

# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Table A2: Progress Indicators for Goal 2



















Goal for 2014-15 LCAP	<b>Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.</b>				
Applicable Pupil Subgroups:	English learners (EL), Socio-economically disadvantaged (SED), AA, Latino, Special Education (SPED) and Unduplicated Students as defined by CDE (English Learners, Foster Youth and/ or Low Income Students)				
Key:	 Exceeding Standard  At or Approaching Standard  Far Below Standard				
Measurable Outcomes	<b>Table A2 Measurable Outcomes</b>	Actual Annual Outcomes	<b>13-14</b>	<b>14-15</b>	<b>Score</b>
	a) 50% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for AA students and English Learners, and use effective strategies that address students' multiple intelligences.		<b>25%</b> of teachers received training in strategies.	<b>62%</b> of preK-12 teachers trained in strategies (99% of all K-5 teachers) to use in daily classroom instruction	
	b) Create a <b>Cultural Competency Implementation Tool</b> to measure use of designated culturally relevant and inclusive strategies.		Not Applicable	Created <b>Cultural Competency tool</b> to measure use of strategies	
	c) 20% or more of <b>newly hired teachers</b> will be AA or Latino		<b>15%</b> of <b>newly hired teachers</b> are AA or Latino	<b>35%</b> of <b>newly hired teachers</b> are teachers of color. <b>At years end, 23%</b> were either AA and/or Latino	
	d) <b>Support and retain</b> AA or Latino teachers to exceed <b>15%</b> of all teachers in District.		Not Applicable	<b>17%</b> of all teachers in the District are AA and/ or Latino	
	e) AMAO1: <b>65.3%</b> of the <b>English Learner</b> Cohort (tested in 13-14 and 14-15) will show <b>progress</b> (an increase of one or more levels) on the California English Language Development Test (CELDT).  The English Learner Cohort will meet 2014-15 State Target of 60.5%		62.8% of <b>English Learners</b> made <b>progress</b> on the CELDT from 2012-13 to 2013-14 (AMAO 1)	63.4% of <b>English Learners</b> made <b>progress</b> on the CELDT from 2013-14 to 2014-15 (AMAO 1)  ★ Met State Target ★ Progress on LCAP Goal	
	f) AMAO2: <b>66.2%</b> of long-term English Learners (enrolled in US schools 5 years or more) will demonstrate proficiency (intermediate or higher) on the CELDT.  The LTEL Cohort will meet 2014-15 State Target of 50.9%		63.2% of <b>Long-Term English Learners</b> have reached the <b>proficient level</b> on the CELDT (AMAO 2)	59.0% of <b>Long-Term English Learners</b> have reached the <b>proficient level</b> on the CELDT (AMAO 2)  ★ Met State Target ★ Less met proficiency	 

Table B2: Quantitative Outcomes, Student Participation and Baseline Results for Goal 2 Actions and Services



<b>Goal 2:</b> End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.					
Action steps funded by LCAP (Supplemental Dollars)	Action Steps	Quantitative (Table B2) Outcomes for Goal 2 as a result of the Action Steps	2014-15 Demographics	Quantitative Outcomes	
	<b>A2.4 (NOW 2.4S)</b> Hire a consultant/ specialist to lead affinity groups and provide recommendations and other supports for African American and Latino teachers <b>Quantitative Outcomes</b> will be measured by: <ol style="list-style-type: none"> <li>1. Number / % of Teachers of Color who gave feedback to the National Equity Project (consultant)</li> <li>2. Number / % of AA and Latino teachers who were retained</li> <li>3. Number / % of AA and Latino teachers who were retained</li> <li>4. Number / % of new teachers trained in Equity Strategies (Reference to 2.1 and 2.2 BSEP-funded Goals)</li> </ol>		<b>ALL Teachers 2014-15 Race / Ethnicity Breakdown:</b> All: n=592; AA: 7%; Latino: 10%; Asian: 7%; Two or More Races: 5%; Other: 71%  <b>New Teacher 2014-15 Race / Ethnicity Breakdown:</b> All: n=69; AA: 10%; Latino: 13%; Asian: 12%; Two or More Races: 0%; Other: 65%	<b>New Teacher Hires</b> 23% of the New Teachers hired in 2014-15 were AA and/or Latino (35% were teachers of color).  Of the teachers hired, 51 of the 69 teachers remained in the district.  69% of the African-American and Latino Teachers remained in the District.  35% (24) of the new teachers were trained in equity strategies	As of 9.26.15, a Consultant has been hired to oversee the Recruitment, Retention and teachers of color affinity groups for 2015-16.  We will report on 2015-16 New Hires after the CALPADs reporting date. (Positions still vacant).
	<b>B2.1 (Now 2.6S):</b> Provide daily direct instruction in English Language Development (ELD) to all English Learners (EL) by ensuring all sites have ELD teachers to provide coaching for classroom teachers and instruction / support to students. <b>Quantitative Outcomes</b> will be measured by: <ol style="list-style-type: none"> <li>1. Number / Percent of ELs served</li> <li>2. Schools with an EL Teacher Leader</li> <li>3. ELs that increased by 1 or more levels on the California English Language Development Test (CELDT) -AMAO 1 by Level</li> <li>4. Gr. 6-12 Long-Term English Learners (LTEL), students who have been in the U.S. for &gt; 5 years reaching the Intermediate level or higher in CELDT (AMAO 2) in 2014-15</li> </ol>		Number of ELs in 2014-15: <b>Elementary: n=604;</b> EL: 14% of all K-5 Students. 58% of K-5 ELs are Latino; 75% of K-5 ELs are Low Income  <b>Middle (MS): n=194;</b> EL: 10% of all MS Students. 59% of MS ELs are Latino; 77% of MS ELs are Low Income  <b>High (HS): n=200;</b> EL: 6% of all HS Students. 59% of HS ELs are Latino; 71% of HS ELs are Low Income	<b>Teacher Participation</b> Percent of Schools with an EL Teacher Leaders in 2014-15: <i>Elementary:</i> 100% <i>Middle:</i> 100% <i>High-School:</i> 100%  See Table 3 for further qualitative review of district and site level EL teacher leader work in 2014-15.	<b>% meeting AMAO 1 Growth Target (Goal: 60.5%)</b> <b>Elementary :</b> 61% K-5; 55% Latino Elem ELs; 54% of Low Income ELs. <b>Middle (MS):</b> 66% MS ELs; 60% Latino MS ELs; 57% Low Income MS ELs <b>High (HS):</b> 66%; HS ELs 63% Latino HS ELs; 58% <b>Low Income HS ELs % 6-12 LTELs (N=226)</b> meeting AMAO2 Proficiency (Goal 50.9%): 56.1%

# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Table C2: Qualitative Findings observed and reported during the 2014-15 school year for Goal 2 Actions and Services

<b>Goal 2:</b> End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students			
Key:	 Exceeding Standard  At or Approaching Standard  Far Below Standard		
Action steps funded by LCAP (Supplemental Dollars)	Action Steps	Qualitative (Table C2) Outcomes for Goal 2 as a result of the Action Steps	Qualitative Findings
	<b>A2.4 (NOW 2.4S)</b> Hire a consultant/specialist to recruit, lead affinity groups and provide recommendations and other supports for African American and Latino teachers.		 Hired the National Equity Project (NEP) to recruit, lead affinity groups and provide recommendations and other supports for African American and Latino teachers <ul style="list-style-type: none"> <li>★ <i>February:</i> Project Kick-off meeting with key stakeholders</li> <li>★ <i>March - April:</i> Listening and Situational Analysis               <ul style="list-style-type: none"> <li>- Individual interviews and focus groups with select teachers affiliated with TOCN, select classified staff, select site administrators, and select staff from Human Resources (HR) and Educational Services (3/12/15, 3/16/15, 3/18/15, 3/28/15, 4/23/15)</li> <li>- NEP reviewed and analyze quantitative data sets while integrating findings from interviews and focus groups (See Appendix for NEP Findings)</li> <li>- April – June: Design and Development</li> <li>- Provided executive coaching and technical assistance for Directors of Human Resources, Special Programs / Projects and K-8 Schools</li> </ul> </li> </ul>  Need to conduct exit interviews with teachers leaving district  Based on findings and recommendations from NEP, hired a Specialist to lead Recruitment, Retention and Affinity Group work for 2015-16 school year.  The Director of Programs is exploring other options in partnership with the 2020 Vision workgroup for College and Career Readiness. She is also working with the leadership and interested classified staff members of color who are currently working in the classroom and are interested in completing their teaching credential.           99% of all Elementary Teachers trained in the use of the strategies. Note: “Transition to Teaching” program no longer occurring in BUSD for classified staff. While the idea was promising the breadth and depth was cost and time prohibitive for best implementation.  The Educational Services team is reviewing the link between training in Cultural Responsiveness and Equity Strategies for students to the Hiring and Retention of Teachers of Color. While this training is not “supplementally-funded”, it is clear from the NEP retention of Teachers of Color that this training made a difference.           Hired certificated teachers at every site based on the number of ELs to provide direct ELD instruction to ELs, oversight, and instructional coaching for teachers.

# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

<p>Action steps funded by LCAP (Supplemental Dollars):</p>	<p><b>B2.1 (Now 2.6S):</b> Provide daily direct instruction in English Language Development (<b>ELD</b>) to all English Learners (EL) by ensuring all sites have ELD teachers to provide coaching for classroom teachers and instruction / support to students.</p>	<p>Qualitative (Table C2) Outcomes for Goal 2 as a result of the Action Steps</p>	<p> <b>Elementary ELD Instruction</b> – findings, different models based on site needs / size ELD Language Lab Model: LeConte, Rosa Parks, Thousand Oaks - Language Lab groups created by one or two grade-levels using CELDT results</p> <ul style="list-style-type: none"> <li>★ Rosa Parks Language Lab observation showed EL instruction in groups of 7-12</li> <li>★ At LeConte and Thousand Oaks (TWI/Spanish Bilingual schools) ELs getting ELD instruction while English speakers get Academic Language Development (ALD), reading/writing support/enrichment, or Spanish Language Development</li> <li>★ ELD Intervention and Enrichment Model with like-skill groups at Washington</li> <li>★ ELD Pull-out/Push-in Model: BAM, Cragmont, Emerson, Jefferson John Muir, Malcolm X, Oxford</li> </ul> <p><b>Middle School ELD Instruction</b> - Academic Language Development (ALD) Classes varied by site and teacher, teachers expressed that further differentiation / support is needed in Middle School for Long Term English Learners need Academic Language Development (ALD) classes. EL classes as follows:</p> <ul style="list-style-type: none"> <li>★ Longfellow: 4 classes, 50 English Learners 48 are LTEL</li> <li>★ King: 6 classes, 74 English Learners 38 are LTEL</li> <li>★ Willard: 1 class, 28 English Learners 24 are LTEL</li> </ul> <p><b>High School ELD Instruction</b> – Berkeley High School</p> <p>ELD Newcomer Program: Targets students who have been in the U.S. for 5 years or less with all enrolled in double period ELD</p> <ul style="list-style-type: none"> <li>★ Specially Designed Academic Instruction in English (SDAIE) grade-level classes</li> <li>★ ELD 1/2 combination class (beginning/early intermediate); ELD 3 (early intermediate/intermediate); ELD 4 (Literature of Diversity and Expository Writing); ELD 5 (SDAIE World Literature and SDAIE Writing)</li> <li>★ SDAIE: Integrated Science, Chemistry, Biology; Freshman Seminar, US History, World History, Econ/Gov; Algebra - 83 ELs are taking one or more SDAIE class with 351 total enrollment in all SDAIE classes.</li> <li>★ Long Term English Learners (LTEL): Targets students who have been in the U.S. for 6 or more years are enrolled in Academic Language Development (ALD) classes- 16 students, 11 of 16 were LTEL</li> <li>★ Berkeley High School - 172 English Learners, 76 are LTEL</li> </ul> <p> ELD teacher at sites provided instructional coaching for teachers on an individual basis as requested or identified need and when needed ELD District TSA (funded by non-supplemental dollars) brought in to coach EL site teachers by request or identified need - Some but not all sites use <b>Systematic ELD</b> to support teachers within regular classroom instruction.</p>
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## Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Table D2: Actions and Services – Findings and Recommendations for Goal 2 Actions and Services

<b>Goal 2:</b> End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.			
Table D2 Action steps funded by LCAP (Supplemental Dollars):	Action Steps	Evaluation Findings and Next Steps:	Evaluation Findings
	<b>A2.4 (NOW 2.4S)</b> Hire a consultant/ specialist to recruit, lead affinity groups and provide recommendations and other supports for African American and Latino teachers.		<p><b>Findings:</b> This year was an investigative year for this new goal. As a result, the hiring and contracting with the National Equity Project (NEP) took more time than expected to assure that all stakeholders (Teacher of Color Network / Berkeley Federation of Teachers, Human Resources and Educational Services Directors) gave essential feedback to the necessary outcomes of the contract. The NEP did a thorough job in speaking to each stakeholder group and key findings from these groups will inform the work of the new Consultant (NEP findings attached). There were a few teachers who did not continue with BUSD and it is necessary to discern the reasons for their contracts not continuing. Note: The final percentage of teachers of color hired did lower due to new teachers hired mid-year. The new teachers hired were not teachers of color.</p> <p><b>Recommendations for 15-16:</b> Systematize the protocols to include a planned approach to the recruitment and retention of teachers of color. It is recommended that the new Consultant play a key role in the Teachers of Color Network while also working in partnership with the different departments within the district (Curriculum and Instruction, State and Federal Programs, Student Services, Human Resources, Special Education and others) to ensure that all practices within the district are culturally responsive and with trainers in Cultural Responsiveness to be certain it meets the needs of our teachers of Color. It is also important that the new Consultant for Recruitment and Retention establish relationships with the leadership of the teachers' union AS WELL AS the union for classified staff that work with students (BCCE). This position will also need to work closely with the BTSA TSA and the Professional Development Coordinator in the decision-making process and identification of BTSA support providers and mentors. Finally, it is essential that the Consultant become familiar with the key student achievement and social-emotional needs of students through a partnership with the Coordination of Services Teams. Because this position is new, the most essential information is that confidential information collected by the National Equity Project and by talking to teachers of color to assure that they have a voice in their own success and partnership within the district.</p> <p>As Far as Strategy Implementation: The Director of K-8 Schools is taking the next step in the implementation of Equity Strategies including the October 12th Professional Development Day, the Elementary Schools will be doing Level 2 of the Equity Strategies including the High-Expectation of Teachers and Level 1 for the Middle Schools which includes: High-Help - High-Expectations, Multiple-Perspectives, Impacting Student Lives and Opt-In for Scholars.</p>

## Berkeley Unified School District LCAP Evaluation Goals 2 and 3

<p>Table D2 Action steps funded by LCAP (Supplemental Dollars):</p>	<p><b>B2.1 (Now 2.6S):</b> Provide daily direct instruction in English Language Development (ELD) to all English Learners (EL) by ensuring all sites have ELD teachers to provide coaching for classroom teachers and instruction / support to students.</p>	<p>Evaluation Findings and Next Steps:</p>	<p><b>Findings:</b> While English Language Development support has been a key goal of the district through the Master Plan for English Learners and the District Local Educational Area Plan (LEAP), the Local Control Accountability Plan was a key investment in the performance and success of English Learners. In the first year of implementation and with new district leadership, the level of English Learner support was found to be too small for the need of the students. The new English Learner teachers were able to case-manage their most needy English Learners but there was a lack of consistency in implementation between and amongst sites as a result of the low FTE and the difference in need between and amongst English Learners. Last year was also the first year for the new Teacher on Special Assignment for English Learners. Last year, the EL Teachers were able to systematize the English Learner processes of identification. Some sites (mainly the TWI / Bilingual sites) use Adept as an ongoing, formative assessment whereas other sites are more dependent on the CELDT results and results from assessments in the classroom (which are used for some but not all ELs). These new struggles are more prevalent in the Elementary Schools (schools who are just in Year 1 of EL support). The middle schools varied in their EL support and use of academic language development but are having important conversations with Berkeley High School where the ALD program has proved very successful. Their next step for K-8 is ensuring a consistency in on-going assessment and providing the tools for teachers to assess and then differentiate within the classroom.</p> <p><b>Recommendations for 15-16:</b> The limitations set because of the lack of FTE as well as a consistent message regarding using common assessments for all English Learners resulted in common messages regarding assessment and an increase in FTE. It is recommended that the English Learner Teachers assess their own students so they become more familiar with the individual needs of the students and can effectively communicate these needs with the classroom teachers. These powerful conversations need to continue as students are assessed on the CELDT but it also essential that the students are also regularly assessed on TCRWP AND Eureka Math; the Writing, Reading and A Story of Ratios assessments in middle school and the common assessments at BHS, BTA and Berkeley Independent study. With the growth in experience of the District TSA, the EL teacher leaders are becoming astute in the method for screening of English learners and have identified errors in the admissions data-entry process either by the form parents / guardians are completing or the home language survey entered incorrectly by personnel in PowerSchool. We recommend an update of the instructions for completing the home language survey both for parents and for admissions staff. Finally, a consistent curriculum is needed for all ELs.</p>
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# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Table A3: Progress Indicators for Goal 3










Goal for 2014-15 LCAP	<b>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.</b>																								
Key:	 Exceeding Standard  At or Approaching Standard  Far Below Standard																								
Measurable Outcomes	<b>Table 1 Measurable Outcomes</b>	Actual Annual Outcomes	<b>13-14</b>	<b>14-15</b>	<b>Score</b>																				
	a) The percentage of targeted K-6 students scoring at a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. 2015-16 to serve as a baseline year. Goals: <b>EL:</b> +5% <b>SED:</b> +5% <b>AA:</b> +5% <b>Latino:</b> +5% <b>SPED:</b> +5%		Social Emotional Domains (baseline on 1-4 scale) <i>Fall 2014-15:</i> <b>EL:</b> 2.65 <b>SED:</b> 2.48 <b>AA:</b> 2.36 <b>Latino:</b> 2.64 <b>SPED:</b> 2.08	<i>Winter 2014-15:</i> <b>EL:</b> +7% (2.84) <b>SED:</b> +6% (2.63) <b>AA:</b> +3.8% (2.45) <b>Latino:</b> +6.4% (2.81) <b>SPED:</b> +9.1%(2.27) <i>Spring 2015:</i> <b>EL:</b> +16% (3.09) <b>SED:</b> +13% (2.8) <b>AA:</b> +5.5% (2.49) <b>Latino:</b> +15.5% (3.05) <b>SPED:</b> +13.5% (2.36)																					
	b) The percentage of 5 <sup>th</sup> , 7 <sup>th</sup> , 9 <sup>th</sup> and 11 <sup>th</sup> grade students reporting positive “school connectedness” on the bi-annual California Healthy Kids Survey ( baseline, Jan. 2014) – the CHKS will be given in Jan. of 2016.		<i>Overall School Connectedness:</i> <table border="1"><thead><tr><th></th><th>High</th><th>Mod</th><th>Low</th></tr></thead><tbody><tr><td>5</td><td>66%</td><td>32%</td><td>3%</td></tr><tr><td>7</td><td>59%</td><td>34%</td><td>7%</td></tr><tr><td>9</td><td>50%</td><td>42%</td><td>8%</td></tr><tr><td>11</td><td>19%</td><td>45%</td><td>35%</td></tr></tbody></table>		High	Mod	Low	5	66%	32%	3%	7	59%	34%	7%	9	50%	42%	8%	11	19%	45%	35%	b) California Healthy Kids Survey (CHKS) Not Available in 2014-15	
			High	Mod	Low																				
	5		66%	32%	3%																				
	7		59%	34%	7%																				
	9		50%	42%	8%																				
11	19%	45%	35%																						
c) The number* of students who are chronically absent (more than 10% of school year or 18 days absent for students attending full year) will decrease by 5% (7% by subgroup)	<i>K-12 Chronic Absenteeism:</i> <b>All:</b> 12.5%; N= 1175 <b>EL:</b> 12.6%; N=123; <b>SED:</b> 15.4%, N= 514; <b>AA:</b> 22.1%, N= 430 <b>Latino:</b> 12.9% N=272	<i>K-12 Chronic Absenteeism:</i> <b>All:</b> 8%, N=798; <b>EL:</b> 8%; N=75; <b>SED:</b> 13%, N=451; <b>AA:</b> 17%, N=274 <b>Latino:</b> 9% N= 190																							
d) The number* of Secondary (middle and high school) AA students who are suspended at least once will be reduced each year by at least 15% 43	The number of Secondary AA students Suspended in 2013-14 was: 165	The number of Secondary AA students Suspended in 2014-15 was: 175																							
e) The percentage of respondents (students and families) who are English Learners, AA and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more	Family Connectedness Survey New for 2014-15, average score in the old survey was 75% for all respondents. 69% for AA	<i>Percent Reporting Connectedness:</i> All - 78%; EL 79.2% ; AA - 70.1% Latino - 82.3%																							
f) The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially.	Connections 13-14: 319; N= 151 AA: 47%; Latino: 30%; EL: 21% SED:84%; Unduplicated: 85%	Connections 14-15: 2054; N= 800 AA: 37%; Latino: 33%; EL: 23% SED: 73%; Unduplicated: 77%																							

Table B3: Quantitative Outcomes, Student Participation and Baseline Results for Goal 3 Actions and Services

<b>Goal 3:</b> 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.				
Action steps funded by LCAP (Supplemental Dollars)	Action Steps	Quantitative (Table B3) Outcomes for Goal 3 as a result of the Action Steps	2014-15 Demographics	Quantitative Outcomes
	<b>A3.2 (NOW 1.10S)</b> Provide an Intervention Coordinator at BHS and an Intervention TSA at BTA to ensure regular, individual contact with high-risk students to oversee all academic and social interventions		<p><b>BHS 9<sup>th</sup> Grade Students in Transition Focus Group:</b> All: n=63; EL: 13%; SED: 81% AA: 49%; Latino: 30% SPED: * Unduplicated: 83%</p> <p><b>BTA Students:</b> All: n=96; EL: *; SED: 77%; AA: 68%; Latino: 22%; SPED: 19%; Unduplicated: 81%</p> <p><b>BHS Prioritized Intervention Group</b> All: n=77; EL:* ; SED: %; AA:57%; Latino: 17%; SPED: *%; Unduplicated: 69%</p>	<p><b>Attendance Outcomes for BHS Prioritized Intervention Group:</b> ★ 88.8%</p> <p><b>Suspension Outcomes for BHS Prioritized Intervention Group:</b> ★ 0.44 Suspensions per participant ★ 34% of participants had at least one suspension ★ 9% of participants had 2 or more suspensions ★ Incidents (referrals) for Cohort were reduced by 35% from prior year (This is the stated goal of the Cohort for PI)</p> <p><b>Attendance Outcomes for BHS 9<sup>th</sup> Grade Transition Group:</b> ★ 93.4%</p> <p><b>Suspension Outcomes for BHS 9<sup>th</sup> Grade Transition Group:</b> ★ 0.60 Suspensions per participant ★ 18% of participants had at least one suspension ★ 1% of participants had 2 or more suspensions ★ Transition group had a total of 177 incidents (referrals) during the school year. (26 will be on the Cohort for PI for the 2015-16 school year)</p>
	<b>A3.3 (Now 3.3S)</b> Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance and being on time		<p><b>Students Served by Family Liaisons 2014-15:</b> N= 800 (2054 connections for K-5) AA: 37%; Latino: 33%; EL: 23% SED: 73%; Unduplicated: 77% No results available for High-School, will collect in 15-16, see Recommendations</p>	<p>Change in <b>Chronic Absenteeism (chronic)</b> for <b>Cohort of Students Served in 14-15:</b> 620 students were in BUSD for 13-14 and 14-15 503 students were not chronically abs. either year. <b>2013-14:</b> 64 total students served were chronic</p> <p><b>2014-15:</b> Of the 64, 30 were not chronic in 13-14. 35 new students were chronically absent students were served in 2014-15.</p>



Table B3: Quantitative Outcomes, Student Participation and Baseline Results for Goal 3 Actions and Services











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.				
Action steps funded by LCAP (Supplemental Dollars) for Goal 3	Action Steps	Quantitative (Table B3) Outcomes for Goal 3 as a result of the Action Steps	2014-15 Demographics	Quantitative Outcomes
	A3.4S (NOW 3.4S) Contract with outside agencies (such as SEEDS and New Bridge) to provide professional development for teachers and staff on Restorative Justice (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) and counseling services on Alcohol and Tobacco or Drug (ATOD) use		Students receiving alternatives to discipline tagged in the system are as follows: n=540; AA: 59%	SEEDS / New Bridge Referral Data Unavailable for Students Served due to HIPPA and Privacy Rights. See Qualitative Findings in Table B3.  The following alternatives to discipline tagged in PowerSchool are as follows:
			Assignment: Research/Report/Present	*
			ATOD Intervention/ASPIRE Program	100
			Behavior Intervention Plan	57
			Classroom/School Transfer	*
			Community Service	16
			Conflict Resolution/Mediation	171
			Counseling	86
			Detention	188
			Inappropriate to expel/other means	*
			LifeLines Academy/Alive and Free	62
			Parent Meeting/Intervention	46
			Parent Shadowing	*
			Phoned/Contacted Parent	269
			Recess Restriction	10
			Restorative Justice	12
			SARB	*
			SART	*
			Sexual Harassment Program	*
SST	*			
Student Court	*			

# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

<p>Action steps funded by LCAP (Supplemental Dollars) for Goal 3</p>		<p>Quantitative (Table B3) Outcomes for Goal 3 as a result of the Action Steps</p>		
	<p><b>B3.1 (NOW 3.7S):</b> Provide increased mental health services to support students dealing with trauma and other emotional issues.</p>		<p>Data Unavailable for Students Served due to HIPPA and Privacy Rights. See Qualitative Findings in Table B3. See Appendix for Breakdown at Longfellow.</p>	
	<p><b>B3.3 (NOW 3.9S)</b> Implement Alive and Free and Lifelines Programs to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration and provide professional development for staff.</p> <p>Alive and Free specifically at Berkeley Technology Academy (BTA).</p>		<p>Students breakdown who received <b>Lifelines Support:</b> All: n=55; AA: 71%; Latino: 9%; EL: 4%; SED: 51%; SPED: 38%; Unduplicated: 40%</p> <p><b>Student breakdown at BTA</b> (Alive and Free): All: n=64; AA: 69%; Latino: 19%; EL: 6%; SED: 67%; SPED: 19%; Unduplicated: 75%</p>	<p>Change in Suspensions after Lifelines: "Lifelines" Group 2013-14 Suspension Total: 64 "Lifelines" Group 2014-15 Suspension Total: 56</p> <p>"Lifelines" Group 2013-14 AA Suspension Total: 56 "Lifelines" Group 2014-15 AA Suspension Total: 43</p> <p>Students Suspended at BTA (N and %): 2013-14 – All: n=63; 62% of Enrollment AA: n=49; 79% of AA Enrollment; 78% of Suspensions <b>2014-15</b> - All: n=23; 36% of Enrollment AA: n=22; 50% of AA Enrollment; 96% of Suspensions</p>
	<p><b>B3.5 (NOW 3.11S)</b> Provide coordinators for family engagement for all K-5 schools and support for 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 English Learners.</p>		<p>See A3.3 Above <b>Average Number of Times Meeting with a Student:</b> 2.57 Ave # per AA- N: 3.14 Ave # per Latino- N: 2.33 Ave # per EL- N: 2.63 Ave # per SED- N: 2.86 Ave # per Undupl - N: 2.82</p>	<p><b>Family Connections 14-15:</b> 2054 (800 students served) an increase of far over 100%.</p> <p><b>Breakdown by Connection 13-14 vs 14-15:</b> <b>13-14</b> - Academic 1%, Attendance 12%, Behavior 1%, Complaint 1%, Focal Call 1%, Services 34%, Blank 33%</p> <p><b>14-15</b> - Academic 23%, Attendance 14%, Behavior 5%, Complaint 1%, Focal Call 2%, Services 43% Blank 12%</p>

# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Table C3: Actions and Services – Qualitative Findings observed and reported during the 2014-15 school year

<b>Goal 3:</b> 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.			
Key:	 Exceeding Standard  At or Approaching Standard  Far Below Standard		
Action steps funded by LCAP (Supplemental Dollars) for Goal 3	Action Steps	Qualitative Outcomes as a result of the Action Steps for Goal 3	Qualitative Findings
	<b>A3.2 (NOW 1.10S)</b> Provide an Intervention Coordinator at BHS and an Intervention TSA at BTA to ensure regular, individual contact with high-risk students to oversee all academic and social interventions		<p>Provided an intervention Coordinator/counselor at BHS and an Intervention TSA at BTA to high-risk students</p> <p> 1.0 BHS Intervention Coordinator summary findings. Focused primarily on working with students in emotional, behavioral, and academic crisis situations or headed in that direction to facilitate them back onto track for college and career readiness, 100% of students in unduplicated count</p> <ul style="list-style-type: none"> <li>★ Cohort for Prioritized Intervention (CPI), a group identified for needing support to address behavioral needs identified by referrals from the prior year</li> <li>★ Middle to High School Transition students identified through a combination of the ASI and Transition Rubric</li> </ul> <p> Duties include oversight of the Intervention Team which works collaboratively to identify and support students in need together with On Campus Intervention (OCI)</p> <p> Coordinates and oversees transition between BHS and BTA; Consistent review of students' credits in CPI to refer students to BTA for credit deficiency</p> <p>1.0 BTA Intervention TSA summary findings - "High risk" students make up 95% of the population with several challenging circumstances, including homelessness (over 1/3<sup>rd</sup> of the population), recent or ongoing experience in juvenile or adult justice institution, exposure to ongoing traumatic stress, drug use, abuse and addiction</p> <p> Enrolled several students concurrently in Berkeley City College (BCC) through the Persist Program, with the Mayor's office, a basic skills program .</p> <p> Supported regular and improved attendance to access college prep course.</p> <p>Interventions in the form of alternatives to discipline and suspension, one on one mediations, facilitating restorative circles, connecting students to mental health counseling, drug use prevention counseling and groups, outside mentors through Berkeley Youth Alternatives to be eligible for college</p> <p> Interfaced with probation officers, police, guardians, social welfare persons, MFT's, resource teachers, school psychologists, attorneys, and child protective services agents, to assist our students begin or continue on paths towards academic success</p> <p> Participated and facilitated the Behavioral Intervention Support Team (BIST) meetings where colleagues meet weekly to collaborate on how best to support certain students while sharing key information about their situations, needs, and challenges</p>



# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Action steps funded by LCAP (Supplemental Dollars) for Goal 3	Action Steps	Qualitative Outcomes as a result of the Action Steps for Goal 3	Qualitative Findings
	<b>A3.3 (Now 3.3S)</b> Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance and being on time		<div data-bbox="995 188 1037 220">✓</div> Provided coordinators for family engagement conduct outreach and attendance intervention with families around the importance of attendance and being on time <ul style="list-style-type: none"> <li>★ Work done in conjunction with Dean of Attendance and Staff</li> <li>★ Regular notifications to truants: robo-calls &amp; letters</li> <li>★ Personal contacts with truants: phone calls / individual meetings, “phone parties”</li> <li>★ Attend IEP meetings</li> <li>★ 4 SART group meetings with students and parents this year</li> <li>★ Student Attendance Review Board (SARB)</li> <li>★ Incentives and Small rewards</li> <li>★ Certificates for perfect / improved attendance</li> <li>★ Personal letters of congratulation for improved attendance</li> <li>★ Walk through campus and talk with students who are out of class</li> <li>★ Tardy sweeps inside campus <i>with other admin, counselors and safety officers</i></li> <li>★ Truancy walk around neighborhood w/ Dean of Students</li> <li>★ Updates to contact information in PowerSchool</li> <li>★ Saturday school twice a month</li> <li>★ Support teachers who do not submit regular accurate attendance</li> <li>★ Weekly meeting with attendance staff</li> <li>★ Attend meetings with the intervention team/counselors/mentors</li> <li>★ Communicate with Alameda county district attorney</li> <li>★ Refer ongoing truants for prosecution (if they have been through SARB)</li> <li>★ Follow up on students who are in the DA’s caseload</li> <li>★ Respond to attendance requests from law enforcement and court-appointed guardians</li> </ul> <div data-bbox="995 967 1037 1000">✗</div> Request for more consistency between and amongst schools to share successful models while also being able to also support the reasons behind the absences and support these. <div data-bbox="995 1081 1037 1114">✓</div> There were 31 students referred to SARB last year and another 9 to the District Attorney. Of those students, 11 were in Grades K-5. Of those 11, over half had one or more logs entered by their Family Engagement Coordinator. <p>There were 15 students that were referred to SARB from Berkeley High-School, all 15 attended Berkeley High School and worked with the Family Coordinators.</p> <p>In addition, another few students were referred from Berkeley Technology Academy and served through the BTA Intervention Teacher (see A3.2 on Page 11)</p> <p>See B3.5 (Page 16) for further information about Family Engagement.</p>





# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Action steps funded by LCAP (Supplemental Dollars) for Goal 3	<b>Action Steps</b>  <b>A3.4S (NOW 3.4S)</b> Contract with outside agencies (such as SEEDS and New Bridge) to provide professional development for teachers and staff on Restorative Justice (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) and counseling services on Alcohol and Tobacco or Drug (ATOD) use	<b>Qualitative Outcomes as a result of the Action Steps for Goal 3</b>	<b>Qualitative Findings</b>  <div data-bbox="1014 191 1050 224"></div> Contracted with SEEDS <ul style="list-style-type: none"> <li>★ Provided Restorative Justice (RJ) support at all three middle schools (King, Longfellow, Willard)</li> <li>★ 6 - 10 hours of direct RJ support per site by a SEEDS RJ specialist</li> <li>★ Fall Semester: support was provided at all three sites.</li> <li>★ Spring Semester: services have been focused on King and Willard (Longfellow has Counselor supported intern model)</li> <li>★ Support has been site-specific, depending upon the needs at each site</li> <li>★ Principals and Vice Principals at all three middle schools report the RJ specialist is excellent, providing staff and student training in RJ, and has facilitated and modeled harm circles</li> <li>★ Staff wish that she was full-time at each site</li> <li>★ SEEDS matches BUSD's contribution through seeking their own grant-funding, which approximately doubles the amount of RJ support that BUSD is actually paying for</li> <li>★ Difficult to quantify the impact of RJ on school climate and discipline practices due to the confidentiality needs for the students</li> <li>★ Strong desire to build an effective school-wide Tier I foundation in restorative practices</li> </ul> <div data-bbox="1014 816 1050 849"></div> Contracted with New Bridge - an Evidence based Alcohol, Tobacco, and Other Drug (ATOD) Prevention/Intervention Program <ul style="list-style-type: none"> <li>★ Providing services at BTA and Willard MS through a school-based grant</li> <li>★ Program expanded to BHS, King MS and Longfellow MS through matching contributions from the City of Berkeley and BUSD</li> <li>★ BUSD 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders have reported high rates of substance abuse, especially marijuana, in the California Healthy Kids Survey – New Bridge targeted program to these supports</li> <li>★ Program includes one-on-one therapy, and small group support provided by a licensed mental health provider to counter ATOD affect on truancy, academic failure, student discipline, and mental issues</li> <li>★ Program staff provide training for school staff and presentations to students</li> <li>★ Frequently being used as an alternative to suspension and/or a recommendation for expulsion, although inconsistently across sites</li> <li>★ Staff from New Bridge now serve on SARB and chronically truant students who engage in substance use are now referred to the program through SARB</li> <li>★ There have been gaps in services at some sites due to staffing changes at New Bridge, which program management has addressed promptly.</li> </ul>
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# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Action steps funded by LCAP (Supplemental Dollars) for Goal 3	Action Steps	Qualitative Outcomes as a result of the Action Steps for Goal 3	Qualitative Findings
	<b>B3.1 (NOW 3.7S):</b> Provide increased mental health services to support students dealing with trauma and other emotional issues.		 Increased mental health services to support students dealing with trauma and other emotional issues with contracted services <ul style="list-style-type: none"> <li>★ Bay Area Community Resources (5 schools) - 1 part time counselor at each school who splits time between MediCal and non-MediCal students</li> <li>★ Berkeley Mental Health (3 schools) - 1-2 interns at each school supervised off-site; 2 sites supplemented with 1-2 days with a district-hired counselor</li> <li>★ Lifelong Mental Health (1 school); 1 counselor oversees 6 interns</li> <li>★ Child Therapy Institute (2 schools); 1 site has 3 part-time counselors; 1 site has 1 counselor who does case management for the 1 intern, but no counseling</li> <li>★ Mental Health Evaluation (see Appendix) shows a need for Coordination of Services and Support for students – Agencies differ in support provided and availability in case-management meetings</li> </ul> <p>See <b><i>Mental Health Evaluation Findings</i></b> in <b><i>Appendix</i></b> for further information.</p>
	<b>B3.2 (NOW 3.8S)</b> Provide PBIS coach/behavior specialist to develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension		 .6FTE PBIS coach/behavior specialist developed culturally relevant positive behavioral intervention supports (PBIS) that address the needs of students in danger of suspension, 17 school sites (PreK – 8) in: <ul style="list-style-type: none"> <li>★ School-wide behavioral supports for primary prevention, Training and coaching in data analysis using the district-wide discipline data system</li> <li>★ Check-in/check-out and intensive individual interventions</li> <li>★ Training provided by District PBIS coach for teachers in the implementation of Toolbox social/emotional curriculum: August 26<sup>th</sup>, 2014: mandatory all teacher training K-6; October 4<sup>th</sup> – 14<sup>th</sup>, 2014: Separate trainings for K – 5 and 6<sup>th</sup> grade teachers; April 29<sup>th</sup>, 2015 Collaboration: Toolbox delivery by principals trained by PBIS coach</li> <li>★ Toolbox Classroom Teacher/Staff Qualitative Survey conducted in conjunction with the UC Berkeley School of Social Welfare and Dovetail, the developers of Toolbox. (See Appendix) Initial report for classroom teachers show: 77% reported that Toolbox as benefited their students; 85% reported interest in using Toolbox more fully</li> <li>★ Classroom teachers referenced or reinforced Tools at least 1 X day – 58% in Year 1 of Toolbox, 78% in Year 2 of Toolbox; 77% felt confident in their capacity to implement Toolbox after trainings</li> <li>★ Majority discussing Toolbox with colleagues and students’ caregivers regularly</li> </ul>

# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Action steps funded by LCAP (Supplemental Dollars) for Goal 3	Action Steps	Qualitative Outcomes as a result of the Action Steps for Goal 3	Qualitative Findings
	<b>B3.3 (NOW 3.9S)</b> Implement Alive and Free and Lifelines Programs to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration and provide professional development for staff		<p> Implemented Alive and Free and Lifelines Programs - Alive and Free - Contracted with the Omega Boys Club (OBC) of San Francisco Weekly participants learn about the risk factors for violence and how to avoid them and make choices that will keep them alive, free, and educated in lieu of making choices that could lead to suspension, expulsion, incarceration, or loss of life</p> <p> Program participation moved from mandatory for all BTA students to voluntary this year, resulted in fewer participants but higher levels of engagement and less disruption according to Alive and Free Staff</p> <p> Lifelines Programs- Contracted with the Omega Boys Club of San Francisco Students are referred based on engagement in risky behavior and/or in lieu of suspension or a recommendation for expulsion, grouped by grade (4<sup>th</sup> – 8<sup>th</sup>, 9<sup>th</sup> – 12<sup>th</sup>) for weekly meetings, Provided PD for staff</p> <ul style="list-style-type: none"> <li>★ The number of expulsions has been reduced by using the Lifelines Academy as "other means of correct" for non-mandatory offenses.</li> <li>★ Students who participate regularly indicate that they have benefited from what they have learned in the program.</li> <li>★ For students who are in the juvenile justice system, probation and the juvenile court recognize the value of the program and consider a student's regular participation in the program when reviewing a student's compliance with terms of probation</li> </ul> <p> The program serves a small number of very high needs students, filling an important niche but is somewhat costly</p> <ul style="list-style-type: none"> <li>★ Attendance and engagement are challenges for many participants as the program is viewed as punishment by some participants</li> <li>★ Some participants have stated that the program, which consists largely of film study, direct instruction regarding the risk factors for violence, and some written reflection, is not engaging</li> <li>★ There have been several instances this year in which the program had to be cancelled due to unavailability of OBC staff.</li> <li>★ Cancellations have disrupted the flow of the program.</li> </ul>

# Berkeley Unified School District LCAP Evaluation Goals 2 and 3









Action steps funded by LCAP (Supplemental Dollars) for Goal 3	<p><b>Action Steps</b></p> <p><b>B3.5 (NOW 3.11S)</b> Provide coordinators for family engagement for all K-5 schools and support for 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 English Learners.</p>	<p>Qualitative Outcomes as a result of the Action Steps for Goal 3</p>	<p><b>Qualitative Findings</b></p> <ul style="list-style-type: none"> <li> Provided coordinators for family engagement for all K-5 schools and support for BHS</li> <li> Provided parent education sessions and support needs for families of English Learners</li> <li> AA Parent Affinity Group (BPAG): Focus on literacy and advocacy <ul style="list-style-type: none"> <li>★ Retreat: 9/6/14</li> <li>★ Meetings: 10/14/14, 11/18/14, 12/9/14, 1/3/15, 2/10/15, 3/10/15</li> </ul> </li> <li> District-level English Learner Advocacy Committee (DELAC): Focus on state and federally mandated and topics and how to support their child/ren academically at home <ul style="list-style-type: none"> <li>★ Meetings: 11/4/14, 12/2/14, 1/6/15, 2/3/15, 3/3/15</li> <li>★ Focus on English Learner Advisory Committees at every Elementary Site</li> </ul> </li> <li> Berkeley Youth Alternatives (BYA): Collaboration and shared information on how to navigate BUSD resources <ul style="list-style-type: none"> <li>★ Event: 9/17/14</li> </ul> </li> <li> Family Literacy Event with Author Andrea Pinkney: Discussion on how to make literacy a staple in your home <ul style="list-style-type: none"> <li>★ Event: 9/19/14</li> </ul> </li> <li> Parents and Children of African Descent (PCAD) Special Education Summit: Day long training on how parents with students can support each other and what resources are available in the community <ul style="list-style-type: none"> <li>★ Event: 3/7/15</li> </ul> </li> <li> Immigration Informational Meeting <ul style="list-style-type: none"> <li>★ Event: 12/3/14</li> </ul> </li> </ul>
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Table D3: Actions and Services – Recommendations

<b>Goal 3:</b> 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.			
Action steps funded by LCAP (Supplemental Dollars) for Goal 3	Action Steps	Evaluation Findings and Next Steps for Goal 3	Evaluation Findings
	<p><b>A3.2 (NOW 1.10S)</b> Provide an Intervention Coordinator at BHS and an Intervention TSA at BTA to ensure regular, individual contact with high-risk students to oversee all academic and social interventions</p>		<p><b>Findings:</b> When identifying students for both the Cohort for Prioritized Interventions (CPI), staff struggled with identifying students that did not have the complete data in the Information System. (There is a lack of consistency on the when / why students are given referrals to On-campus Intervention.) Interventions team staff found that there is not sufficient capacity to serve all identified students to the level recommended by research to intervene. For example, results for students served in the Bridge program have better academic, behavioral and attendance outcomes than equivalent students not served by Bridge. As a result, the team had to set further cut points to identify the MOST needy students.</p> <p>The position Intervention Coordinator was discontinued at BTA so that BTA could reinstate smaller class sizes. (Funding was originally taken from the BSEP Extra Course Offerings and BTA FTE.)</p> <p><b>Recommendations:</b> Develop a qualitative survey to capture 9<sup>th</sup> and 10<sup>th</sup> grade students' attitudes, beliefs and experiences at Berkeley High School with an emphasis on Support Services to better inform the program and resource design and implementation. Further extract Suspensions for White English Learners by the Primary Language of Yemeni. (There were a lot of fights for this group of students, especially those who were recent immigrants from war-torn countries where they were exposed to a lot of violence and trauma)</p> <p>For BTA, recommend continuing to target students who have had traumatic life experiences leading to their need for credit recovery as well as students who are missing a lot of school.</p>
	<p><b>A3.3 (Now 3.3S)</b> Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance and being on time</p>		<p><b>Findings:</b> Found the best method is getting to know the families served. Outreach families and identify needs by family (different families have different connectivity needs – example: using text messages rather than a “robo-call”). The best connection with the families is ensuring there is a place on campus for the parents to come. Implementation was inconsistent and some sites, including the High-School did not use the focal student lists or keep regular records.</p> <p><b>Recommendations:</b> Ensure that the High School is part of the activities of the Office of Family Engagement. This year, the Liaisons will be using chronic attendance lists, it is essential that they connecting attendance (a student missing school) to the variety of different needs, focusing on the whole family approach. See B3.5 (Page 19) for further Findings and Recommendations.</p>

# Berkeley Unified School District LCAP Evaluation Goals 2 and 3

	Action Steps		Evaluation Findings
Action steps funded by LCAP (Supplemental Dollars) for Goal 3	<p><b>A3.4S (NOW 3.4S)</b> Contract with outside agencies (such as SEEDS and New Bridge) to provide professional development for teachers and staff on Restorative Justice (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) and counseling services on Alcohol and Tobacco or Drug (ATOD) use</p>	Evaluation Findings and Next Steps for Goal 3	<p><b>Findings:</b> SEEDS and New Bridge were found to be very successful at some sites while the services dropped off at other sites. The Restorative Justice and ATOD practices that they used were received very positively. Many sites asked for more professional development using the skills they taught. As part of the Coordination of School Services and Restorative Practices model recommended for 2015-16, these practices will be further systematized. In addition, implementation via LCAP was a baseline year and data was not collected on the number and demographics of the students served. This will be part of the collection process for 2015-16. While some sites did enter data on “alternatives to suspension”, this process was not clearly communicated and the “alternatives”, while in the system were found within an incident rather than as part of a simple drop-down.</p> <p><b>Recommendations:</b> Further systematize the services so that each site receives the appropriate services and professional development. While respecting student confidentiality, there needs to be further summative data collected at the end of the year to assure that students and staff that received services needed. The ‘alternatives to suspension’ need to be overhauled in PowerSchool and then staff needs appropriate training by Technology and PBIS staff.</p> <p><b>See Appendix for Findings and Recommendations from the Mental Health Evaluation.</b> These recommendations will be part of the implementation process for the 2015-16 school year.</p>
	<p><b>B3.1 (NOW 3.7S):</b> Provide increased mental health services to support students dealing with trauma and other emotional issues.</p>		<p><b>See Appendix for Findings and Recommendations from the Mental Health Evaluation.</b> These recommendations will be part of the implementation process for the 2015-16 school year.</p>
	<p><b>B3.2 (NOW 3.8S)</b> Provide PBIS coach/behavior specialist to develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension</p>		<p><b>Findings:</b> Services provided by the PBIS coach / behavior specialist focused on the Toolbox domains. Toolbox was received very positively at the K-5 schools at at 6th grade. As a result of this new implementation, there was less full-school support on other culturally relevant positive behavioral intervention supports.</p> <p><b>Recommendations:</b> As a result of the Mental Health Evaluation and findings under Goal 1 Response to Intervention and Instruction, the LCAP-portion of this position has been reclassified as a Coordination of School Services. It is important that Educational Services monitors the implementation of the Coordination of School Services model to assure that all services (RTI2, PBIS, Restorative Practices and others) fall under the same umbrella and that these services are coordinated.</p>

## Berkeley Unified School District LCAP Evaluation Goals 2 and 3

Action steps funded by LCAP (Supplemental Dollars) for Goal 3	Action Steps	Evaluation Findings and Next Steps for Goal 3	Evaluation Findings
	<p><b>B3.3 (NOW 3.9S)</b> Implement Alive and Free and Lifelines Programs to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration and provide professional development for staff</p>		<p><b>Findings:</b> The Alive and Free and Lifelines program delivery model changed this year and as a result, served less students at BTA and there were many students who did not attend the Lifelines program regularly. Observation of the program (further discovered to be when a substitute was filling in) indicated that students were watching movies and not engaged in a cooperative model of learning. The data does show that there was a reduction in suspensions for students who attended the Lifelines program regularly.</p> <p><b>Recommendations:</b> There were further restraints made by the Omega Boys Club on the implementation of the Alive and Free model that did not match the model of serving all students needing the program. While this partnership has been a positive one, the decision was made to change contractors. The program delivery model for “Lifelines” to Bay Area Peace Keeper. The Founder is working on Site with students who received Lifelines and holding groups on Wednesdays. Evaluation of this new model will continue.</p>
	<p><b>B3.5 (NOW 3.11S)</b> Provide coordinators for family engagement for all K-5 schools and support for 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 English Learners.</p>		<p><b>Findings:</b> (Continued from Page 16, A3.3) The Coordinators for Family Engagement at the K-5 schools served far more students in a systematized manner the second year of implementation. The data shows the variety of services provided by the Family Liaisons with a marked increase in the percentage of services that were academic in nature. In addition, the majority of the reported family connections this year included the referrals to different agencies. One area that did increase was the number and percentage of behavioral interventions necessary. There is a very low number of complaints reported as a result of the proactive nature of the Family Liaisons and the many activities that were hosted by the Office of Family Engagement (OFEE) to better connect the families to the school. Finally, this year, every Elementary Site had an English Learner Advisory Committee (ELAC) as a result of the efforts of the OFEE.</p> <p><b>Recommendations:</b> As was indicated on Page 16, the next step for the Family Liaisons to further systematize the services provided by their office including tracking and monitoring all students indicated to be Chronically Absent in 2014-15. As was evident by the low incidence of complaints, the proactive approach early on should help families with strategies to get students to school on time. The other key area the OFEE is exploring is the connection between Attendance, Academics and Behavior and how they can help to be a part of the Coordination of Services team when one of their focal families’ student is being discussed. All data will continue to be monitored through Illuminate.</p>



NATIONAL  
**EQUITY**  
PROJECT

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Deliver on the promise  
of a quality education

# Summary of Engagement & Recommendations

## Recruitment and Retention of Teachers of Color

Berkeley Unified School District | June 2015

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## About the National Equity Project

At the National Equity Project, we believe that every child has the right to a quality education, and we support and coach people to become the leaders who deliver on that promise.

Our mission is to dramatically improve educational experiences, outcomes, and life options for under-served students by building the capacity of leaders in education and related fields to meet the academic, social and emotional needs of every student.

We build leader will, skill, knowledge, capacity and emotional intelligence to:

- Change the ways people perceive and discuss equity at individual, institutional and systems levels;
- Lead and align communities of practice across sectors toward improved racial equity outcomes;
- Create the policies and practices to support and protect the systemic changes to achieve racial equity.
- Sustain change by institutionalizing practices that will maintain the momentum for equity, beyond the tenure of a single organizational leader.

For information about this report, or the work of the National Equity Project, contact Brett Bradshaw at [bbradshaw@nationalequityproject.org](mailto:bbradshaw@nationalequityproject.org) or call 510.208.0160.

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# Overview

## Overview

In the last four months of the 2014-15 school year, the National Equity Project supported Berkeley Unified School District in the development of a strategy and plan for recruiting, retaining, and supporting teachers of color in the district. The engagement was designed to provide customized analysis, coaching, and strategy development to a Design Team made up of representatives from the District Office (Human Resources and Educational Services Departments), site administrators, and teacher leaders from BFT's Teachers of Color Network (TOCN). The focus of the support with this group was to help these leaders design structures and processes for achieving and sustaining the district's goals and objectives for attracting teachers of color and creating a climate in which they will thrive.

Over the course of this engagement, National Equity Project staff provided specific support in three major areas: facilitation and strategy development for the District Design Team, a listening engagement with various stakeholder groups to develop a shared analysis of current challenges and opportunities to advance district goals, and technical assistance and coaching to site administrators and Central Office project leads to develop shared language, analyze root causes, and reach shared understanding about the professional climate for teachers of color in Berkeley Unified.

## District Design Team for Recruitment and Retention of Teachers of Color

From March through June 2015, National Equity Project staff planned and facilitated five design and strategy sessions (including a project launch) with a team of leaders representing various stakeholder groups. Session inputs allowed participants to explore key equity and systems change frameworks and applied them in the development of strategies and the design of structures and processes for the recruitment, hiring, and retention of teachers of color. Design Team members included the following staff:

- Patricia Saddler, Director of Special Project and Programs
- Evelyn Tamondong-Bradley, Director of Personnel Services
- Maggie Riddle, Director of Schools
- Joemy Ito-Gates, Teacher, Rosa Parks Elementary and Facilitator, TOCN
- Susanne Reed, Teacher, Jefferson Elementary
- Susi Lopez-Platt, Teacher, Berkeley High
- Shannon Erby, Teacher, Berkeley High
- Cathy Campbell, President, Berkeley Federation of Teachers
- Marcos Garcia, Principal, Longfellow Middle
- Janet Levenson, Principal, Martin Luther King, Jr. Middle

## Listening Engagement and Findings

From March through June 2015, National Equity Project staff conducted seven focus groups with various stakeholders to better understand current equity challenges and opportunities surrounding teacher recruitment and retention, and to assess current capacity to meet the challenges. Focus groups were held with the following cohorts: two sessions (one in March and one in April) with TOCN members, one session with Equity Teacher Leaders, three concurrent sessions with groupings of site administrators, and one session with classified staff that are candidates to make a transition into teaching. NEP staff analyzed and synthesized data from these focus groups and compiled a set of key themes and findings that will be shared with District Leadership in an accompanying document.

# Findings and Recommendations

## Technical Assistance and Coaching

From March through June 2015, National Equity Project staff provided 15 hours of technical assistance and coaching support to site administrators and Central Office project leads. NEP staff planned and facilitated a capacity-building session with all site administrators and Central Office leaders from Educational Services to explore aspirations, beliefs, and experiences with the recruitment and retention of teachers of color and to better understand the nature of the problem to be solved and actions that will be necessary and sufficient to make progress. In addition, these hours included project management, planning, and coaching to Central Office project leads (Patricia Saddler, Evelyn Tamondong-Bradley, and Maggie Riddle) to support their efforts in navigating the complexities of the system and implementing effective strategies for recruiting and retaining teachers of color.

## Findings and Recommendations

Based on what we have found through our discovery efforts and in carrying out the scope of work over the course of the engagement, we believe Berkeley Unified has considerable assets that can be brought to bear in the reecruitment and retention of teachers of color. In addition, we observed some conditions and dynamics to which District Leadership should pay particular attention when developing an effective plan that builds the kind of teaching force that is required in Berkeley Unified. What follows is a set of critical findings that include these observable assets as well as some conditions and dynamics to which District Leaders should pay attention. In addition, we identify and discuss a set of principles and recommendations from the District Design Team for how to improve recruitment and retention efforts that will result in having a diverse teaching force that meets the needs of the Berkeley Unified's students and families in every respect.

## District Assets

The following are District assets that we believe can be brought to bear on the recruitment and retention of teachers of color:

- Recent District efforts related to equity, including the development of an Equity Rubric and an established cohort of Equity Teacher Leaders
- An established network of teachers of color (TOCN) created and supported by the Berkeley Federation of Teachers with an existing leadership structure and ongoing commitment from the membership and leadership of BFT
- A strong set of Central Office leaders in Educational Services and Human Resources that have demonstrated an understanding of and commitment to the imperative to hire and retain teachers of color; in particular the three directors with whom we worked that have responsibilities related to these personnel matters (Patricia Saddler, Evelyn Tamondong-Bradley, and Maggie Riddle) have all been principals and have considerable experience with hiring and supporting teachers
- A number of strong classified staff of color who are well-positioned and motivated to make a transition to teaching.

## District Conditions and Dynamics

The following observations about District conditions and dynamics come out of the focus group sessions we conducted and our interaction with members of the Design Team and other District staff. We believe these conditions and dynamics have a considerable impact on efforts to recruit and retain teachers of color and should be addressed in any strategy and plan for recruitment and retention.

- Current Berkeley Unified teachers and classified staff of color find the Berkeley context challenging; they feel isolated and have had experiences facing bias
- There is a sense that Berkeley Unified is not competitive with surrounding districts in getting the jump on recruiting and hiring strong candidates of color





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## Design Team Recommendations

- There may be structural and procedural factors that influence the timeline and starting conditions for recruitment and hiring that put the District at a disadvantage
- Many stakeholders have an assessment that District efforts lack coherence and a unified vision for diversifying the teaching force, addressing racialized experiences of staff of color, and elevating equity as a priority across the system
- Many stakeholders specifically named the dynamic between parents/families of relative privilege and teachers of color in Berkeley Unified as being particularly challenging, creating a negative impact on the well-being and retention of teachers of color
- There is a sense that some of the issues surrounding recruitment and retention are known by the system and that it may require new ways of being organized and new approaches in order to create a different set of conditions that will result in increased numbers of people of color in the teaching ranks.

### Design Team Recommendations

Over the course of five Design Team meetings, team members generated a number of ideas and suggestions related to recruitment and retention of teachers of color. While the team found that recruitment and retention are inter-related, they narrowed their ideas into a set of recommendations for recruitment first, followed by retention.

#### Recruitment and Hiring

##### 1. Create a dedicated recruitment-retention specialist position and hire for the position during Summer 2015

Recommendation is that the position be a Teacher on Special Assignment (TSA) and that the role interface with both Human Resources and Educational Services departments. Position would also play a role in retention matters. Some specific areas to pay attention to include:

- Refine/expand the process for recruiting – fairs, events, outreach, utilizing teams of teachers and site administrators in these efforts
- Enhance partnerships with Credentialing Programs
- Revise and refine recruitment tools – District website, online information, guidelines, and directions for applying
- Articulate guidelines for hiring panels/processes that are representative – Involve representatives from TOCN, Equity Teacher Leaders, HR staff
- Interact with Educational Services and principals in development and coordination of mentoring program for newly hired teachers of color.

##### 2. Devise and implement a new process for selection, one that is a hybrid of a centralized and site-based model

- Recruitment-Retention Specialist and HR staff conduct robust recruitment and outreach efforts
- Human Resources staff conduct pre-screening of applicants on a rolling basis, narrowing the number that meet a set of criteria
- Central committee made up of Recruitment-Retention Specialist, Ed Services, and HR conduct interviews and make initial selections advancing applicants to a pool of approved candidates
- Principals make final selections from pool of approved candidates through a collaborative process that factors in the needs of particular sites and the District as a whole.

## Design Team Recommendations

### 3. Create and articulate pathways for classified staff to become teachers and strengthen the existing “Transition to Teaching” program

- Majority of classified staff members are of color, many are from Berkeley and attended public schools here, they know the Berkeley context well, and act as connectors between parents/families and the classroom. They are uniquely positioned to serve the whole child and bring considerable assets as prospective teachers
- Improve information flow to prospective teachers about opportunities for development, teacher preparation programs, and credentialing and testing requirements
- Prioritize classified staff in recruitment efforts – identify promising/qualified classified staff and create dedicated pathways and supports for them to be connected to resources and networks for a transition to teaching
- Create structural pathways for internships/ apprenticeships – create teacher assistant positions or explore how classified staff can become substitute teachers or obtain emergency permits
- Offer CBEST classes for classified staff
- Create flexibility for classified staff to pursue education; new leave policies or work sharing agreements among classified staff to allow them to cover their work responsibilities while getting credentialed or meet requirements in a way that doesn’t create financial hardship; explore partnerships with local Credentialing Programs to offer courses in the District.

### 4. Develop a robust Internship program that provides opportunities for aspiring teachers to teach in Berkeley Unified while getting credentialed.

- Revise policies or existing practices to specifically encourage interns
- Develop a partnership with a local Credentialing Program and create an articulated agreements uniquely tailored to Berkeley Unified
- Explore partnerships with local Credentialing Program to offer courses in the District or ensure that required elements are delivered in the District.

### 5. Increase opportunities for collaboration and communication between teachers, site administrators, district administrators, HR, and Ed Services as it relates to recruitment, selection, and hiring.

- Create a new timeline for personnel/Human Resources that allows the system to start recruitment, selection, and hiring earlier so that there’s a better chance of getting qualified candidates; map this timeline to the hybrid selection process outlined above
- Critical pieces of the timeline – such as sites knowing what their FTE count will be for the coming year – is given out quite late. If that piece can be determined and disseminated earlier, subsequent decisions can be made earlier and the timeline can be moved up
- Critical information related to requirements for various types of candidates (classified staff, interns, out-of-state applicants) must be shared broadly and earlier – dates for CSET and CBEST, whether CLAD is required, what the requirements are for exemptions, etc.
- Shift the District mindset and way of operating from one that is transactional (“I want ...”, “Well, you can’t have ...”) to one that is more collaborative in nature (“Together we’ve got to figure out how to make ... happen”).



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# Design Team Recommendations

## Retention

### 1. Build a robust mentorship program for new and/or recently hired teachers of color.

- Design of the program to be informed by suggestions from TOCN, Equity Teacher Leaders, and the Recruitment-Retention Specialist
- Principal to be key agent in making sure newly hired teachers of color are connected to mentor and monitoring how mentorship is going
- Increased contact between TOCN, Equity Teacher Leaders, and principals to ensure greater coherence and understanding of what newly hired teachers of color need; Reps from TOCN and Equity Teacher Leaders periodically attend principal meetings and principal representative attend TOCN and Equity Teacher Leader meetings
- Recruitment-Retention Specialist collaborates with Ed Services, principals, and TOCN on the design and coordination of mentorship program.

### 2. Strengthen the existing induction process for new teachers and develop specific protocols and supports for newly hired teachers of color in their first few years in the district.

- Provide new hires with opportunities to network and learn with other teachers of color
- Ensure that new hires are connected with TOCN and Equity Teacher Leaders
- Articulate specific protocols and guidance for relationship building between principals and newly hired teachers of color; offer ongoing discussion and support in principal meetings to build capacity in this area
- Develop protocols for introducing new staff to school community and parents/families in formal and informal way
- Develop an orientation/induction process for the Recruitment-Retention Specialist.

### 3. Create opportunities for all Berkeley Unified teachers of color to learn and network together

- Release teachers of color to come together for networking/PD/learning opportunities twice a year
- Set aside funds for teachers of color to attend leadership conferences during the summer
- Increase connection between principals and TOCN – principals forward names of teachers of color to TOCN so that they can become connected; in fall of 2015, TOCN Co-Facilitators attend a principal meeting to discuss suggestions for recruitment and retention of teachers of color
- Create opportunities for networking and interaction between classified staff of color and teachers of color

### 4. Promote district-wide and site-based efforts to develop cultural competence and equity leadership.

- Promoting ongoing equity conversations starts with leadership of Ed Services and the principal cohort
- Establish a coherent, district-wide equity imperative that includes a unified vision from Central Office Leadership and integrates current and recent equity efforts (2020 Vision, Equity Rubric, Plan to Accelerate the Achievement of the African American Learner, etc.)
- Clearly articulate the equity imperative and create opportunities for dialogue and messaging that help the District get centered around the vision
- Embed equity content into the articulation of professional learning from Ed Services Leadership to principals to PD Department to Induction Process to BTSAs
- Bring greater clarity and consistency to the role of Equity Teacher Leaders and their interactions with principals and staff at sites
- Ensure that all Berkeley Unified teachers and administrators participate in cultural competence training; the recommendation is that the training be mandatory
- Continue to enhance and deliver effective professional development for cultural competence/responsiveness.

## Conclusion

While there are conditions and dynamics within Berkeley Unified that present some challenges to the District in meeting its personnel goals, there are a number of assets in the system that can be leveraged in order to create a pipeline for the hiring and retention of teachers of color. This report identifies these assets and conditions, and offers a set of recommended strategies for improving structures and processes that affect the recruitment and retention of teachers of color. We believe there is both a technical and relational dimension to these recommendations and encourage the District's Executive Leadership to attend to both the technical aspects (the specific plans and actions discussed) and the relational aspects (those that relate to identity, relationships, and the way information is shared). In addition to the aforementioned recommendations, the District Design Team also identified a number of assumptions or principles that support an effective recruitment and retention strategy. They are:

- Improving cultural competence/responsiveness practices at sites is essential
- Equity must be more visible at sites and an equity imperative must
- Strong, supportive relationships matter
- Teachers of color need opportunities for collaboration and leadership development with other teachers of color (both within and across school sites)
- Induction for newly-hired teachers and principals is critical.

Finally, the Design Team also recommended that the group continue to meet through the upcoming 2015-16 school year and look for additional opportunities to strategize, make connections between various stakeholder groups, and provide leadership on recruitment and retention matters.

## LCAP Evaluation Goals 2 and 3 – Appendix B

### **Mental Health Evaluation - Summary of findings**

1. School staff and mental health providers frequently expressed the lack of a unified model for mental health systems throughout the district
  - a. Want to increase communication and learn what practices are being implemented successfully at other sites in the district.
  - b. Want evidence-based practices promoted and supported by the district
  - c. One strength in this regard is Toolbox, which has been implemented to varying degrees across district and is generally viewed very positively
  
2. Schools offer very different services by site and use a range of MediCal funds. The elementary schools alone offer the following:

<b>Provider</b>	<b># Schools</b>	<b>Model</b>	<b>Outside Funds</b>
Bay Area Community Resources	5	Each school has 1 part time counselor who splits time between MediCal and non-MediCal.	BACR grant
Berkeley Mental Health	3*	Each school has 1-2 interns supervised by Dr. Beam off-site. 2 sites supplement with 1-2 days of a district-hired counselor.	None for interns, SGC funds for counselor
Lifelong Mental Health	1	One counselor oversees 6 interns.	Community funding
Child Therapy Institute	2	One school has 3 part-time counselors. Another has one counselor who does case management for the 1 intern, but no counseling.	SCG (\$40K for counselors, less for case manager)

3. School staff and providers feel that they need more time for their counselors.
  - a. Schools generally felt that counselors were doing a very good job for the time they had
  - a. Full caseloads prevent needy students from receiving groups or counseling.
  - b. Counselor and intern schedules often do not include adequate time to consult with families or school staff.
  - c. Counselors often lack time to engage in Tier 1/School climate work

## Mental Health Evaluation - Summary of findings (con)

4. Many schools lack the time or capacity to effectively coordinate behavioral or mental health services. RTI teachers work only 20-40% and have many responsibilities in addition to care coordination (and this coordination includes academic referrals).
  - a. Some schools have effectively implemented RTI structures and share responsibility for all students.
  - b. Some schools have less developed early intervention RTI systems.
  - c. Many RTI teams only focus on “tier 3” individual cases, and rarely on preventative work or school climate issues
5. Providers, including psychologists and behaviorists, feel that they do not have sufficient time at individual schools, since time is split among many schools and responsibilities.
  - a. Providers often not able to share their clinical expertise in a team setting
  - b. At some sites, providers not seen as resource by school staff when crises arise
6. Intern supervision varies greatly by site
  - a. At some schools, on-site supervisors provide intensive supervision and training for interns, who can then serve many more students than staff alone
  - b. At other schools where supervision is less intensive:
    - i. Interns are less likely to consult with school staff regarding students
    - ii. Interns are less likely to involve families
    - iii. Interns are less likely to utilize evidence-based therapeutic modalities
7. Not all schools are accessing ERMHS, and those who do have these services provided in different ways.
8. Variation in family engagement activities
  - a. Family liaisons – some very helpful, integrated in Tier 1 for the most part. At just a few schools they’re integrated into Tier 2 and 3
  - b. Some schools have active parent groups collaborating with administration
  - c. Wide variation in number of parent-focused activities on campus
9. Schools expressed a wide variation in cultural responsiveness and equity trainings and engagement
  - a. Most stated that they need more trainings and more follow-through
  - b. Some schools consistently look at data with an equity lens