harm cases and support for victims/complainants in sexual harm cases.

#### ***Student Engagement Program with Dr. Will Walker***

Dr. Will Walker is an African American male who, like too many young men of color, was disengaged from school as a youth did not graduate high school. As an adult he received a GED and went on to earn a Doctorate from Princeton University where his advisor was Cornell West. Dr. Walker has developed a student engagement program that utilizes the youth development strategies designed to promote the three protective factors of caring relationships, high expectations, and meaningful

participation. This program will be offered weekly at both Berkeley High School and at BUSD's continuation high school, Berkeley Technology Academy and is based on the evidence-based program PATTS (Peaceful Alternatives to Tough Situations) which has been scientifically proven to increase forgiveness of others and decrease instances of aggression while promoting social/emotional competency. The program will serve approximately 25 students per semester at BHS and will serve the entire student population at BTA.

### ***Stipends for Teachers to Conduct Home Visits***

In a recent study of home visits by teachers conducted by John Hopkins University's School of Education, elementary school students whose families received a home visit by their teacher had 24% fewer absences than students whose families did not receive a home visit. The proposed project includes a home visit component for identified for students with chronic absenteeism or behavioral challenges. In elementary school, the SWA will provide training for the student's teacher and the school's family engagement coordinator in conducting home visits. In Middle and High Schools, the SWAS will go to the student's home with the teacher. In all cases, the SWAS and teachers goal is to connect with the family and build rapport. BUSD will offer professional development training for staff with the Sacramento-based Parent Teacher Home Visit Project.

### ***Internal Evaluator (.1FTE)***

It is important and necessary to evaluate the effectiveness of the proposed project. BUSD intends to dedicate .1FTE staff from the District's Research, Evaluation, and Assessment office to progress monitor and evaluate the program and provide training and support for staff in using the Student Information System to inform student progress on the focal metrics.

### **Project Work Plan**

The work plan for the proposed project focuses on intensive support for all African American students who are chronically absent and/or truant, suspended, are exhibiting signs of trauma and are in need of behavioral support, and/or are at risk of academic failure. The students who will receive grant-funded services will potentially be drawn from any or all of BUSD's elementary, middle, or high schools. Students will be referred to services funded by the grant through site Coordination of Services Teams, the SART/SARB process, by school staff, including teachers, administrators, and counselors, and by the Director of Student Services.

## **Year One, Year Two, and Year Three**

### **May - June 2017**

Develop Restorative Justice Coordinator position, bring forward to the Board and Personnel Commission for approval

### **June - August 2017**

Post all grant-funded positions, and complete hiring of candidates.  
Hold a planning retreat for project staff and Educational Services.

### **August 2017, August 2018, August 2019**

Establish a Professional Learning Community (PLC) with the grant-funded positions and their supervisor.

Establish a calendar for professional development for project staff including training with the Parent Teacher Home Visit Project (year one only unless needed again in year two) and training for staff regarding culturally responsive practices for student engagement and regarding recording data related to student contacts.

District Leadership in the Educational Services Division will identify students for participation in the project's programs including: behavioral health support with the counselor, case management support with the SWAS, high school students with prior truancy and or behavioral issues for participation in Dr. Walker's student engagement program, and students with chronic absenteeism for teacher home visits.

### **August 2017 - June 2018, August 2018 - June 2019, August 2019 - June 2020**

Implement the project's programs and provide the project's to students

Project staff shall begin participating in site Coordination of Services team, weekly meetings with the Manager for African American Student Success, and bi-weekly meetings with the Educational Services Division. Progress indicators, including attendance, referrals and suspensions, grades, assessments, and behavioral health indicators for students being served shall be discussed bi-monthly at the Educational Services meetings.

### **January 2018, January 2019, January 2020**

Program graduation for participants in Dr. Walker's programs at BHS shall be held at the end of the semester.

At the end of the semester, indicators for each student receiving services through the project shall be reviewed and the options of continuation of services, gradual reduction in services, or "graduate" the program shall be considered and implemented. Similarly, services shall commence for new students who are identified as needing intensive support as soon as possible.

### **June 2018, June 2019, June 2020**

Prepare and submit Annual Expenditure Report and Annual Progress Report to California Department of Education (CDE). Submit final reports in June 2020.

Project staff retreat with Educational Services to reflect and debrief on the project's success and challenges and plan for the coming school year.

### **3. Alignment of LCAP Goal Three – Safe and Welcoming Schools - with the Proposed Project**

#### **The LCAP Goals, Actions, and Services to be Supported by the LCSSP Grant**

The proposed grant activities closely align with LCAP Goal 3: *Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.* The following goals, actions, and services will be supported and enhanced by the grant funds and services:

3.1 Provide training and support for all K-6 certificated staff on the Toolbox social/emotional curriculum. Training, will be organized by Coordinator of School-Based Services, is designed to serve as a review for teachers focusing on the Toolbox skills of self-management, social and self-awareness, decision-making and building relationships, especially for Unduplicated Pupils.

*The proposed LCSSP grant will support the Toolbox strategies with the addition of the SWAS at elementary and middle school sites. The SWAS will receive training in Toolbox and will reinforce the Toolbox strategies in their work with students and families. Additionally, the Teacher Home Visit component of the proposed LCSSP grant will support the Toolbox strategies through the opportunity that the home visits will provide the teachers to share the Toolbox strategies with families.*

3.2 Provide Two Intervention Counselors at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions.

*The proposed LCSSP grant will complement and enhance the work of the Intervention Counselors at BHS with the addition of the proposed Counselor who will provide intensive services for high-risk students who are suspended and/or on a suspended expulsion. Additionally, the BHS Intervention Counselors will be able to refer identified students for services with the LCSSP Counselor, to Dr. Will Walker's Student Engagement Program, or to Nuri Nusrat for sexual harm cases.*

3.4 Provide a Restorative Practices (RP) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) through: • Elementary School: RP Program at Washington School providing professional development support to staff and teaching students restorative practices skills. • BTA RP Program: providing restorative circles, professional development and student workshops other social emotional issues. Trauma-informed and Restorative practices will be delivered with a lens of cultural competency.

*The proposed LCSSP grant will complement and enhance the RP program at BTA through the weekly sessions of Dr. Will Walker's Student Engagement Program at BTA.*

3.6 Provide coordinated restorative practices for staff and students at middle schools, and case management of a group of identified unduplicated students in Grades 7 and 8 through adding a full-time restorative practices counselor at each middle school.

*The proposed LCSSP grant will support and enhance the RP work at the middle schools through the addition of the SWAS who will be trained in RP and who will serve as caring responsible adults who have made personal connections with the students who are at high risk of school failure.*

3.8 Provide coordination of school-based services to develop, train and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), and Toolbox social-emotional domains that address the needs of students in danger of suspension. Additionally, ensure that the non- BUSD Services Providers are providing services that are aligned with our district practices.

*The proposed LCSSP grant will complement and enhance the work of the Coordinator of School-based Services through the additional staffing provided through the grant who will participate in the positive school climate training provided by the Coordinator of Student Services and will interface regularly with existing staff and service providers who support at-risk students.*

3.9 Provide the Bay Area PeaceKeepers Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.

*The PeaceKeepers Academy will continue to be offered through LCAP as necessary resource for students who are at-risk of expulsion or who are on suspended expulsion. The proposed LCSSP grant will support the work of PeaceKeepers through referring students to PeaceKeepers, when appropriate, and through case-management of students who are participating in PeaceKeepers.*

3.10 Provide case management and intervention services such as Restorative Practices for students identified as at risk of suspension.

*The proposed LCSSP grant will enhance existing case management support for at-risk students through providing additional staff who to provide needed case management support.*

3.11 Provide coordinators for family engagement for all TK, K-5 schools and BHS to partner with parents and guardians to support their children's education through collaborative connections, referrals, and parent education. Address particular communication and support needs for families of Unduplicated Students.

*The proposed LCSSP grant will enhance the work of the Family Engagement staff by collaborating with them in case-management, home visits, SART/SARB. and other strategies to improve student attendance and school engagement for at-risk students*

## **4. Measurement of of the Proposed Project's Outcomes**

### **Metrics**

An important component of BUSD's LCAP is the ability to evaluate the plans actions as they relate to State and local metrics. Because BUSD's Middle School Drop-Out Rate and Expulsion Rate are each below 10 students, these metrics will not be included as they are statistically insignificant. As the objectives of the LCSSP grant proposal are aligned to the District's LCAP goals, the following metrics will be used to measure progress in student outcomes and evaluate the impact of the grant-funded staffing, programs and activities. The grant will serve students at all schools throughout BUSD and will prioritize African American students who are at risk of academic failure. Students will be identified through the following criteria:

They are of African American descent and meet one or more of the following criteria:  
They are Socioeconomically Disadvantaged and/or were chronically absent in 2016-17 and/or suspended in or out of school one or more times.

The following metrics will be used to monitor overall progress and evaluate the project, in addition to reviewing and analyzing progress for individual students served through the proposed project in the areas of attendance, behavioral incidents, and academic indicators:

1. Graduation Cohort Report (State)
1. Drop-Out Cohort Report (State)
2. UC CSU Eligibility (State)
3. Chronic Absenteeism Rates (Local)
4. Annual P2 Attendance Report (Local)
5. Suspension Rate (State Target)
6. Number of Suspensions (State Target)
7. Logged Interactions with Focal Students (Local Measure)
8. California Healthy Kids Survey (CHKS) and K-12 School Connectedness Survey (State and Local)
9. K-12 Family Connectedness Survey (State and Local)

The following metrics will be used to measure how the proposed grant activities support the LEA's goals for targeted pupils.

1. At least 90% or more of all students will graduate with the number of graduates in the significant subgroups increasing by 2% annually.
2. At least 10% or fewer of all students in the 2017 Cohort (Class 2016) will drop out with the number of dropouts in the significant subgroups decreasing by 2% annually.
3. The gap between White students and African American students graduating with eligibility for UC/CSU enrollment will be reduced by 5% annually.

4. The number\* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for students of African American Descent. (\*Number will be adjusted based on enrollment.)
5. The School Attendance Rates will increase annually by 2% to be 98.6% or greater.
6. The number\* of middle and high school African American students who are suspended or expelled at least once will be reduced each year by at least 15%.
7. Restorative Justice Counselors, the Office of Family Engagement and School Welfare Officers will provide direct services to families and students and connect them with school-based or community-based supports and services at the ratio of 2 to 1 for students in the targeted subgroups as tracked in the Student Information System.
8. The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting positive School Connectedness biannually via California Healthy Kids survey will increase by 5% overall and for focal students, the percentage of students overall and in targeted subgroups in Grades K-5 and 7-10 indicating climate concerns will decrease by 5% overall on the School Climate Survey. Metric: California Healthy Kids Survey (CHKS) and K-12 School Connectedness Survey
9. The percentage of families overall and for targeted subgroups reporting positive School Connectedness annually on the Family Connectedness Survey will increase by 5% overall.

Measures of interim data for attendance, suspensions, and academic progress will be reviewed monthly or quarterly by site teams, principals, and District leadership. The frequent data review will be used to guide support for students receiving services through the grant program and will also be used to identify and implement changes in programs and practices to better support the needs of at-risk students and students who have been victims of crime or other trauma.

## **5. Local Educational Agency Capacity and Commitment**

The *2020 Vision* is Berkeley's community-wide effort to end the disparities in academic achievement that exist along racial lines among children and youth in Berkeley. The 2020 Vision represents a commitment by the Berkeley Unified School District, the City of Berkeley, the University of California at Berkeley, and several community partners to achieve the following:

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

Educators in Berkeley believe that improving educational outcomes for under-performing students improves outcomes for all students. Equity and academic

excellence work in tandem and both are a priority in our schools. The 2020 Vision Collaborative is currently working to make Berkeley a community in which all students: Enter Kindergarten Ready to Learn; Read Proficiently by the End of the Third Grade; Attend School; and are Career and College Ready.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of school-wide practices that have an impact on the learning environment and school climate as a whole, and have been identified as the most effective means of delivering improved services to our target students. Furthermore, all individual school site plans are aligned with the same LCAP goals and include actions and resources that support school priorities for family engagement, attendance, positive behavioral supports, and non-punitive discipline systems and alternatives to suspension. The Board of Education approved a District policy guiding the monitoring of the district's LCAP which requires data analysis and reporting on LCAP metrics three times a year to the school board, to ensure effective monitoring of the LCAP. As noted in Section 1 of this narrative, the needs and challenges of the District subgroups, in particular, African American students, have been identified. The grant proposal provides the additional resources that are needed to provide additional targeted support for African American students.

### **Strategies to Improve Attendance**

BUSD has received public recognition in recent years around the District's efforts to improve attendance. In 2015 the District was one of only 11 districts in California to receive recognition from the California Department of Education for its Model School Attendance Review Board (SARB) program.

State Assembly Member Tony Thurmond's Early Attendance Intervention Grant Program (AB1014) was "Based on a successful Berkeley Unified School District program that resulted in a 500% return on investment for every dollar spent" (<https://a15.asmdc.org>). The program Assembly Member Thurmond referred to included the hiring of a Dean of Attendance at Berkeley High School that led to \$1,000,000 in unanticipated revenue during the first year of the dean position due to increased attendance.

Educational Programs Consultant at the California Department of Education, David Kopperud, stated the following in an e-mail to BUSD's SARB Chair dated September 29, 2016:

*"I have been looking at LCAP goals for reducing chronic absenteeism rates, and I was disappointed until I came to your LCAP. I want to use your LCAP as a model for other districts to consider when they are developing goals and strategies for reducing chronic absenteeism rates. How did Berkeley decide on its LCAP goals and strategies for reducing chronic absenteeism? I was particularly impressed that you analyzed disaggregated chronic absence data and made a specific goal for your African American students. How did this come about? ... Most of the LCAPs I reviewed only had goals for improving overall district average attendance rates, so your LCAP really stood out."*

BUSD occasionally hosts staff from other districts who attend as guest members to observe and learn about best practices to improve student attendance. After a recent SARB hearing for a truant high school student, the parent sent an e-mail to the SARB

chair which stated the following, “*Thanks for all you do for so many! You are all like angels from heaven how you support kids no matter what the challenge/issue.*”

BUSD continually refines practices to improve attendance. For the past two years the District’s Family Engagement Coordinators have provided intensive case management support for students with chronic absenteeism and have prioritized support for students within the LCAP’s identified subgroups. BUSD also participates in a District-wide outreach effort to students and parents/guardians regarding the the impact of absenteeism on school achievement in September, which is Attendance Awareness Month. While the District is proud of the recognition received and the overall gains in student attendance in recent years, disaggregated data for absenteeism, truancy, SARB referrals, and truancy court referrals all reveal a disproportionately high rate of attendance issues for African American students. In 2015-2016, 46 out of the 69 students referred to SARB were African American.

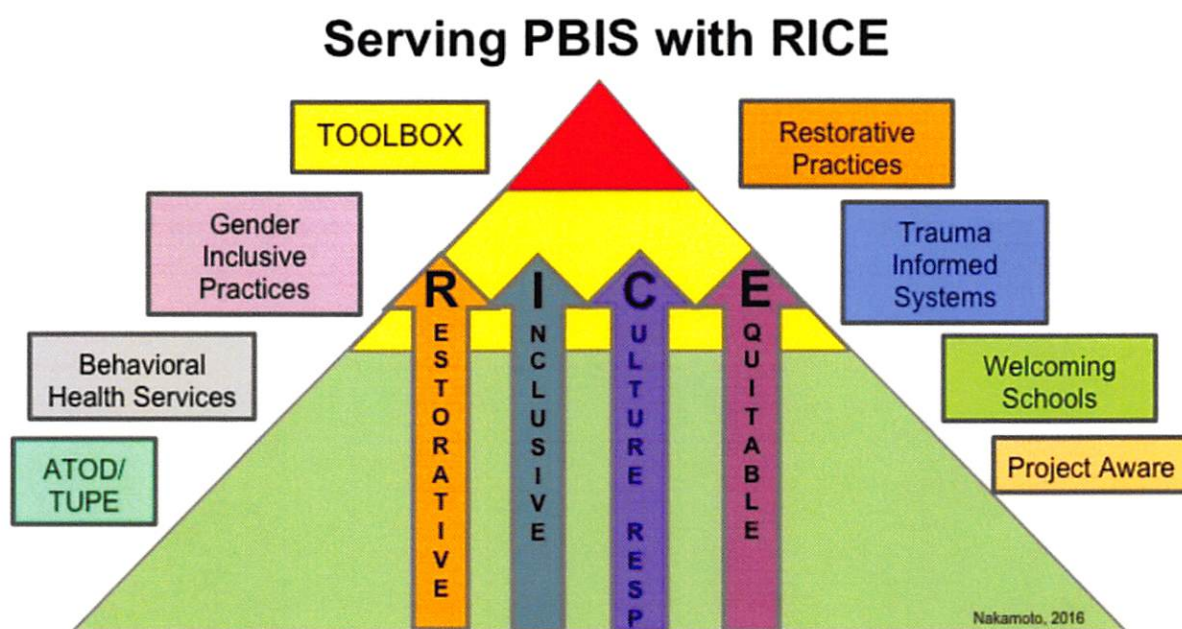
### **Positive School Climate Strategies**

BUSD has a comprehensive set of strategies to support positive school climate in a manner that is restorative, inclusive, culturally-responsive, and equitable. Key strategies include:

- *Positive Behavior Intervention and Support (PBIS)*: PBIS was implemented in all elementary and middle schools about 10 years ago. Every elementary and middle school has a site PBIS team that drives implementation. The three “B”: Be Safe, Be Respectful, and Be Responsible” have been supplemented in BUSD with a fourth “B”, Be an Ally.
- *Welcoming Schools and BUSD’s Gender Inclusive Schools Curriculum*: BUSD became the first school district in the nation to mandate the implementation of Welcoming Schools, a curriculum that supports family diversity and addresses bullying. BUSD teachers have recently developed a gender inclusive schools curriculum that is currently being implemented.
- *Toolbox*: Toolbox is a socio-emotional learning curriculum for grades kindergarten through six that provides students with 12 strategies they can use to address conflicts with others and regulate their emotions and responses to situations. Examples of the “tools” include: The Breathing Tool, the Quiet/Safe Place Tool, the Empathy Tool, and the Forgiveness Tool. Toolbox is an important complement to PBIS because it offers students multiple strategies for *how* to be safe, respectful, responsible, and an ally, which PBIS lacks. Several BUSD teachers recently developed a companion curriculum to ToolBox which includes teaching strategies for culturally responsive implementation of the ToolBox curriculum.
- *Behavioral Health Support*: Behavioral health support provided by licensed clinicians and/or interns from local community-based agencies is available at all BUSD schools. Services include one-on-one therapy and small group support. School counselors also provide behavioral health support at all middle schools and high schools. All BUSD school counselors have Pupil Services Credentials and many have therapeutic licenses such as Masters in Family Therapy or Licensed Clinical Social Worker credentials. Two additional layers of behavioral health support are provide through a partnership with the City of Berkeley. They are: 1. A Youth Mental Health First Aid

grant in which staff receive training in identifying signs of trauma and mental health issues in youth and learn how to connect identified youth with support services and 2. a Trauma Informed Schools grant that is being piloted and one BUSD pre-school, one elementary school, and one middle school, in which the entire staff receives intensive training in working with children and youth who have experienced trauma.

**Figure 1 Positive School Climate Strategies**



- *Restorative Practices*: BUSD is deeply committed to implementing restorative practices (RP) district-wide. The District has had a Restorative Practices Advisory Committee (RPAC) in place for three years. The RPAC meets regularly and includes the Superintendent, two Board members, several District administrators, principals, counselors, Special Education staff, teachers, and restorative justice specialists. The RPAC is currently near completion in the development of a Transitional Kindergarten through grade 12 Restorative Practices Matrix that provides suggested responses to inappropriate behavior that are non-punitive and do not exclude students from school. The RPAC is also developing a three-year roadmap for RP in BUSD. BUSD has funded restorative justice (RJ) coordinators at one elementary school (Washington), at Berkeley Technology Academy, and at Berkeley High School for the past two years through LCAP funding, and added a full-time RJ counselor at each middle school last fall.
- *PeaceKeepers Academy*: BUSD has contracted with Bay Area PeaceKeepers, a youth development organization based in Richmond, CA, to provide intensive support for students in grades four through 12 who are at risk of expulsion or who are on a suspended expulsion. The PeaceKeepers Academy meets weekly and provides lessons in making positive life choices, self-esteem, healthy peer relations, and goal setting. The program also includes home visits, parent contacts, and support in the

juvenile justice process for students facing probation. The facilitator for PeaceKeepers, Gonzalo Rucobo, is a former gang member with an extraordinary ability to connect with disengaged young people. Students who participated in the program last year were disappointed that the program did not continue during their summer break. The program is used as a non-exclusionary alternative to a recommendation for expulsion when permitted by law. PeaceKeepers is a key component of BUSD's efforts to disrupt the school-to-prison pipeline.

- *Green Dot Strategies:* In August 2016 approximately 30 staff from BHS and BTA were trained in the evidence-based Green Dot Strategies which are strategies for bystanders to intervene in bullying and power-based relationship violence. BHS recently trained the first cohort of 30 students in the Green Dot Strategies. While the program is still in the early implementation stages, feedback received from students and staff very positive.

## **Strategies to Reduce Suspensions and Expulsions**

For the past seven years BUSD has engaged in District-wide focused efforts to reduce suspensions and expulsion, with an emphasis on reducing exclusionary discipline for African American students. The positive school climate strategies previously mentioned have supported to the dramatic decline in suspensions and expulsions in BUSD. An example of the positive impact of having a restorative justice coordinator is a recent statement by the School Resource Officer at BHS that between September 2016 and May 2017 he has been able to avoid referring between 20 and 25 cases to the District Attorney for possible prosecution and probation as a direct result of the effective RJ program at BHS. This is a powerful testimony in support of RJ, particularly when considering that the majority of the 20 to 25 students who were not referred to the DA are African American. BUSD middle schools participate in a youth court program facilitated by the City of Berkeley in lieu of suspension. Additionally, all schools refer students at high risk of repeated suspensions and/or expulsion to the PeaceKeepers Academy, an intervention for high risk students that has proven effective in reducing suspensions and expulsions and disrupting the school-to-prison pipeline. To support students in zero tolerance cases where expulsion is mandatory, such as sexual battery/sexual assault and selling a controlled substance, BUSD's Board recently approved an innovative expulsion policy that provides guidelines regarding minimizing the use of extended suspensions in expulsion cases, utilizing suspended expulsions whenever feasible, reducing the duration of expulsions, and permitting the expungement of expulsion records by the Board. Every student facing expulsion in BUSD is provided the contact information for East Bay Community Law Center (EBCLC) and encouraged to utilize the free legal representation that EBCLC provides to East Bay youth facing expulsion and/or the juvenile justice process. It is important to note that a recent and highly concerning increase in instances of sexual battery or sexual assault have occurred during the current school year which have resulted in several expulsions.

BUSD is one of only three school districts nationwide that noted researchers Daniel Losen, Director of the Center for Civil Rights Remedies at the University of California, Los Angeles, and Russell Skiba, Director at The Equity Project at the

University of Indiana have identified for an in-depth research project in promising practices to reduce disproportionate exclusionary discipline in schools. While the District is proud of the recognition received around efforts to reduce exclusionary discipline and eliminate disproportionate discipline practices, the longitudinal disaggregated data for suspensions and expulsions persistently reveals good news/bad news with suspensions and expulsions overall continuing to decline, and suspensions for African American students continue to decline, suspensions and expulsions for African American students and students in Special Education continue to occur at disproportionately high rates that are unacceptable. The District's commitment is not to merely *reduce* the racially predictable discipline gap, it is to *eliminate* the gap completely. (Table 5, p. \_\_\_\_)

### **Description of the Resources to serve as the Required 20% Program Match**

The grant requires a minimum 20% match from the District, which is \$96,430 per year for the proposed project. BUSD exceeds this requirement with the following positions and services that support the proposed project and that are not funded through LCAP:

Family Engagement Manager 1FTE and Family Engagement Site Coordinators at elementary site and BHS 3.27FTE and related materials and training - approximately \$285,000 annually (funded through Berkeley Schools Excellence Program (BSEP) parcel tax) (BUSD's LCAP provides matching funding for the Family Engagement positions)

Dean of Attendance at BHS - approximately \$135,000 annually (funded through the General Fund)

Student Welfare and Attendance Specialists 3FTE (BHS, BTA, and Student Services) approximately \$215,000 annually (funded through the General Fund and BSEP)

Alcohol, Tobacco, and Other Drug Counselor at King Middle School and Longfellow Middle School - \$70,000 annually

The total annual match not funded through LCAP is approximately \$705,000.

Additionally, it is important to note that within BUSD's LCAP plan, BUSD allocates more than \$1,000,000 annually to support school climate, attendance, and non-punitive means to address behavioral issues through the three BHS intervention counselors, three middle school RJ counselors, the Coordinator of School-Based Services position, restorative practices consultants at BHS and BTA, Family Engagement Site Coordinators, behavioral health support, Behavior Specialists, and the PeaceKeepers Academy.

### **Participation in Grant-related Training and Technical Assistance**

BUSD agrees to send staff to regional workshops and take full advantage of any and all training and assistance provided by CDE focused on pupil engagement, school climate, truancy reduction, supporting pupils who are at risk of dropping out of school or who are victims of crime. The District welcomes the support from CDE and is appreciative of the funding opportunity made available to school districts through the LCSSP grant.

**Letter of Agreement  
Between  
Dr. Will Walker  
And  
Berkeley Unified School District**

This Letter of Agreement ("Agreement"), dated May 8, 2017 for purpose of reference, is made and entered into by and between Dr. Will Walker ("Provider") and Berkeley Unified School District ("District"), referred to collectively as the "Parties." The parties agree:

**1. PURPOSE**

This Agreement articulates and clarifies the roles, responsibilities and expectations of each Party in their support of the California Learning Communities for School Success Program (LCSSP) Grant designed to reduce absenteeism and truancy and engage students for the purpose of developing and accelerating the ability of students to succeed socially and academically.

**2. TERM**

Pending the review and award of California Department of Education funding for the Berkeley Unified School District's LCSSP grant proposal, this Agreement shall be valid from July 1, 2017 to June 30, 2018 and shall be renewed for the following two consecutive years upon written agreement in accordance with the terms of the LCSSP grant funds.

**3. BACKGROUND**

Dr. Walker has developed a student engagement program that utilizes the youth development strategies designed to promote the three protective factors of caring relationships, high expectations, and meaningful participation.

The evidence-based program PATTS (Peaceful Alternatives to Tough Situations) curriculum is one of the programming elements to be used with students. PATTS was scientifically proven to produce two outcomes: 1) increased forgiveness of others, and 2) decreased instances of aggression while promoting social/emotional competency. (U.S. Govt. Substance Abuse and Mental Health Services Administrations Center)

**A. School District Agrees To:**

1. Provide dedicated and confidential space for weekly student engagement sessions at the district's two high schools: Berkeley High School and Berkeley Technology Academy.
2. Have a dedicated on-site school administrator and/or designee who can be the point of contact for the provider.
3. Have regular meetings with the provider to discuss school based services. Teacher and other faculty and staff may be involved in these meetings.
4. Assist in the identification and referral of students who may be displaying behaviors that place them at risk of chronic truancy, suspension, or being pushed out of school.
5. Actively participate in and refer students of concern to the Coordination of Services Team (COST) to be triaged and referred to appropriate support services.
6. Ensure that school faculty and staff are informed about the goals of the student engagement sessions and are willing to partner with the school based provider to support the students and their families.
7. As needed, integrate the provider into staff meetings, staff development trainings, IEP process/student assistance team as needed.

Letter of Agreement  
LCSSP Grant July 2017

8. Encourage parental involvement in the parent education and workshop components.

**B. Provider agrees to do the following:**

1. Conduct two-18 week sessions at Berkeley High School for an estimate of 25 students per session with the goal of reaching 50 students during each school year.
2. Conduct two-18 week sessions at Berkeley Technology Academy designed specifically to meet the needs of students at the continuation high school for an estimate of 75 students per session with the goal of reaching 100+ students during each school year.
3. Help students create a pro-social sense of identity that promotes positive social/cultural and economic values, knowledge, and leadership in their families, communities and schools that lead to gainful employment and life-long learning.
4. Use anger management tools and development of social intelligence as primary elements of the programming, including the evidence-based curriculum called PATTS (Peaceful Alternatives to Tough Situations).
5. Ensure each participating student creates an Individual Success Plan that will set academic, social emotional and career goals.
6. Maintain the confidentiality of client/student information received in accordance with the Health Insurance Portability and Accountability Act (HIPAA) Guidelines and signed release of information.
7. Communicate with school administration and/or designee of any immediate safety concerns resulting in a student being referred for a 5150 and or Child Abuse Reporting. This notification does not preclude the Provider from making the appropriate safety calls for assessment and/or reporting.
8. Periodically meet with school site and/or district level administration regarding the effectiveness of the school based services.
9. Provider will follow all grant-funded program guidelines and adhere to all district policies and procedures.
10. Provider will contract with the district under the district's standard Independent Contractor agreement clauses.

**C. Building and Grounds**

1. The District is responsible for the facility and provides maintenance for the facility/classrooms, which is overseen by the respective site Principals.
2. Office furniture and group room furniture will be supplied by the District. Service Provider will supply additional supplies and/or tools deemed necessary to provide services.
3. Phone lines will be supplied by the District. Provider will supply own computer.

By signing this LOA, both parties agree to all of the abovementioned items outlined in this document.

Dr. Will Walker

\_\_\_\_\_  
Provider Name

Susan Craig, Ed.D., Director of Student Services

\_\_\_\_\_  
School Administrator/Designee Name

Will E. Walker 5.9.17  
Signature

Susan Craig 5.9.17  
Signature

Letter of Agreement  
LCSSP Grant July 2017

**Letter of Agreement  
Between  
Nuri Nusrat of Impact Justice  
And  
Berkeley Unified School District**

This Letter of Agreement ("Agreement"), dated May 8, 2017 for purpose of reference, is made and entered into by and between Nuri Nusrat, an employee of Impact Justice ("Provider") and Berkeley Unified School District ("District"), referred to collectively as the "Parties." The parties agree:

**1. PURPOSE**

This Agreement articulates and clarifies the roles, responsibilities and expectations of each Party in their support of the California Learning Communities for School Success Program (LCSSP) Grant designed to reduce absenteeism and truancy and engage students for the purpose of developing and accelerating the ability of students to succeed socially and academically.

**2. TERM**

Pending the review and award of California Department of Education funding for the Berkeley Unified School District's LCSSP grant proposal, this Agreement shall be valid from July 1, 2017 to June 30, 2018 and shall be renewed for the following two consecutive years upon written agreement in accordance with the terms of the LCSSP grant funds. Either BUSD, Nuri Nusrat, or Impact Justice can terminate the agreement.

**3. BACKGROUND**

Impact Justice is a national nonprofit organization, dedicated to reducing reliance on the criminal legal system. The primary work of Impact Justice is research and policy work. The Restorative Justice Project at Impact Justice provides technical assistance and training to restorative justice providers throughout California and the nation. The Restorative Justice Project facilitates a limited number of cases. Nuri Nusrat will provide all Restorative Justice Project work for purposes of meeting the goals as detailed in the LCSSP grant proposal. Nuri Nusrat will do this work either as an employee of Impact Justice or as an independent contractor.

**A. School District Agrees To:**

1. Provide dedicated and confidential space for restorative justice conferencing as needed.
2. Obtain parental/guardian consent from student participants prior to referring a case to the Provider and a BUSD representative shall participate in the restorative justice conferencing process, as requested by the Contractor.
3. Confidentiality: All new information learned in the circle or restorative community conferencing process (including pre-conferencing meetings) will not be used against any youth involved, including the youth harmed, the youth accused of a harm or offense, and other youth involved, as evidence for any form of school discipline or in any school disciplinary proceeding or process, including proceedings for suspensions and expulsions.

**B. Provider agrees to do the following:**

1. Personal facilitation of restorative justice process facilitated solely by Nuri Nusrat under this agreement.
2. Provider shall facilitate restorative justice conferencing, also known as restorative community conferencing, in situations where a restorative process or community healing circles would be beneficial, including but not limited to: students who may be displaying behaviors that place them at risk of suspension, expulsion, and/or criminal activity or who are involved in cases involving inappropriate use of social media or other forms and cases that may lead to expulsion; sexual harm cases, including cases of alleged sexual battery and/or sexual

3. Upon the completion of a restorative justice conferencing case, the Provider shall provide information to the District regarding whether or not the process was successfully completed.
4. Provide confidential support for victims/complainants in sexual harm cases.
5. Maintain the confidentiality of client/student information received in accordance with the Health Insurance Portability and Accountability Act (HIPAA) Guidelines and signed release of information.
6. Communicate with school administration and/or designee of any immediate safety concerns resulting in a student being referred for a 5150 and or Child Abuse Reporting. This notification does not preclude the Provider from making the appropriate safety calls for assessment and/or reporting.
7. Periodically meet with school site and/or district level administration regarding the effectiveness of the school-based services.
8. Provider will follow all grant-funded program guidelines and adhere to all district policies and procedures.
9. Provider will contract with the district under the district's standard Independent Contractor agreement clauses.

California Department of Education  
California Learning Communities for School Success Program  
2017-2020 Grant Application

**PROJECT BUDGET**

|  |   |                                   |              |              |              |
|--|---|-----------------------------------|--------------|--------------|--------------|
| Applicant/Lead Local Educational Agency:<br>Berkeley Unified School District |   | County/District Code:<br>01-61143 |              |              |              |
| BUDGET SUMMARY   |   |                                   |              |              |              |
| Object Code  | Line Item   | Year 1                            | Year 2       | Year 3       | Total        |
| 1000   | Certificated Salaries                                     | \$105,163.81                      | \$101,113.81 | \$100,189.81 | \$306,467.43 |
| 2000   | Classified Salaries                                       | \$192,407.40                      | \$201,117.40 | \$210,142.65 | \$603,667.45 |
| 3000   | Benefits  | \$126,842.65                      | \$129,182.65 | \$132,081.40 | \$388,106.70 |
| 4200   | Books and Other Reference Materials                       |                                   |              |              |              |
| 4300   | Materials and Supplies                                    |                                   |              |              |              |
| 4400   | Noncapitalized Equipment                                  |                                   |              |              |              |
| 5200   | Travel and Conferences                                    |                                   |              |              |              |
| 5600   | Rentals, Leases, Repairs, and Noncapitalized Improvements |                                   |              |              |              |
| 5700   | Interprogram Services                                     |                                   |              |              |              |

|                           |   |                     |                     |                     |                       |
|---------------------------|---|---------------------|---------------------|---------------------|-----------------------|
| <b>5800-0000</b>          | <b>Noninstructional Consultant Services</b>                                   | <b>\$29,000</b>     | <b>\$22,000</b>     | <b>\$11,000</b>     | <b>\$62,000</b>       |
| <b>5800-1000</b>          | <b>Instructional Consultant Services</b>                                      |                     |                     |                     |                       |
| <b>TOTAL DIRECT COSTS</b> |   |                     |                     |                     |                       |
| <b>7000</b>               | <b>Year 1 Indirect Costs Estimated at 5.96%</b>                               | <b>\$28,736.14</b>  |                     |                     | <b>\$86,208.42</b>    |
|                           | <b>Year 2 Indirect Costs Estimated at 5.96%</b>                               |                     | <b>\$28,736.14</b>  |                     |                       |
|                           | <b>Year 3 Indirect Costs Estimated at 5.96%</b>                               |                     |                     | <b>\$28,736.14</b>  |                       |
| <b>5100</b>               | <b>Subagreements for Services</b><br>(Amounts over \$25,000 per subagreement) |                     |                     |                     |                       |
| <b>TOTAL BUDGET</b>       |   | <b>\$482,150.00</b> | <b>\$482,150.00</b> | <b>\$482,150.00</b> | <b>\$1,446,450.00</b> |

| BUDGET JUSTIFICATION |   |            |            |            |       |
|----------------------|---|------------|------------|------------|-------|
| Object Code          | Line Item Detail  | Year 1     | Year 2     | Year 3     | Total |
| 1000                 | Counselor with LCSW, MFT, or other therapeutic credential   | 89,148.32  | 89,148.32  | 90,645.81  |       |
|                      | Program Evaluator (.1 FTE)  | 7,265.49   | 7,265.49   | 7,694      |       |
|                      | Teacher Hourly For Home Visits<br>Year One: 175 hours @ \$50/hour<br>Year Two: 94 hours<br>Year Three: 37 hours<br>(Note: The Teacher Hourly pay for Home Visits has been reduced in Years 2 and 3 to adjust for increased costs associated with the grant-funded staff positions. It is anticipated that, with increased support for identified students overall, the need for home visits will decrease over time.) | 8,750      | 4,700      | 1,850      |       |
|                      |   |            |            |            |       |
| 2000                 | Student Welfare & Attendance Specialists (1.0 FTE elementary school position and 2.5 middle school positions; 10 month classified employees)  | 151,094.70 | 157,910.80 | 164,910.80 |       |
|                      | Restorative Justice Coordinator (1.0 FTE at Berkeley High School; 10 month classified employee)   | 41,312.70  | 43,206.60  | 45,231.85  |       |
| 3000                 | Benefits for:<br>1.0 FTE Counselor  | 27,511.13  | 27,511.13  | 28,011.13  |       |
|                      | Program Evaluator .1 FTE  | 2,622.26   | 2,622.26   | 2,925.26   |       |

|                  |   |           |           |           |  |
|------------------|---|-----------|-----------|-----------|--|
|                  | 3.5 Student Welfare & Attendance Specialists  | 74,143.36 | 76,593.36 | 78,659.11 |  |
|                  | 1.0 Restorative Justice Coordinator   | 20,815.90 | 21,515.90 | 22,115.90 |  |
|                  | Teacher hourly benefit costs (20%)  | 1,750     | 940       | 370       |  |
| <b>4200</b>      |   |           |           |           |  |
| <b>4300</b>      |   |           |           |           |  |
| <b>4400</b>      |   |           |           |           |  |
| <b>5200</b>      |   |           |           |           |  |
| <b>5600</b>      |   |           |           |           |  |
| <b>5700</b>      |   |           |           |           |  |
| <b>5800-0000</b> | <p>Contract for African American Student Engagement Program with Dr. Will Walker Year 1 &amp; 2 – 36 sessions at Berkeley High School and 36 sessions at Berkeley Technology Academy (BTA continuation high school) per year.</p> <p>Due to rising costs associated with the grant-funded staff positions in Years 2 and 3, Dr. Walker's program will be reduced in Year 3 and will be offered at BTA Only.</p> | 22,000    | 22,000    | 11,000    |  |

|           |   |       |  |  |  |
|-----------|---|-------|--|--|--|
|           | Contract with Impact Justice: Restorative Justice Conferencing and Support for Victims/ Complainants in Sexual Harm Cases will be funded through the grant in Year 1 only due to rising costs associated with the grant-funded staff positions in Years 2 and 3. BUSD will secure funds through other sources to continue this service in Years 2 and 3. This services will be provided on an hourly as-needed basis to support students at any of BUSDs schools where a sexual harm incident has occurred. | 7,000 |  |  |  |
| 5800-1000 |   |       |  |  |  |
| 5100      |   |       |  |  |  |