



Office of Family Engagement - Quick Results from the LCAP Evaluation








| LCAP Goal | 13-14 Results | 14-15 Results |
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| 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%; White: 5% Two or More: 12% Other: 7% EL: 21% SED:84%; Unduplicated: 85% | Connections 14-15: 2054; N= 800 AA: 37%; Latino: 33%; White: 13% Two or More: 12% Other: 5% EL: 23% SED: 73%; Unduplicated: 77% |

| LCAP Action Step | 14-15 Connections | Baseline Results for Attendance |
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| A3.3 (Now 3.3S) Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance and being on time | Connections 14-15: 2054; N= 800 AA: 37%; Latino: 33%; White: Two or More: Other: EL: 23% SED: 73%; Unduplicated: 77% | Change in Chronic Absenteeism (chronic) for Cohort of Students Served in 14-15: 620 students were in BUSD for 13-14 and 14-15 503 students were not chronically abs. either year. 2013-14: 64 total students served were chronic 2014-15: Of the 64, 30 were not chronic in 14-15. 35 new students were chronically absent students were served in 2014-15. |

| LCAP Action Step | 13-14 Results | 14-15 Results | Comparative Results by Type of Connection |
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| B3.5 (NOW 3.11S) 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. | Average Number of Times Meeting with a Student: 2.08 Ave # per AA- N: 2.35 Ave # per Latino- N: 1.84 Ave # per White: N: 1.3 Ave # per Two or More: 1.88 Ave # per Other: 1.80 Ave # per EL- N: 2.63 Ave # per SED- N: 2.86 Ave # per Undupl - N: 2.82 | Average Number of Times Meeting with a Student: 2.57 Ave # per AA- N: 3.14 Ave # per Latino- N: 2.33 Ave # per White: 1.69 Ave # per Two or More: 1.96 Ave # per Other: 2.18 Ave # per EL- N: 2.63 Ave # per SED- N: 2.86 Ave # per Undupl - N: 2.82 | Family Connections 14-15: 2054 (800 students served) an increase of far over 100%. Breakdown by Connection 13-14 vs 14-15: 13-14 - Academic 1%, Attendance 12%, Behavior 1%, Complaint 1%, Focal Call 1%, Services 34%, Blank 33% 14-15 - Academic 23%, Attendance 14%, Behavior 5%, Complaint 1%, Focal Call 2%, Services 43% Blank 12% |

Other Information: 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. 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. In addition, another few students were referred from Berkeley Technology Academy and served through the BTA Intervention Teacher (see A3.2 on Page 11)

| Action Steps | Qualitative Findings |
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| <p>A3.3 (Now 3.3S) Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance and being on time</p> | <div data-bbox="533 383 569 418"></div> <p>Provided coordinators for family engagement conduct outreach and attendance intervention with families around the importance of attendance and being on time</p> <ul style="list-style-type: none"> ★ Work done in conjunction with Dean of Attendance and Staff ★ Regular notifications to truants: robo-calls & letters ★ Personal contacts with truants: phone calls / individual meetings, “phone parties” ★ Attend IEP meetings ★ 4 SART group meetings with students and parents this year ★ Student Attendance Review Board (SARB) ★ Incentives and Small rewards ★ Certificates for perfect / improved attendance ★ Personal letters of congratulation for improved attendance ★ Walk through campus and talk with students who are out of class ★ Tardy sweeps inside campus <i>with other admin, counselors and safety officers</i> ★ Truancy walk around neighborhood w/ Dean of Students ★ Updates to contact information in PowerSchool ★ Saturday school twice a month ★ Support teachers who do not submit regular accurate attendance ★ Weekly meeting with attendance staff ★ Attend meetings with the intervention team/counselors/mentors ★ Communicate with Alameda county district attorney ★ Refer ongoing truants for prosecution (if they have been through SARB) ★ Follow up on students who are in the DA’s caseload ★ Respond to attendance requests from law enforcement and court-appointed guardians <div data-bbox="533 1133 569 1169"></div> <p>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. 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>Findings: 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> |

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| | <p>Recommendations: 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> |
| <p>B3.5 (NOW 3.11S) 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>Provided coordinators for family engagement for all K-5 schools and support for BHS</p> <ul style="list-style-type: none">  Provided parent education sessions and support needs for families of English Learners  AA Parent Affinity Group (BPAG): Focus on literacy and advocacy <ul style="list-style-type: none"> ★ Retreat: 9/6/14 ★ Meetings: 10/14/14, 11/18/14, 12/9/14, 1/3/15, 2/10/15, 3/10/15  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"> ★ Meetings: 11/4/14, 12/2/14, 1/6/15, 2/3/15, 3/3/15 ★ Focus on English Learner Advisory Committees at every Elementary Site  Berkeley Youth Alternatives (BYA): Collaboration and shared information on how to navigate BUSD resources. Event: 9/17/14  Family Literacy Event with Author Andrea Pinkney: Discussion on how to make literacy a staple in your home. Event: 9/19/14  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. Event: 3/7/15  Immigration Informational Meeting. Event: 12/3/14 <p>Findings: (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>Recommendations: 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</p> |

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| | | 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. |
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