



Office of the City Manager

WORK SESSION  
March 7, 2012

To: Board of Education

From: William Huyett, Superintendent

Submitted by: Dr. Tanya Moore, Coordinator, Parks, Recreation & Waterfront Department,  
Maria Porter, Berkeley Alliance with support from Debbi D'Angelo, Director of BEA

Subject: Status Report on 2020 Vision Phase II Work Plan

## CURRENT SITUATION

On December 14, 2010, the City Council received a status report on the 2020 Vision Initiative. At that meeting, Council requested that staff return with progress made on work plan implementation once evaluation tools and baseline data had been established for the three priority indicators 1) Kindergarten Readiness, 2) Reading Proficiency by the Third Grade, and 3) Attendance/Tuancy.

On October 12, 2011, the Board of Education Received a report regarding the baseline indicators and the alignment to the District Indicators.

This report was presented to the City Council on March 6 and provided the Council with an update on the following items in Phase II of the 2020 Vision Initiative:

1. Infrastructure for data collection, management and analysis
2. Work plans related to 2020 Vision priority indicators
3. Alignment of the City's community agency contract process for youth serving organizations with the 2020 Vision
4. Groundwork for future work plans

The information below represents a significant amount of work on the part of City, BUSD, U.C. Berkeley, and Berkeley Alliance staff.

## **1. INFRASTRUCTURE FOR DATA COLLECTION, MANAGEMENT, AND ANALYSIS**

### **Data Sharing and Management**

The city has not had strong data collection mechanisms or evaluation tools to measure the impact of its youth programs on the participant. This has made it very difficult to attribute successful outcomes to a particular program or strategy and it's made it even more difficult to hone program components in order to increase success. With the development of the 2020 Vision and its mission to close the achievement gap in Berkeley public schools, it is more critical than ever that success can be measured, Given this, staff has been in the process of

undertaking the significant task of building the necessary infrastructure to collect, share and analyze data for 2020 Vision programs.

In order to determine whether progress is being made on 2020 Vision goals, evaluation tools had to be created. Therefore, staff embarked on developing a mechanism to track data on the 2020 Vision indicators over time, as well as to evaluate program outcomes for 2020 Vision projects.

This included the development and finalization of data sharing agreements between the City of Berkeley and Berkeley Unified School District, as well as parent permission slips to allow for data on individual children to be used for evaluation purposes. Data is being handled in accordance with state and federal student privacy protection laws.

Baseline data on the 2020 Vision indicators is being provided by BUSD's Office of Evaluation and Assessment (BEA), the Berkeley Police Department, California Healthy Kids Survey, and the California State Department of Education.

Unfortunately, the data originated from different sources, formats and time periods, therefore it was necessary to create a system that could store data and deliver a consistent reporting format. The City's Information Technology Department, in partnership with the City's Youth Services Coordinator, developed a data reporting tool to provide a mechanism for graphically representing historical trends and generating 2020 Vision data reports. The database was constructed using SQL Server 2008 and SQL Server Reporting Services is being used to design reports. The baseline data for the 2020 Vision Indicators is discussed below and is summarized in Appendix Table A.

### **Accomplishments to Date**

- The research data agreement between BUSD and COB was executed in the Fall of 2011.
- The Parent permission slip for sharing data about their children among agencies was completed in the Fall of 2011.
- Baseline indicator data was collected from BUSD's Office of Evaluation and Assessment (BEA), BUSD Office of Student Services, California Health Kids Survey, and Berkeley Police Department.
- A system to store and manage 2020 Vision data was constructed using SQL Server 2008 was completed in the Fall of 2011.
- A data reporting tool was constructed SQL Server Reporting Services. Reporting tool allows for use of dashboard images to provide a graphic display of indicator data was completed in the Fall of 2011.
- Evaluation plans were developed and implemented for several 2020 Vision activities such as **Power Play** and **BUILD: Equity through Literacy** (programs highlighted later in the report).

## **WORK PLANS RELATED TO 2020 VISION PRIORITY INDICATORS**

### **a. Process for Developing Work Plans**

Work plans for the three priority indicators were developed in partnership with subject-matter experts and organizational representatives working in respective fields related to each indicator, with facilitation provided by Berkeley Alliance and the City of Berkeley. Participating agencies included City of Berkeley, Berkeley Unified School District, Berkeley Organizing Congregations for Action, BAHIA, Bananas, South Berkeley YMCA, Head Start, University of California Berkeley Cal Corps, Berkeley Public Education Foundation, and Berkeley Federation of Teachers. The Design Team outlined primary strategies for each work plan, and based on research and input from the Indicator Work Groups, 2020 Vision staff developed work plans for FY 2011-2013.

### **b. Work Plan for Increasing Kindergarten Readiness**

#### **Assessment of Kindergarten Readiness and Baseline Data**

Early childhood educational experiences for young children ages 0-5 can have a significant impact on their academic performance in later years. September 2011 marked the pilot year of administering the Kindergarten Universal Screening Tool in Berkeley schools. The purpose of the tool is to provide Kindergarten teachers with information about the skill level of their students in the beginning of the year and how many students overall entered Kindergarten “ready to learn” as defined by proficiency in several key child development/skill domains. The tool was based in part on the Kindergarten Observation Form developed by Applied Survey Research and with additional input from the BUSD teacher’s Kindergarten Task Force. All 34 BUSD Kindergarten teachers participated in administering the assessment and 93% (N=672) of the entering Kindergarten class were assessed in the Fall of 2011 for the pilot year. Because this was the first year teachers used this tool, there were differences in how it was administered and hence the outcomes cannot be interpreted consistently across all classrooms. Based on the experiences of the pilot year, the tool and administration protocol are being revised for implementation September 2012. Baseline data will be made available November 2012.

#### **Kindergarten Readiness Goal**

The goal is to have an increase in the number of entering kindergartners ready to learn within the development domains of self-care and motor skills, social expression, self-regulation and Kindergarten academics as measured by BUSD’s Kindergarten Universal Screening. *Note: A measurable goal will be determined once baseline data for Kindergarten readiness is collected in Fall 2012.*

#### **Theory of Change**

It is possible to increase the number of children who enter Kindergarten ready to learn through (1) the creation of a smoother transition from pre-K to K; (2) an increase in opportunities for children to develop self-regulation skills; (3) an increase of quality of pre-K experiences; and (4) the construction and implementation a K-readiness assessment.

#### **2020 Program Spotlight: Kindergarten Readiness**

The **Pre-K Power Play**, offered by the City of Berkeley Division of Recreation, is an early childhood education program for ages 3-5 that builds skills in self-regulation, executive functioning, controlling impulses, and literacy. **Power Play** was launched as a pilot 2020

Vision program in the summer of 2010 with funding from **First 5 Alameda**. In 2011, the City of Berkeley received a 2-year renewal grant for \$150,000 to continue the program.

To date, six 10-week sessions have been held, with 97 different children participating and 41% of them participating in two or more sessions. Self regulation assessments are given at the start and end of each session. With support from the Berkeley Alliance and City of Berkeley, assessment data was analyzed to determine if participation in Power Play increased self-regulation skills. Evaluation findings showed that there was a statistically significant increase in self-regulation scores between first and last assessments. Currently, COB, Berkeley Alliance and West Ed are writing a research grant to provide support for a long term evaluation of students that would measure their academic performance until second grade.

### **Accomplishments to-date for Increasing Kindergarten Readiness**

- The **Pre-K Power Play** is a program offered by City of Berkeley, Division of Recreation. Six 10-week sessions have been held to date with 97 unique participants ages 3-5. Parents may choose to participate in 2 or more sessions (and over 41% do). The evaluation conducted thus far finds that self-regulation skills increase after participation in program.
- BUSD piloted the **Kindergarten Universal Screening** with all Kindergarten teachers in September 2011. 628 Kindergarteners were assessed and the results were used by teachers to inform instruction for the 2011-2012 school year.
- The **Kindergarten-Early Childhood Education Collaborative**, originally convened by **First 5 Alameda** to bridge together Early Childhood Education (ECE) providers and Kindergarten teachers, is now being facilitated by the Berkeley Alliance. This quarterly gathering will focus on providing professional development and trainings for providers to aid in supporting a child's transition from pre-k to Kindergarten.
- The **BUSD Admission Form** (Parent Preference Form) was revised in the Fall of 2011 to allow for better communication of a child's pre-K experiences.
- A gap analysis of the impact of state/federal cuts to ECE services and resources was conducted from January through March of 2012.
- Early Childhood Education Commissioners, along with staff from COB and Berkeley Alliance, conducted outreach activities to families in Heart 2 Heart neighborhoods to share ECE resources in November 2011.
- Fund development: the **Power Play** program received \$150,000 from **First 5 Alameda** to continue the Pre-K Power Play program; the Berkeley Alliance submitted a grant application to the San Francisco Foundation for ECE provider trainings November 2011.

For a more detailed overview of the K-Readiness work plan see Table 3 in the Appendix.

### **c. Work Plan for Increasing Proficiency Rates in Reading among Third Graders**

#### **Assessment of Proficiency in Reading and Baseline Data**

According to a national longitudinal study released by the Annie E. Casey Foundation, high school students who did not read proficiently by 3<sup>rd</sup> grade are four times more likely to drop out than students who demonstrated 3<sup>rd</sup> grade reading proficiency. Third grade also marks an important transition point for students as they shift from learning how to read, to needing to know how to read in order to learn additional subjects in school.

Two assessments are used in Berkeley public schools to gauge proficiency in reading. The BUSD Reading Assessment is based on a recently adopted curriculum designed by the Teachers College Reading and Writing Project (TCWRP). This curriculum uses the Fountas and Pinnell system that assess books in terms of the level of literacy required to read with some comfort but while gaining skill and vocabulary. Books are leveled on a gradient from A through Z where the expectation is that entering Kindergarteners begin at Level A and will progress to Level Z by the end of 8<sup>th</sup> grade. The target for 3<sup>rd</sup> graders in the Spring semester is to be reading at Level P or above. BUSD assessment scores from Spring 2011 show that 60% of all 3<sup>rd</sup> graders tested at or above the desired target. When results are examined by race/ethnicity, 40% of African American and 43% of Latino third-graders tested at or above the target while 83% percent of White students tested at or above the desired target.

The second assessment, the California Standards Test in English-Language Arts (CST), is a state assessment that tests for proficiency more broadly in the language arts, including reading, writing, vocabulary, and comprehension. The assessment places students in one of five categories: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. CST scores from Spring 2011 show that 55% of all 3<sup>rd</sup> graders tested at proficient or above levels. The percentage of students testing at proficient or above levels by race/ethnicity is as follows: 23% of African Americans, 38% of Hispanic/Latino, and 84% White 3<sup>rd</sup> graders. Data is shown in Table 1.

**Table 1. Reading Proficiency Scores for BUSD Third Graders Spring 2011**

Indicator	Population	Data Source	Race/Ethnicity			
			All	African American	Hispanic / Latino	White
<b>Percent of students scoring at or above proficiency levels</b>						
<b>Proficiency in Reading by 3<sup>rd</sup> Grade</b>						
California Standards Test- Language Arts (2010-2011 school year)	3 <sup>rd</sup> graders	BEA	55% (N=633)	23% (N=118)	38% (N=148)	84% (N=224)
<b>Proficiency in Reading by 3<sup>rd</sup> Grade</b>						
District Reading Assessment (2010-2011 school year)	3 <sup>rd</sup> graders	BEA	60% (N=653)	40% (N=137)	43% (N=161)	83% (N=227)

**Proficiency in Reading by Third Grade Goal**

The goal is that, by Spring 2013, 80% of 3<sup>rd</sup> graders will test at or above the target on the BUSD reading assessment and 78% of 3<sup>rd</sup> graders will test at proficient or above levels on the CST.

**Theory of Change**

To increase the number of students reading at grade level or above, this theory of change rests on research that shows that, through additional time spent reading “just right” books and discussing content with an adult, a child can improve their reading skills. Additionally, out-of-school time entities (such as afterschool programs, libraries, parents) aligning with BUSD reading curriculum will provide multiple supports operating with the same framework to assist struggling readers.

## 2020 Program Spotlight: Literacy

**BUILD: Equity through Literacy** (BUILD: Equity) is a partnership between UC-Berkeley's Cal Corps Public Service Center (Cal), BUSD, COB, and the Berkeley Alliance (BA). It is a literacy tutoring system that leverages the tutoring resources of Cal, bridges school-day lessons and interventions with afterschool tutoring and utilizes expert BUSD literacy coaches to help struggling readers. **BUILD: Equity**, with input from the 2020 Vision 3<sup>rd</sup> Grade Reading Indicator Work Group, redesigned its program to align more with the BUSD curriculum and to reach more students in need of additional reading support.

In September 2011, the program was launched at 15 afterschool program sites: every elementary school in BUSD, along with all COB afterschool programs for elementary school students, Berkeley Youth Alternatives and BAHIA. BUSD literacy coaches and elementary school teachers identified students that had the potential to reach proficiency with specific, focused instruction provided by BUILD tutors. Tutors spend time with students, having them read and engage in content discussion. Aligning out-of-school time supports with BUSD curriculum was a primary strategy achieved by providing literacy trainings to all BUILD tutors working afterschool, led by BUSD Literacy Coaches. Tutors are trained in BUSD's methods of selecting "just right" books that match children's literacy levels and are taught strategies to build fluency, reading comprehension, and word recognition. In addition, BUILD staff led a training for COB Recreation staff that work in afterschool programs, introducing them to BUILD's mission and coordination with BUSD.

To determine the effectiveness of **BUILD: Equity** in increasing reading proficiency skills of participating students, an impact evaluation plan to determine program effect was designed by COB, BUSD and Cal staff (with support from the Berkeley Alliance) who have expertise in statistical design and analysis,. Additionally, \$60,000 was raised by Cal Corps and Berkeley Alliance to support expansion of BUILD program and evaluation activities.

Evaluation findings to date include:

- 15 afterschool programs currently participate in **BUILD: Equity** (there were 8 new programs in the academic year 2011/12).
- Approximately 330 elementary school aged students received one-on-one literacy tutoring (200 at BUSD schools, and an additional 130 students received tutoring in City or community-based afterschool programs).
- Participating students at BUSD afterschool programs are primarily African American (42%) and Hispanic/Latino (28%). Approximately 80% are in grades 2-4.
- 65% of **BUILD: Equity** students were "not proficient" on District reading assessments
- Pre- and post-reading assessments for participating students will be compared in the Spring of 2012 to determine the impact of **BUILD: Equity** on reading scores.

For an overview of the Proficiency in Reading by Third Grade work plan see Appendix Table 4.

## Accomplishments to Date for Increasing Proficiency Rates in Reading among Third Graders

- The **BUILD: Equity through Literacy program** was redesigned and expanded to 15 afterschool program sites. Literacy tutoring provided to 330 elementary school students in afterschool programs.

- The **COB Employee Book Drive** in the Fall of 2011 collected 1,003 books for students. Books were labeled according to reading level and distributed to 16 afterschool programs.
- Fund Development: \$73,000 raised by Berkeley Alliance and UCB Cal Corp for BUILD: Equity program expansion and evaluation.

**d. Work Plan for Decreasing Chronic Absenteeism**

**Assessment of Chronic Absenteeism and Baseline Data**

Generally speaking, students who attend school have higher GPAs and test scores while those who miss a lot of school risk dropping out of school and engaging in more risky behaviors (e.g., alcohol use). Going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help children make up for lost time in the classroom. 2020 Vision uses Heddy Chang’s **Attendance Works: [attendanceworks.org](http://attendanceworks.org)** definition of Chronic Absenteeism, which involves a student missing 10% or more of the school year. This translates into roughly 18 days out of 180 per school year. For the 2010-2011 school year, African American and Hispanic/Latino high school students had higher rates of chronic absenteeism than the school population as a whole. Specifically, 39% of African American, 30% of Hispanic/Latino, and 15% of White students were absent 10% or more of the school year. Data for elementary, middle, and high school students are given in Table 2.

**Table 2. Chronic Absenteeism Data for BUSD Students 2010-2011 School Year**

Indicator	Data Source	Race/Ethnicity			
		All	African American	Hispanic / Latino	White
<b>Attendance (Chronic Absenteeism)</b> Percent of students who have missed 10% or more of the school year (2010-2011 school year)					
Elementary School Students	BUSD	7%	13%	7%	3%
Middle School Students	BUSD	9%	13%	6%	8%
High School Students	BUSD	27%	39%	30%	15%

**Attendance Goal**

By Spring 2013, the number of BUSD students that are chronically absent will be reduced by 10%, as measured by attendance data.

**Theory of Change**

We can increase attendance among all students through (1) increased monitoring and identification of truancy “hot spots” (2) case management and healthy behavior supports for the highest tier of at-risk students, and (3) the creation of a culture change among youth service providers and administration to reflect high expectations, clear and consistent boundaries, and importance of attendance.

### 2020 Program Spotlight: Attendance and Truancy

The **Berkeley Alive & Free Coalition** (BAFC) was formed after 33 staff and community members from Berkeley Organizing Congregations for Action (BOCA), BUSD, Berkeley Police Department, Berkeley Alliance and COB participated in a 3-day training on youth violence prevention training provided by Dr. Joseph Marshall. Dr. Marshall, founder of the Omega Boys Club and a MacArthur Genius Fellow, has been recognized by the Annie E. Casey Foundation for his work in supporting at-risk youth in making positive behavior and lifestyle changes that keep them alive, free, and educated. Dr. Marshall has developed the **Alive & Free Prescription** curriculum that uses a public health approach to prevent violence and promote healthy choices. The curriculum also involves setting high expectations and consistent boundaries with the youth they regularly work with. BAFC meets monthly to study the curriculum and discuss strategies for implementing the framework into existing programs. Dr. Marshall and other Omega Boys Club staff regularly attend to provide technical assistance and support to BAFC members.

Since the formation of BAFC:

- 49 youth service providers and administrators have completed the 3-day **Alive & Free Prescription** training, including the entire **B Tech** staff, Berkeley police officers, teachers and school counselors
- 28 youth service providers and administrators are currently midway through the training, including all BUSD Safety Officers. Additional trainings for COB, BHS Health Center and community based organization staff is being planned for Spring 2012.
- The **Alive & Free** rap sessions were created at City of Berkeley's Frances Albrier Community Center to allow 15-20 afterschool program children grades 3<sup>rd</sup>-5<sup>th</sup> with a forum to discuss the importance of accountability in the choices they make, and how such accountability will be necessary as they negotiate the many life challenges they will face. Sessions use the **Alive & Free** curriculum.
- BUSD created the **Lifeline Academy** weekly class to support healthy behavior change for 10 at-risk students and their families based on **Alive & Free** curriculum.
- **BTech** holds a weekly class for the entire student body (N=141) based on the **Alive & Free** curriculum
- Dr. Marshall hosts a weekly radio talk show on KMEL and members of BAFC have been invited to share their work on Sunday February 26, 2012.

### Accomplishments to Date for Decreasing Chronic Absenteeism

- The **Truancy and Absenteeism Reduction/Prevention Program** (TARPP) was launched in November 2011 and involves multi-agency teams that canvas the area around Berkeley High School (BHS) during school hours. Over 5 outings have occurred to date. Contact has been made between 10-16 students per outing. Students are sent back to class and parents are notified.
- 49 youth services providers and administrators have participated in **Alive & Free Prescription** trainings facilitated by Dr. Joseph Marshall, founder of the **Omega Boys Club**. 28 staff are currently taking the training.
- **Berkeley Alive and Free Coalition** formed to provide ongoing support to providers who wish to implement the **Alive & Free** curriculum into existing programs.
- Over 166 youth participate in weekly sessions that use **Alive & Free** curriculum.
- Berkeley Alliance received \$100,000 2-year grant from Alameda County to support truancy prevention efforts.

For an overview of the Attendance work plan see Appendix Table 5.

## **2. CITY OF BERKELEY'S COMMUNITY AGENCY CONTRACT PROCESS AND OUTCOMES FOR YOUTH SERVING ORGANIZATIONS**

For FY 2012-2013 the City awarded \$1,214,384 to 18 agencies that provide childcare, recreation or youth related services and programs. Given diminishing resources it is even more imperative that existing resources are utilized in ways that can make the most positive impact.

For the City's FY 2012-13 community agency contracts cycle, a few new questions were added to the application for childcare and youth serving organizations to encourage organizations to align their work with 2020 Vision goals. City of Berkeley's Department of Housing and Community Services and the Department of Parks Recreation & Waterfront are exploring options for aligning contracts in future award cycles even more with 2020 Vision goals by identifying program areas and measurable outcomes that would support the priorities outlined by 2020 Vision.

## **3. GROUNDWORK FOR FUTURE WORK PLANS**

In addition to activities related to the three priority indicators for 2011 through 2012, work related to the other five 2020 Vision indicators is underway, as follows:

- West Ed is currently analyzing the correlation between course grades in Algebra and scores on CST Algebra test
- BUSD and Berkeley City College are promoting college readiness by scheduling enrollment opportunities on the campuses of BHS and BTech for students to enroll in the Peralta College System.
- A multi-agency team from Berkeley was one of a small number of cities selected to participate in a post-secondary success leadership academy hosted by the Lumina Foundation and the National League of Cities in 2012.

### **BACKGROUND**

2020 Vision for Berkeley's Children and Youth is a multi-agency initiative aimed at closing the academic achievement gap that exists in Berkeley public schools. On June 24, 2008, Council adopted a Resolution authorizing the City Manager to develop plans and models for internal and cross-jurisdictional collaboration to remove barriers to learning and to promote healthy development for all Berkeley children and youth (64,113-N.S.).

Phase I involved the development of priority recommendations for pilot projects and the creation of eight guiding principles to be used for subsequent work and programming. Phase II has involved the restructuring of the planning and oversight teams, the selection of eight measurable 2020 Vision indicators, and a Phase II work plan for the three priority indicators with deliverables for FY 2011-2013. The three priority indicators are Kindergarten Readiness, Proficiency in Reading by the Third Grade and Attendance for K-12<sup>th</sup> Grades.

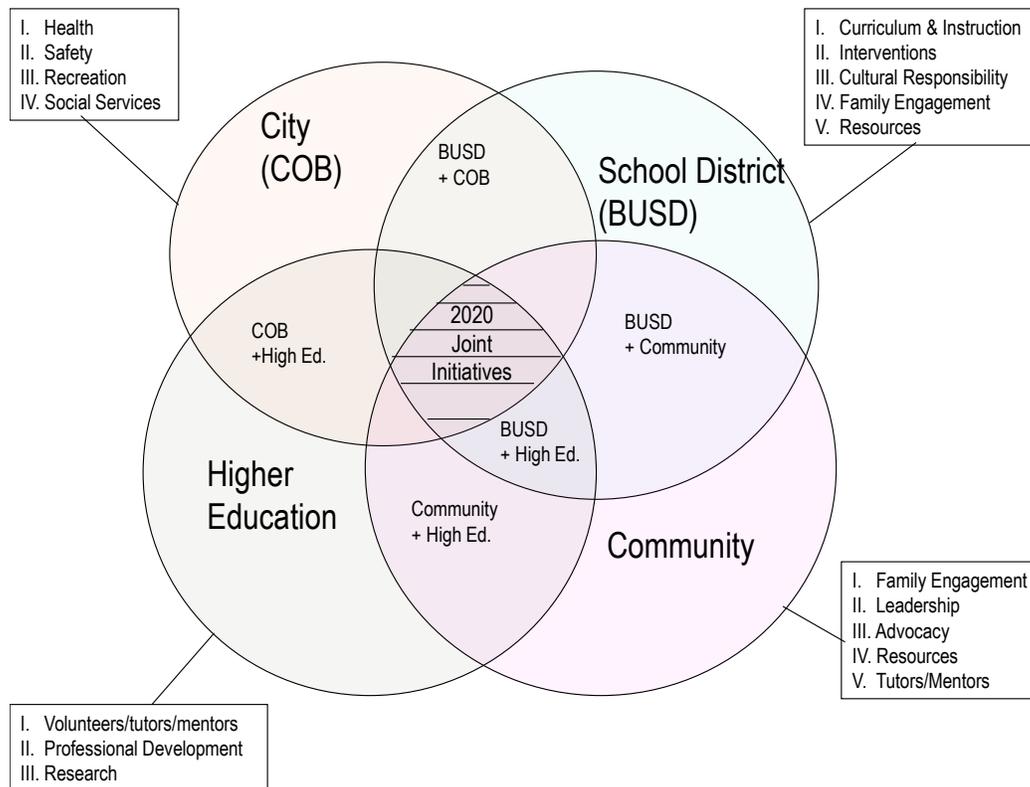
**2020 Vision Framework**

From 2008 through 2010, the 2020 Vision Planning efforts were led by the Planning Team, which consisted of a large group of individuals from various stakeholder organizations and was facilitated by the Berkeley Alliance. This group was responsible for the development of Phase I priority recommendations. The Planning Team organizers realized, however, that the large size of the group would not be conducive to moving the 2020 Vision to the next phase. An alternative structure to organize the work was needed to isolate indicators and create actionable plans.

As a result, the Planning Team created a smaller working group during the summer of 2010 – called the Design Team – to lead the design and implementation of Phase II. During the summer and fall of 2010, the Design Team, comprised of representatives from the City of Berkeley, Berkeley Unified School District, Berkeley Alliance, and community agencies, met with consultants from West Ed to develop the next phase of work.

In the fall of 2010, the Design Team developed the framework for how the various stakeholders will work together on 2020 Vision projects, and identify which aspects of the work require the oversight and attention of the Design Team (see Figure 1). The framework demonstrates that each institution is responsible for working independently and in concert with other stakeholders to close the achievement gap. The primary focus of the Design Team will be those projects that are in service to joint initiatives delivered by stakeholder agencies. Examples of these joint initiatives will be discussed in Items 2 through 5 below.

**Figure 1: 2020 Vision Framework**



## 2020 Vision Indicators

On September 8, 2010, the 2020 Vision Design Team selected eight indicators to measure progress toward closing the achievement gap, to quantify results, and to guide the construction of priority program areas. The indicators are:

1. **Kindergarten Readiness:** Number/Percent of entering Kindergarteners identified as 'ready to learn,' as measured by BUSD Universal Screening.
2. **Proficiency in Reading by the Third Grade:** Number/Percent of 3rd graders identified as 'reading at or above grade level' as measured by BUSD Reading Assessments and California Standards Tests in Language Arts.
3. **Successful Completion of Algebra by the Ninth Grade:** Number/Percent of students who have successfully completed Algebra by the end of 9th grade as measured by course grades and the California Standards Test in Algebra.
4. **College Readiness:** Number/Percent of students who have successfully completed coursework ("A-G" requirements) by 12<sup>th</sup> grade that make them eligible for California State University/University of California admissions.
5. **Attendance:** Number/Percent of K-12 students who are chronically absent. Chronic absenteeism is defined when the number of absences or truancy is 10% or more of the number of school days.
6. **Disproportionality in Suspensions:** Number/Percent of K-12 students involved in repeat school suspensions and/or expulsions.
7. **Disproportionality in Police Contacts:** Number/Percent of youth involved in multiple police contacts.
8. **Student Engagement:** Number/Percent of students in grades 7, 9, and 11 who report high levels of environmental supports and opportunities ("external assets"), which include caring relationships, high expectations, and opportunities for meaningful participation as measured by the California Healthy Kids and UC Berkeley student survey tools.

### Three Priority Indicators for FY 2011-2013

The Design Team decided to focus on three (3) of the eight (8) chosen indicators for the Phase II work plan for Fiscal Year 2011 through 2013. They include: Kindergarten Readiness (Indicator 1), Proficiency in Reading by the Third Grade (Indicator 2), and Attendance (Indicator 5).

### CONTACT PERSONS

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**APPENDIX: TABLES AND FIGURES**

**Table 3. Work Plan Activities for Increasing Kindergarten Readiness**

Activity	Description/Status	Impact/Deliverable	Participating Orgs	Evaluation Plan
<b>Pilot Kindergarten Universal Screening</b>	The screening measures K readiness for incoming Kindergartens, and was piloted in all K classrooms September 2011. Results were used by K teachers to inform instruction.	-628 Kindergartens assessed -All K teachers participating	BUSD, with support from 2020 Vision Design Team	Yes
<b>Pre-K Power Play Program</b>	Six week program for 3-5 year olds to help promote and develop executive functioning and self regulation skills.	-6 10-week sessions completed -97 students participating; 41% participated in 2 or more sessions -Average increase in self-regulation scores after participation found	COB, with evaluation support from Berkeley Alliance	Yes
<b>Kindergarten-Early Childhood Education Collaborative</b>	The collaboration originally formed by First 5 to bridge ECE providers and Kindergarten teacher is order to increase smoothness in K transition from preschool, now being facilitated by the Berkeley Alliance. Collaborative meets quarterly.  Professional development trainings in conflict resolution are being planned for Spring 2012.	-Increase the number of ECE providers that have increased skills in preparing children and families for Kindergarten	Berkeley Alliance, BUSD Pre-Schools, COB, Head Start, child care providers and K teachers.	No
<b>BUSD Admission Form</b>	Incorporate a question of form that can better identify pre-K experiences.	-Revised admissions form	BUSD, with input from 2020 Vision Design Team	Yes
<b>Impact Analysis of State/Federal Cuts on ECE Community</b>	Berkeley Alliance & COB are currently calling all ECE providers in Berkeley to determine the impact of current economic conditions and state/federal cuts on their organization services and the families that they work with.	-Gap analysis of ECE resources and services to guide programming decisions to be completed March 2012.	COB, Berkeley Alliance	Yes

<b>Outreach to Families and Special Events</b>	BUSD Kindergarten Fair; Outreach in Heart 2 Heart neighborhood to provide ECE resources and information; BUSD admission information provided to childcare providers at K-Information night.	-Information about BUSD K Admission, ECE resources and services provided to families	BUSD, COB, Berkeley Alliance, ECE Commission	No
<b>Fund Development</b>	Grant submitted to San Francisco Foundation for ECE provider trainings. Research grant proposal in development with support from West Ed.	-COB received \$150,000 from First 5 for Power Play Fall 2011 -Berkeley Alliance submitted grant to San Francisco Foundation November 2011	Berkeley Alliance, West Ed, COB	N/A

**Abbreviations:** ECE-Early Childhood Education; COB-City of Berkeley; BUSD-Berkeley Unified School District; K-Kindergarten

**Table 4. Work Plan Activities for Increasing Proficiency in Reading by 3<sup>rd</sup> Grade**

<b>Activity</b>	<b>Description/Status</b>	<b>Impact/Deliverable</b>	<b>Participating Orgs</b>	<b>Evaluation Plan</b>
<b>BUILD: Equity Through Literacy</b>	Tutoring system that leverages tutoring resource of Cal to provide additional afterschool support for struggling readers.	-15 participating sites -330 elementary school students received literacy tutoring	UCB, BUSD, COB, BYA, BAHIA, Berkeley Alliance	Yes
<b>COB Book Drive</b>	City of Berkeley employees held a book drive to provide books to afterschool programs in Berkeley.	-1003 books collected and labeled according to reading level -Books delivered to 16 afterschool programs	COB, Berkeley Alliance	N/A
<b>Family Engagement</b>	Reading workshop for parents of struggling readers to provide strategies for supporting their child.	-Scheduled for Spring 2012	Berkeley Alliance, COB, BUSD	No
<b>Evaluation of Summer BUILD Program</b>	Pre- and post- reading scores of students participating in Summer BUILD reading program at COB recreation programs will be compared to determine effect of participation on curbing the “summer slide”.	-Scheduled for February – May 2012	COB, COB, BUSD, Berkeley Alliance	Yes
<b>Fund Development</b>		-\$60,000 raised for BUILD: Equity program expansion and evaluation activities	UCB, Berkeley Alliance, COB	No
<b>Abbreviations:</b> UCB-University of California, Berkeley; COB-City of Berkeley; BUSD-Berkeley Unified School District; K-Kindergarten				

**Table 5. Work Plan Activities for Decreasing Chronic Absenteeism**

Activity	Description/Status	Impact	Participating Orgs	Evaluation Plan
Truancy Absenteeism Reduction Prevention Program (TARPP)	TARPP was developed in partnership between BUSD and BPD. Multi-agency team canvas area surrounding BHS during school hours to identify students who should be in class.	-5 outings to date -Range of 10-16 student contacts per outing. Students sent back to class and parents notified.	BUSD, BPD, COB	Yes- Process Outcomes Only
Berkeley Alive and Free Coalition (BAFC)	Coalition of youth service providers and administrators who completed Alive & Free Prescription training facilitated by Dr. Joseph Marshall, Omega Boys Club. BAFC meets monthly to review curriculum and provide support for implementation of curriculum into program activities.	-Over 49 staff have been trained -28 staff currently are being trained -Ongoing support for providers that work with at-risk youth.	BOCA, COB, BUSD, UCB	No
Alive & Free Sessions for Students	<p>Alive and Free rap sessions at Frances Albrier Community Center allows 15-20 of our afterschool program kids, grades 3<sup>rd</sup>-5<sup>th</sup>, to discuss the importance of accountability in the choices they make, and how such accountability will be necessary as they negotiate the many life challenges they will face.</p> <p>BUSD’s Lifeline Academy weekly class for 10 at-risk students and their families based on Alive &amp; Free curriculum.</p> <p>BTech holds a weekly class for entire student body (N=141) based on Alive &amp; Free curriculum to support students in making choices that keep them alive, free and educated.</p>	-Over 166 youth participating in a weekly session that uses Alive & Free curriculum	BUSD, BOCA, COB	Yes

Data analysis of Youth Crime and Truancy Relationship	<b>Analysis will identify trends of youth crime, truancy hot spots and links between truancy and crime</b>	<b>To be completed June 2012</b>	<b>BOCA, BUSD, BPD, COB</b>	<b>Yes</b>
Aligning Effort to Reduce Truancy with Community Partners.	With funding support from Alameda County, 2020 Vision/Berkeley Alliance, BYA, and the YMCA PG&E Teen Center and COB will work together on joint strategies to increase attendance among BUSD students.	Activities to begin Spring and Summer 2012.	Berkeley Alliance, BYA, Teen Center, COB	Yes
Fund Development	Identify funding support for program activities and teacher and administrative staff trainings related to truancy reduction strategies, ATOD and mental health support.	-Berkeley Alliance received \$100,000 2-year grant from Alameda County -Berkeley Alliance Submitted additional grant for \$104,000 to Alameda County for mental health trainings for youth providers	Berkeley Alliance, COB	N/A
<b>Abbreviations:</b> UCB-University of California, Berkeley; COB-City of Berkeley; BUSD-Berkeley Unified School District; ATOD-Alcohol, Tobacco and Other Drugs; BOCA-Berkeley Organizing Congregations for Action; BYA-Berkeley Youth Alternatives				

**Table 6. Summary of Baseline Data on 2020 Vision Indicators**

Indicator	Population	Data Source	All	Race/Ethnicity		
				African American	Hispanic / Latino	White
<b>K Readiness</b> Percent of Kindergartens identified as ready to learn (Fall 2011 Pilot year)	Kindergarteners	BEA	N=628	*	*	*
<b>Proficiency in Reading by 3<sup>rd</sup> Grade</b> Percent of students scoring at or above proficiency levels on District reading assessment (2010-2011 school year)	3 <sup>rd</sup> graders	BEA	60% (N=653)	40% (N=137)	43% (N=161)	83% (N=227)
<b>Successful Completion of Algebra by 9<sup>th</sup> Grade</b> Percent of 9 <sup>th</sup> graders who successfully completed Algebra by the end of 9 <sup>th</sup> grade (2010-2011 school year)**	9 <sup>th</sup> graders	BEA	82% (N=671)	61% (N=120)	80% (N=118)	95% (N=260)
<b>Attendance (Chronic Absenteeism)</b> Percent of high school students who have missed 10% or more of the school year (2010-2011 school year)	High School	BUSD	27%	39%	30%	15%
<b>College Readiness</b> Percent of high school graduates who have successfully completed “A-G” requirements (2009-2010 school year)	High school graduates	State Dept of Ed	54% (N=733)	30% (N=208)	53% (N=120)	76% (N=245)
<b>Police Contacts</b> Percent of police contacts with youth offenders	Youth under 18	BPD	N=617	60%	15%	16%
<b>Suspensions</b> Percent of suspensions (2010-2011 school year)	High School students	BUSD	N=301	56%	17%	13%
<b>Student Engagement</b> Percent of 11 <sup>th</sup> graders scoring “high” on school connectedness and resiliency scale, as measured by the California Healthy Kids Survey.	11 <sup>th</sup> graders (N not reported)	CHKS	53%	43%	55%	63%

**Abbreviations:** BEA = Berkeley Evaluation and Assessment; BPD = Berkeley Police Department; CHKS=California Healthy Kids Survey; State Dept of Ed=California State Department of Education.

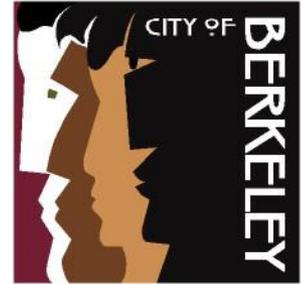
\*Data not available

\*\*Note: Core common standards for Algebra / Mathematics are currently being reevaluated. Indicator may change for future years.



BERKELEY ALLIANCE

Building partnerships for a better Berkeley



# Status Report on 2020 Vision Phase II





# Acknowledgements

**Alameda County Health Care Services Agency**

**AT & T**

**Bananas**

**BAHIA**

**Bayer**

**Berkeley Alliance**

**Berkeley City College**

**Berkeley Federation of Teachers**

**Berkeley Organizing Congregations for Action**

**Berkeley Police Department**

**Berkeley Public Education Foundation**

**Berkeley Public Library**

**BUSD LEARNS/BEARS Program**

**BUSD Literacy Coaches, Principals, Teachers**

**BUSD Office of Student Services**

**BUSD Office of Community and Family Partnerships**

**BUSD Office of Evaluation and Assessment**

**BUSD Culturally and Linguistically Responsive Systems**

**Berkeley Youth Alternatives**





# Acknowledgements

**Chancellor's Community Partnership  
Fund**

**City of Berkeley-Department of Parks,  
Recreation and Waterfront**

**City of Berkeley-Department of Health  
Services**

**City of Berkeley-Department of Housing  
and Community Services**

**City of Berkeley-Department of  
Information Technology**

**City of Berkeley-Library Services**

**Commission on Early Childhood  
Education**

**First Five of California**

**Head Start**

**Omega Boys Club**

**P G & E YMCA Teen Center**

**St. Joseph the Worker**

**South Berkeley YMCA Learning  
Academy**

**University of California, Berkeley-Cal  
Corp Public Service Center**

**University of California-Chancellor's  
Office**

**West Ed**

**AND...our other Community volunteers**





# 2020 Vision for Berkeley's Children and Youth



Ensure academic success and well-being for all children and youth growing up in Berkeley by closing the achievement gap in Berkeley's public schools by the year 2020.





# Overview of Presentation



- Indicators
- Data collection, management and analysis
- Indicator work plans
- Alignment of community agency contract process with the 2020 Vision
- Groundwork for future work plans





# Key Indicators



- Kindergarten Readiness
- Proficiency in Reading by the 3<sup>rd</sup> Grade
- Successful Completion of Algebra by the 9<sup>th</sup> Grade
- College Readiness: Successful Completion of Courses Required for UC/CSU Admission (“A-G” Requirements)
- Attendance
- Police Contacts
- Suspensions/Expulsions
- Student Engagement





# Key Indicators

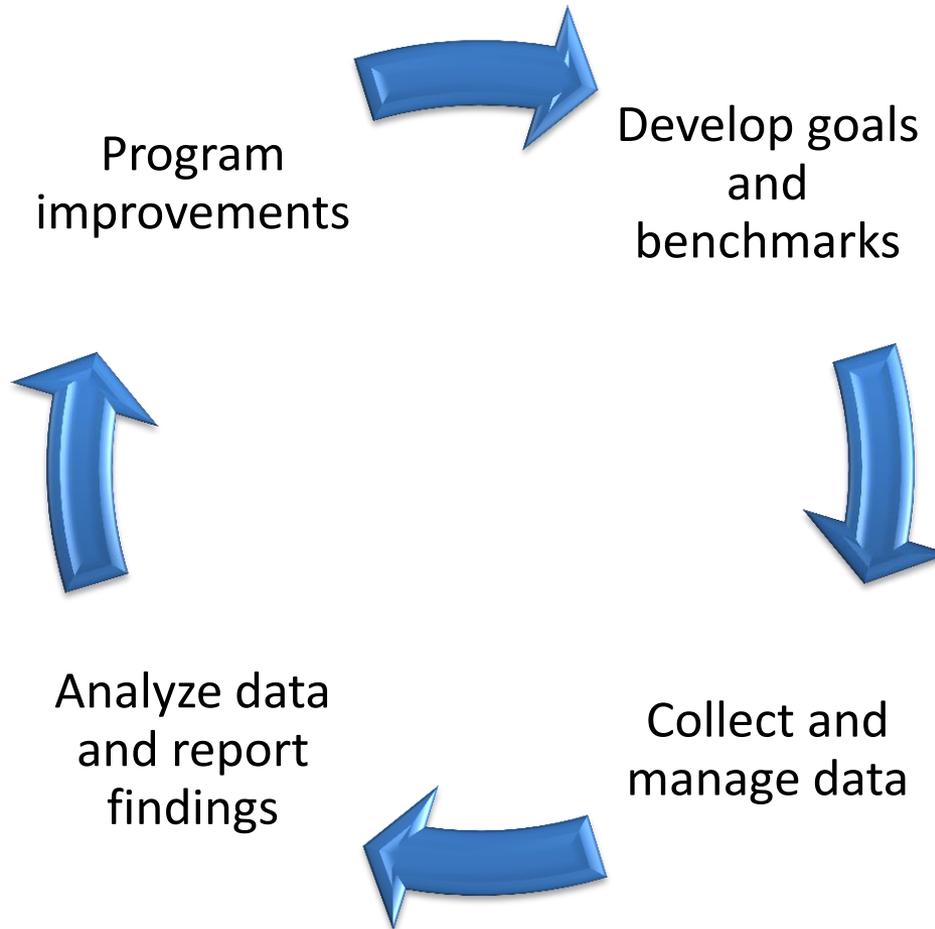


- **Kindergarten Readiness**
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- Successful Completion of Algebra by the 9<sup>th</sup> Grade
- College Readiness: Successful Completion of Courses Required for UC/CSU Admission (“A-G” Requirements)
- **Attendance**
- Police Contacts
- Suspensions/Expulsions
- Student Engagement





# 2020 Vision Quality Improvement Cycle





# Data Management

- Data sharing agreements
- System to capture, store, manage and report out 2020 Vision data
- Baseline indicator data
- Evaluation plans



*VISION: ALL CHILDREN ENTER INTO KINDERGARTEN READY TO LEARN*

# **KINDERGARTEN READINESS**



# Accomplishments: K Readiness



- The **Kindergarten Universal Screening** was piloted with all Kindergarten teachers in September 2011.
  - 628 Kindergarteners were assessed
  - Results were used by teachers to inform instruction for the 2011-2012 school year.
- Changes to BUSD Admission form to capture Pre-K experiences





# Accomplishments: K Readiness



- **Pre-K Power Play**

- Offered through the City of Berkeley, Division of Recreation
- Six 10-week sessions have been held to date
- 97 **unique** participants ages 3-5.
- An average increase of 7.5 points on a 40-point scale for measuring self-regulation was found after participation in Power Play

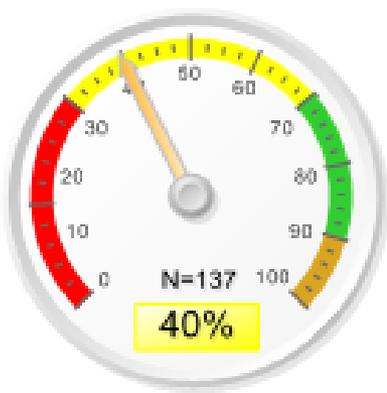


*VISION: ALL STUDENTS WILL READ PROFICIENTLY BY THE THIRD GRADE.*

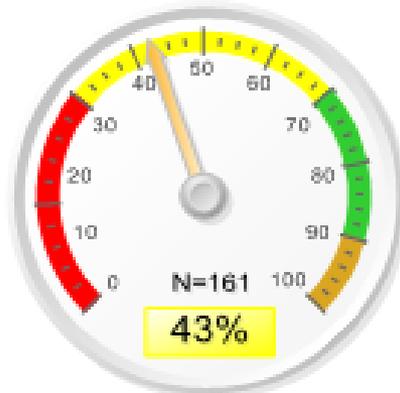
# **READING PROFICIENCY BY THE THIRD GRADE**

# READING PROFICIENCY: BASELINE DATA & GOAL

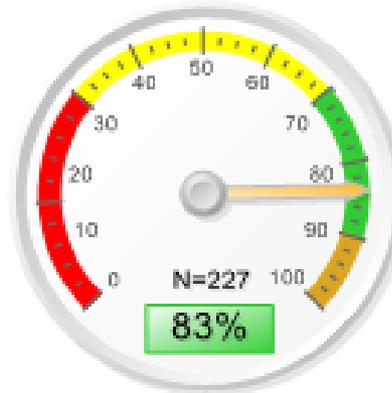
Percent of 3<sup>rd</sup> Graders Meeting Reading at Proficiency Target or Higher\* (Spring 2011)



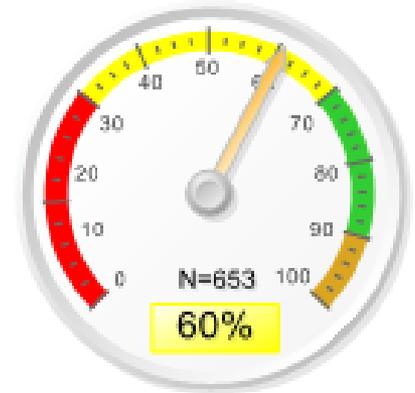
African American



Hispanic/Latino



White



All

**GOAL:** By Spring 2013, 80% of 3<sup>rd</sup> graders will test at or above proficiency (level P) on the BUSD reading assessment, Teachers College Reading and Writing Assessment (TCRWP).



## Accomplishments: 3<sup>rd</sup> Grade Reading

- The **BUILD: Equity through Literacy program** was redesigned and expanded to 15 afterschool program sites.
  - Literacy tutoring provided to 330 elementary school students in afterschool programs.
  - Implementation evaluation for BUSD afterschool programs conducted on 195 participants
    - Will evaluate impact on Winter and Spring reading assessments
  - We are also in the process of analyzing reading score data from Summer 2011 BUILD participants to determine impact of program on preventing summer slide.



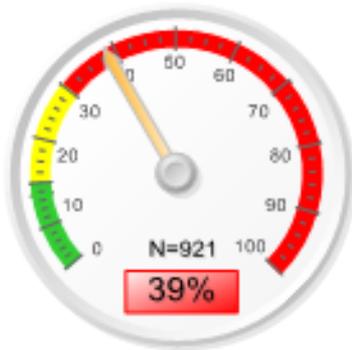


*VISION: EVERY STUDENT IN SCHOOL, EVERY DAY*

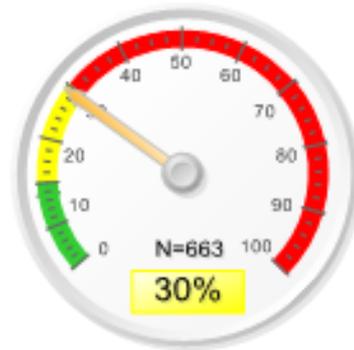
# **ATTENDANCE**

# ATTENDANCE: GOAL & BASELINE DATA

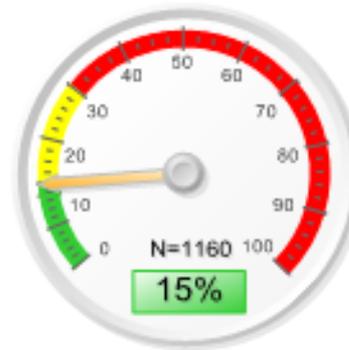
Percent of High School Students that have Missed More than 10% of the 2010-2011 School Year\*



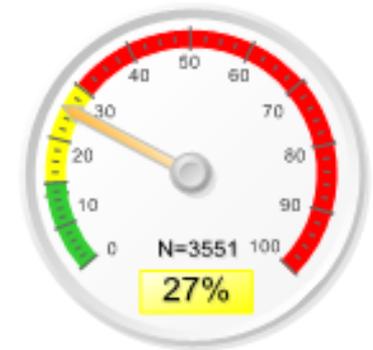
African American



Hispanic/Latino



White



All

**GOAL:** By Spring 2013, the number of BUSD students that are chronically absent will be reduced by 10%, as measured by attendance data.



# Accomplishments: Attendance

- The **Truancy and Absenteeism Reduction/Prevention Program (TARPP)** was launched in November 2011
  - Multi-agency teams that canvas the area around Berkeley High School (BHS) during school hours.
  - Over 6 outings have occurred to date.
  - Total of 85 students were found cutting class
  - Students are sent back to class and parents are notified.





# Accomplishments: Attendance

- Violence prevention trainings for youth providers
  - 49 youth services providers and administrators have participated in **Alive & Free Prescription** trainings facilitated by Dr. Joseph Marshall, founder of the **Omega Boys Club**.
  - 54 youth providers are currently taking the training.
  - **Berkeley Alive** and **Free Coalition** formed to provide ongoing support to providers who wish to implement the **Alive & Free** curriculum into existing programs.
  - Over 166 youth participate in weekly sessions that use **Alive & Free** curriculum.





# FUND DEVELOPMENT

Indicator	Fiscal Year	Fiscal Agent	Funding Source	Amount
Kindergarten Readiness	FY 12- 13	COB-Division of Recreation	First 5 of Alameda County	\$150,000
Proficiency in Reading	FY 12	Berkeley Alliance, UCB-Cal Corp	<ul style="list-style-type: none"> <li>• AT &amp; T</li> <li>• Bayer</li> <li>• Chancellor’s Community Partnership Fund</li> </ul>	\$73,000
Attendance	FY 12-13	Berkeley Alliance	Alameda County	\$100,000
<b>TOTAL</b>				<b>\$323,000</b>





# Accomplishments

- BUILD: Equity providing literacy support to 330 students expanded to
- 1000 books donated by City staff to afterschool programs
- Truancy Absenteeism Reduction/Prevention Program launched
- 49 providers trained in violence prevention
- Violence prevention curriculum integrated into 3 programs
- Aligning effort to reduce truancy with community partners BYA and YMCA PG&E Teen Center
- Data analysis to understand link between truancy and crime
- Data analysis to identify early predictors of success in Algebra
- \$323,000 raised for 2020 Vision programs and evaluation





# Accomplishments

- Data sharing agreements
- Parent permission slips developed
- System to capture, store, manage and report out 2020 Vision data
- Baseline indicator data compiled
- Evaluation plans for key programs
- Piloted Kindergarten Universal Screening
- Six sessions of Pre-K Power Play
- K-Early Childhood Education Collaborative for K and ECE teachers
- Changes to BUSD Admission form
- Gap analysis to understand state and federal cuts to Early Childhood Education providers
- BUILD: Equity providing literacy support to 330 students expanded to





# Groundwork for Future Work

- Alignment with community agency contracts
- West Ed analyzing BUSD data to identify early predictors of success in **Algebra**
- BUSD and Berkeley City College are promoting **college readiness** by scheduling enrollment opportunities on campus for students to enroll in the Peralta College System.

