Berkeley Unified Research, Evaluation and Assessment, Goal 3

Presented by: Debbi D'Angelo, Direrector of Research, Evaluation and Assessment

ABSTRACT

The evaluation, provided as an attachment, is grouped by goal and action according to the state and federal requirements. The evaluation begins with a review of the prioritized Annual Measureable Outcomes (AMOs) or Action areas which include a progress comparison of 2014-15 to 2015-16 for: School Climate including School Connectedness, Suspensions and Family Engagement.

Following the Annual Measureable Outcomes, a Quantitative and Qualitative data review is provided for each of the actions and services funded by LCFF supplemental funds in 2015-16. They include: The Restorative Justice program, Behavioral and Mental Health Services for the report includes a comparison of percentage of student participants represented in the targeted student sub-groups as well as a 2014-15 to 2015-16 comparison of performance data. Finally, there is a summary of evaluation findings as well as recommendations to inform the implementation of the 2016-17 plan.

In addition to the Evaluation, a Supplemental Five Year Analysis of Suspensions AND Attendance for Secondary Students (Students in Grades 6-12). These data look at race, gender and special program. It is focused on the secondary schools as this continues to be where student attendance and behavior can be manifestations of the experience the student is having in school, and in some cases they can be improved by creating that personal connection AT school.

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.	
Focal Group	English learners (EL), Socio-economically disadvantaged (SED), African-American (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

Section 1 Annual Measurable Outcomes	14-15	15-16	KEY
The number of targeted K-5 students scoring at a 3 or better in the Social-Emotional Domains section of the report card will increase each year by 5% The Berkeley Social-Emotional Domains are available for review at: bit.ly/busdSEL The scoring guide is based on a 1-4 rubric for Gr. 1-5 and found at: bit.ly/RCguide and Kindergarteners are scored on a 1-3 rubric.	*14-15 Report Card Toolbox Domains*	*2015-15 Spring Toolbox Domains*	➕ ✅

14-15 Report Card Toolbox Domains

Target Group	Ave	N at a 3
SEL K-5 Average	3.0	3303
Black / Afr.Amer.(AA)	2.5	231
Latino	3.1	1002
White	3.6	1491
English Learner	3.1	596
Socio-Ec. Disadv. (SED)	2.9	1500
Unduplicated	3.0	592
Not-Unduplicated	3.6	3,020

2015-15 Spring Toolbox Domains

Target Group	Ave	N at 3	% Growth
SEL K-5 Average	**3.5+**	3469	**>5%**
Black / AA	**2.7+**	268	**>5%**
Latino	**3.1+**	1006	<5%
White	**3.7+**	1711	**>5%**
English Learner	**3.2+**	616	<5%
SED	**3.0+**	1596	**>5%**
Unduplicated	**3.0+**	626	**>5%**
Not-Unduplic.	3.5-	2,935	<5%

The number* of TK-12 students who were **chronically absent** (more than 10% of enrolled days or 19 plus days annually) will decrease by 5% (7% by subgroup). Detail including Race/ Ethnicity, gender, and special program enrollment, including Special Education, is provided at the end of the evaluation.

Gr TK thru 12 N / % of Chronically Absent Students ➕

10% or More	2011-12 N	2011-12 %	2014-15 N	2014-15 %	2015-16 N	2015-16 %
All TK-12	**1435**	**15%**	**1644**	**17%**	919	9%
Black / AA	523	24%	605	32%	295	16%
Latino	289	14%	187	18%	235	9%
White	333	11%	467	12%	246	10%
English Learner	127	14%	110	13%	95	9%
SED	726	17%	662	16%	643	12%
Unduplicated	N/A		903	24%	614	13%
Not-Undup	N/A		801	18%	358	7%

% change	
5yr	1yr
6%	**9%**
8%	**16%**
5%	**9%**
1%	**2%**
5%	**4%**
2%	**4%**
N/A	**11%**
N/A	**9%**

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%. Detail including Race/ Ethnicity, gender, and special program enrollment, including Special Education, is provided at the end of the evaluation.

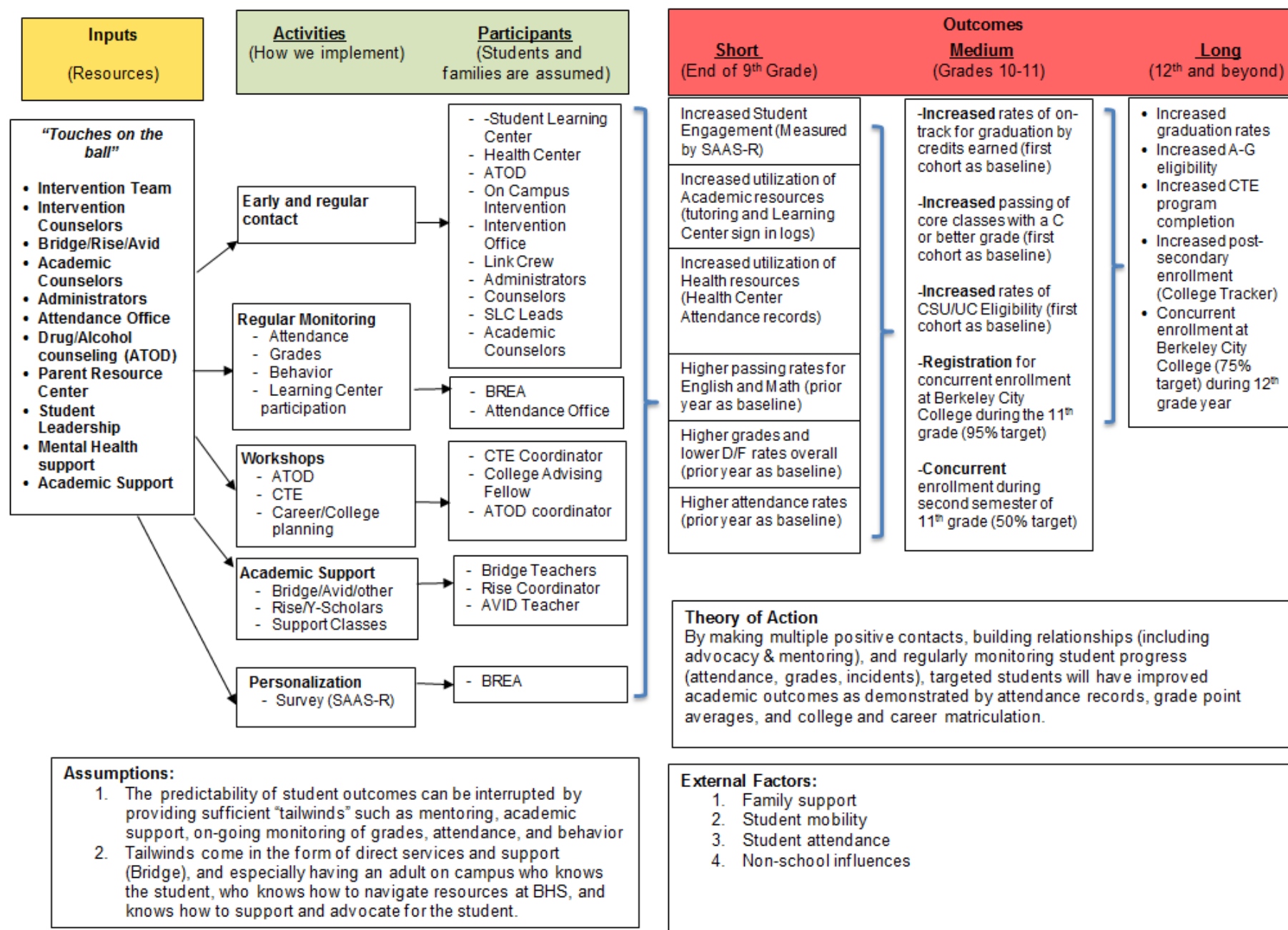| Gr. 6-12	2011-12 #	2011-12 %	2012-13 #	2012-13 %	2013-14 #	2013-14 %	2014-15 #	2014-15 %	2015-16 #	2015-16 %	# less over 5 yrs
All	650	12%	483	9%	392	7%	394	7%	221	4%	*429*
Black / AA	400	28%	220	17%	238	19%	278	23%	143	13%	*257*
NonBlack	250	4%	263	3%	154	2%	116	1%	78	0.8%	*172*
White	73	6%	63	6%	46	4%	24	3%	17	2%	*56*
BHS	#	%	#	%	#	%	#	%	#	%	5 Year
All	323	10%	220	7%	180	6%	183	5%	56	2%	*267*
Black / AA	173	21%	130	18%	98	14%	122	18%	29	5%	*144*
NonBlack	150	6%	90	4%	82	3%	61	2%	27	1%	*123*
White	54	5%	28	2%	34	3%	16	1%	*	<.01	*46*

➕

*Less than 10 students

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.			
➕ Exceeding Standard ✅ At or Approaching Standard ⛔ Far Below Standard			
Section 1 Annual Measurable Outcomes	**14-15**	**15-16**	**KEY**
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	*Percent Reporting Connectedness in 14-15* All - 78%; AA - 70.1%; Latino - 82.3%. White: 85%; EL 79.2%; SED: 74.7%;	*Percent Reporting Connectedness in 15-16* All - 82% (+4) AA - 77.3% (+6.2) Latino-83.5% (+1.2); White 84% (-1%); EL -82.2% (+3); SED: 75% (+.03)	➕
The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially.	**Connections 14-15:** 2054; N= 800 AA: 37%; Latino: 33%; EL: 23%; SED: 73%; Unduplicated: 77%; Not-Unduplicated: 23%	**Connections 15-16:** 3956; N= 1333 AA: 42% (+5%); Latino: 27% (-4%); White: 12% EL: 18% (-5%); SED: 78% (+5%) Unduplicated: 86% (+9%); Not-Unduplicated: 14%; SPED:25%	➕

Action Step	**Enrollment and Demographics of Student Served by the End of the Year**	
	2014-15	**2015-16**
1.10S Provide an Intervention Coordinator at BHS to ensure regular, individual contact with identified high-risk "focal students" to oversee all academic and social interventions	**BHS 9th Grade Students in Transition Focus Group:** **2014-15 Enrollment**: All: n=63 **Demographics:** Black or African-American AA: 49% Hispanic or Latino: 30% White: 10%; English Learners: 13%; Socio-Economically Disadvantaged Students (SED) : 81% Special Education: NA (Other services provided) Unduplicated: 83% Not-Unduplicated: 17%	**BHS 9th Grade Students in Transition Focus Group:** ✅ **2015-16 Enrollment:** All: n=67 **Demographics:** Black or African-American: 37% (-12%); Latino: 34% (+4%); White: 13% (+3%); EL: 19% (+6%); SED: 63% (-18%); SPED: 9% (+*); Unduplicated: 67% (-16%); Not-Unduplicated: 33% (+16%)
	Logic Model for High-School Focal Students **We have provided the model used at BHS after Middle School Teachers and Counselors have used the transition rubric to identify students who need additional support. This rubric provides a full look at the student both academically and socio-emotionally. The logic model outlines the additional resources and support at BHS.**	

*Less than 10 students

Program: Middle To High School Intervention Logic Model

Inputs (Resources)	Activities (How we implement)	Participants (Students and families are assumed)	Outcomes		
			Short (End of 9th Grade)	Medium (Grades 10-11)	Long (12th and beyond)

Inputs (Resources)

"Touches on the ball"

- Intervention Team
- Intervention Counselors
- Bridge/Rise/Avid
- Academic Counselors
- Administrators
- Attendance Office
- Drug/Alcohol counseling (ATOD)
- Parent Resource Center
- Student Leadership
- Mental Health support
- Academic Support

Activities (How we implement)

Early and regular contact

Regular Monitoring
- Attendance
- Grades
- Behavior
- Learning Center participation

Workshops
- ATOD
- CTE
- Career/College planning

Academic Support
- Bridge/Avid/other
- Rise/Y-Scholars
- Support Classes

Personalization
- Survey (SAAS-R)

Participants (Students and families are assumed)

- -Student Learning Center
- Health Center
- ATOD
- On Campus Intervention
- Intervention Office
- Link Crew
- Administrators
- Counselors
- SLC Leads
- Academic Counselors

- BREA
- Attendance Office

- CTE Coordinator
- College Advising Fellow
- ATOD coordinator

- Bridge Teachers
- Rise Coordinator
- AVID Teacher

- BREA

Outcomes

Short (End of 9th Grade)

Increased Student Engagement (Measured by SAAS-R)

Increased utilization of Academic resources (tutoring and Learning Center sign in logs)

Increased utilization of Health resources (Health Center Attendance records)

Higher passing rates for English and Math (prior year as baseline)

Higher grades and lower D/F rates overall (prior year as baseline)

Higher attendance rates (prior year as baseline)

Medium (Grades 10-11)

-**Increased** rates of on-track for graduation by credits earned (first cohort as baseline)

-**Increased** passing of core classes with a C or better grade (first cohort as baseline)

-**Increased** rates of CSU/UC Eligibility (first cohort as baseline)

-**Registration** for concurrent enrollment at Berkeley City College during the 11th grade (95% target)

-**Concurrent** enrollment during second semester of 11th grade (50% target)

Long (12th and beyond)

- Increased graduation rates
- Increased A-G eligibility
- Increased CTE program completion
- Increased post-secondary enrollment (College Tracker)
- Concurrent enrollment at Berkeley City College (75% target) during 12th grade year

Theory of Action
By making multiple positive contacts, building relationships (including advocacy & mentoring), and regularly monitoring student progress (attendance, grades, incidents), targeted students will have improved academic outcomes as demonstrated by attendance records, grade point averages, and college and career matriculation.

Assumptions:
1. The predictability of student outcomes can be interrupted by providing sufficient "tailwinds" such as mentoring, academic support, on-going monitoring of grades, attendance, and behavior
2. Tailwinds come in the form of direct services and support (Bridge), and especially having an adult on campus who knows the student, who knows how to navigate resources at BHS, and knows how to support and advocate for the student.

External Factors:
1. Family support
2. Student mobility
3. Student attendance
4. Non-school influences

4   *Less than 10 students

🟢 Exceeding Standard ✅ At or Approaching Standard 🔴 Far Below Standard

Action Steps	Student Outcomes at the End of Year	
1.10S Provide an Intervention Coordinator at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions	**2014-15**	**2015-16 (estimate – not officially released)**
	Attendance Outcomes for BHS 9th Grade Transition Group: ★ 93.4% **Suspension Outcomes for BHS 9th Grade Transition Group:** ★ 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.	**Attendance Outcomes for BHS 9th Grade Transition Group:** ✅ 88.9% **Suspension Outcomes for BHS 9th Grade Transition Group:** 🟢 0.19 Suspensions per participant 🟢 11% of participants had at least one suspension ✅ 3% of participants had 2 or more suspensions Transition group had a total of 90 incidents (referrals) during the school year. (38 of those were from just two students)
	Findings and Recommendations	
	Findings: When identifying students for the 9th Grade Transition group, staff struggled with identifying students who did not have the complete data in the Information System. (There is a lack of consistency regarding when / why students are given referrals to On-campus Intervention.) Intervention 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. For students who are identified and monitored as part of the 9th grade Transition group and / or a referral to Bridge, AVID or Restorative Justice (explained further in this report), there is a marked difference in their achievement, attendance and behavior. **Recommendations for 2016-17:** Expand the qualitative survey to capture 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. It is essential that the support personnel in OCI are able to monitor every students they serve both academically and socio-emotionally and that open communications occur between the 8th and 9th grade teams especially with the re-design. (There were fewer fights this year, but there are other areas of violence and trauma that can be dissuaded using more models like the 9th Grade Transition group.) There are students who were screened as students needing a level of support, yet they didn't receive specific services from the Intervention Counselor due to the workload of the Intervention Counselor and Intervention team. Above and beyond the students served by the High School Intervention counselors (two in 2016-17), we recommend that the students in the 9th Grade Transition group continue to be monitored throughout their career in high school. The high-school counselors are in high-demand, and we have observed that they serve each student in a caring and meaningful manner. While we appreciate their hard-work, we recommend that counselors set aside at least 1-2 hours per week to serve students who have the most severe needs.	

*Less than 10 students.

⊕ Exceeding Standard ☑ At or Approaching Standard ⊖ Far Below Standard		
Action Step	**Services provided by the Office of Family Engagement and Equity.**	
	2014-15	**2015-16**
3.3S Provide Family Engagement Liaisons at the High Schools to conduct outreach and attendance intervention with families of Unduplicated pupils around the importance of attendance and being on time. **3.3S** Provide Coordinators for Family Engagement to conduct outreach and attendance intervention with families around the importance of attendance and being on time	720 Families / Students, 2054 contacts (Average 2-3 contacts per student) ***Ave Number of Times meeting with:*** White Students: 1.6 African-American Students: 3.14 Latino Students: 2.33 English Learners: 2.63 Socio-Economically Disadvantaged (SED) Students: 2.86 Unduplicated Students: 2.82 Non- Unduplicated Students: 1.60	⊕1286 Families / Students, 3956 contacts (Average 3 contacts per student) ***Ave Number of Times meeting with:*** White Students: 1.9 (+3) African-American Students: 4.09 (+.95) Latino Students: 2.44 (+.11) English Learners: 3.03 (+.4) SED Students: 3.56 (+.7) Unduplicated Students: 3.65 (+.83) Non- Unduplicated Students: 2.02 (+.42)

Annual Update (Qualitative) Observations and Information for 2015-16

The Office of Family Engagement focused on students with chronic attendance problems. In addition, there was a phone campaign done in collaboration with counselors, administrators, case managers and intervention team for chronically absent students every 3-4 weeks. They spent the first 10 days to let focal students and their families (with Chronic absenteeism issues) know about the resources available to them to show support. They also focused on English Learners who were new to the United States including refugees. One-half of the Site Coordinators were funded out LCAP Supplemental Services, the other half were funded by BSEP. (Each site coordinator served 2 sites in addition to those who served High School Parent Center.) Services included:
    -   Case management support and outreach for chronically absent students and families
    -   Support for families in Student Attendance Review Team (SART) and School Attendance Review Board (SARB)
    -   Support for families in Individual Educational Plan (IEP) and 504 meetings
    -   Advocate and attend meetings with student and families in Coordination of Services Team (COST) meetings
    -   Support for students who are struggling behaviorally and/or academically and their families
    -   Support for families in crisis - fires, chronic illnesses, deaths, mental health, etc.
    -   Family wellness checks - Home Visits; Connect families to food, housing and legal services
    -   Connecting families to after school, transportation, healthcare and McKinney Vento (homeless) services
    -   Support for the engagement of all families in school events such as Black History, Latino Heritage, Cesar Chavez Day of Service, Parent Nights, Math and Literacy Nights, College and Career Day, and ELAC
The Coordinator assisted with developing parent leadership through DELAC, ELAC, PAC, PTA, BALSA, SGC, P&O and other parent groups; oversaw parent Group engagement and facilitated and supported the Black Parents Affinity Group; and assisted with the organizing and outreach for the Reclassification of English Learners and Seal of Biliteracy annual ceremony.

*Less than 10 students.

⊕ Exceeding Standard ☑ At or Approaching Standard ⊖ Far Below Standard

Action Steps	Student Outcomes	
3.3S Provide Family Engagement Liaisons at the High Schools to conduct outreach and attendance intervention with families of Unduplicated pupils around the importance of attendance and being on time. **3.11S** Provide Coordinators for Family Engagement for all K-5 Schools to conduct outreach and attendance intervention with families around the importance of attendance and being on time	**2014-15**	**2015-16**
	Breakdown by Type of Service: Academic: 25%; Attendance: 14%; Behavior: 5%; Complaint: 1%; Referral to other Services: 43%; and Mentoring / Other: 12%	*Breakdown by Type of Service:* Academic: 43%; Attendance: 12%; Behavior: 2%; Complaint: 1%; Referral to other Services: 25%; and Mentoring / Other: 12%
	Findings and Recommendations	
	Findings: This year, the Family Engagement Coordinators were asked to be a part of the students' academic picture than ever before. The participation and responsibilities varied by site and while some site coordinators were able to multi-task, others felt that they were unclear on how they could assist with a students' academic process. The Family Engagement coordinators found that the families they partnered with now have a voice at their school. In addition, the site Coordinators are going to become more adept in Illuminate so that they can log their interactions with the families as soon as they meet with them. **Recommendations for 16-17**: We recommend that the role of the family liaison is clearly defined for the staff person including their data to day work as well as their other duties as assigned. Last year, the Illuminate report was built for this but they rarely used the report themselves. Their other work duties need to be prioritized to assure that they bridge the gap between the parent and the teacher.	

*Less than 10 students.

Action Steps	Restorative Justice Participants	
	2014-15	**2015-16**
3.4S Create a Restorative Justice (RJ) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) through:	New in 2015-16	**2015-16 Enrollment:** **K-5 Site:** AA: 20%; Latino: 22%; White: 36%; EL: 12%; SED: 35%; SPED: 14%; Unduplicated: 36%; Not-Unduplicated: 64% **MS Sites:** AA: 19%; Latino: 22%; White: 39%; EL: 11%: SED: 45%: SPED: 11%; Unduplicated: 60%, Not- Unduplicated: 40% **HS Sites** AA: 52% ; Latino: 32%; White: 12%; EL: 12%; SED: 60%; SPED: 76%; Unduplicated: 64%; Not- Unduplicated: 36%;

- *K-5:* Pilot a RJ model at one K-5 site, providing support and professional development to staff. - *MS:* Expand the RJ model at the three middle schools to specifically reduce the disproportionality in student discipline. - *HS:* Pilot a RJ model at BTA and BHS to provide support to staff and students using restorative practices and restorative conferencing.	**Annual Update (Qualitative) Observations and Information for 2015-16** SEEDS Community Resolution Center partnered with Berkeley Technology Academy, King Middle School, Longfellow Middle School, Willard Middle School, and Washington Elementary to advance Restorative Justice (RJ) Practices in their campus communities by promoting understanding around the impact one's actions have on others and the personal accountability tied to those actions. SEEDS worked with the sites to fundamentally change the way educators and students relate to each other. The site implementation varied by site but where SEEDs was allowed full access and the site embraced the process was where the most RJ implementation was observed. 2015-16 was a time of great learning and growth for SEEDS RJ Team. The purpose of the SEEDs program at each of the sites was unclear in many cases. One of the greatest lessons learned was the importance of district, school, and consultant alignment when pursuing effective program introduction. Though significant progress was made, the advancement of restorative principles was encumbered by a lack of communication regarding clear goals and expectations from the district administration to site administrators, inconsistent support and interest from school administrators, unclear expectations for faculty, and insufficient training opportunities in the beginning of the school year. As the district proceeds towards alternative implementation strategies, the RJ services will grow. Work plans and goals for the RJ teams as well as timelines and outcomes were presented to district staff and site administrators at the beginning of the 15/16 school year. When working specifically with BTA and Washington Elementary, the SEEDs staff committed to cultivating a safe environment for difficult conversations between students, faculty, administration, staff, and the larger community. It was necessary for those relationships to be built and restored as a restorative culture leads to positive and favorable school climate.

Action Steps	Restorative Justice Program Delivery							
	2014-15	**2015-16**						
3.4S Create a Restorative Justice (RJ) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) - *HS:* Pilot a RJ model at BTA and BHS to provide support to staff and students using restorative practices and restorative conferencing.	**New in 2015-16**	Service		**# of Trainings**		**# of Staff Trained**		**# of Students Served**
		➕		S1	S2	S1	S2	S1	S2
		Introduction to Restorative Justice		6	20	140	86	Not Applicable Staff Training	
		De-Escalation Centered (Restorative Affective Statements)		15	10	108	118		
		Disciplinary Centered (Punitive vs. Restorative)		2	16	8			
		Circles (Various – Planning and Facilitating)		14	4	51	134	64	123
		Team Meetings		8	NA	20	NA	See Above	
		Restorative Meetings / Consultation / Conferencing		NA	26	75	151	73	133

	Findings and Recommendations

Findings: As with any year when there are many initiatives at once, the consistency of implementation varies from site to site and from program to program. While we were able to collect data on full-school implementation, the impact on specific students was not evident to the evaluation staff. The report at the end of the year a good narrative of the work completed but did not give insight on the next steps for the schools.

Recommendations for 16-17:
Systems are being developed for 2016-17.   District administration should ensure that the roles, goals, and expectations of the new RJ Counselors are clearly communicated to school site administrators so that these new RJ professionals will not run into the same challenges the SEEDS staff experienced. In addition, if there is a different program at the high school, it is always important that the lessons learned be shared between and amongst the staff.

*Less than 10 students.

⊕ Exceeding Standard   ✅ At or Approaching Standard   ⊖ Far Below Standard

Action Steps	Mental Health Services					
	2014-15			**2015-16**		
3.7S Provide increased behavioral health services to support students dealing with trauma and other emotional issues. Trauma informed and Restorative Practices will become a priority.	**Agency**	**Sites**	**Explanation**	**Agency**	**Sites**	**Explanation**
	Bay Area Community Resources	8	Each school has .2FTE to 1.0 FTE mental health counselor who splits time between clients with/without Medi-Cal	**Bay Area Community Resources**	8	Each school has .2FTE to 1.0 FTE mental health counselor who splits time between clients with/without Medi-Cal
	Child Therapy Institute	2	.6 FTE mental health counselor and intern 6hrs/wk .2 FTE mental health counselor and intern 6 hrs/wk	**Child Therapy Institute**	2	.6 FTE mental health counselor and intern 6hrs/wk .2 FTE mental health counselor and intern 6 hrs/wk
	Lifelong Mental Health	1	1.0 FTE mental health counselor overseeing 7 interns	**Lifelong Mental Health**	1	1.0 FTE mental health counselor overseeing 7 interns
	In addition, there were counselors and interns at the MS/HS with services from Berkeley Mental Health.			In addition, there were counselors and interns at the MS/HS with services from Berkeley Mental Health.		

Annual Update (Qualitative) Observations and Information for 2015-16

The City of Berkeley provided $6,000 to each elementary school and LCAP leveraged the resources to provide the support below.
Bay Area Community Resources provided counseling and mental health services, including counseling, mentoring, case management, trauma response, parent education and teacher consultation. The model included different treatment approaches, such as talk, play, art, and cognitive behavioral therapies with an emphasis on restorative justice, the integration of physical or play therapy. Services are provided to both Medi-Cal funded and non-Medi-Cal qualifying students.

Child Therapy Institute worked with children who might benefit from groups, addressing issues related to socialization, behavioral management and sensory integration. The therapist blended expressive arts, movement and structured activities to expand the child's repertoire of skills necessary for school success.

Lifelong Mental Health provided educational, health and social service resources. The program included a comprehensive Before & Afterschool Program (Kids Village) and a Family Resource Center.

2014-15	2015-16
Data not available due to HIPPA	Data not available due to HIPPA

Findings: While we were able to identify the days that the school received the resources, the type of service delivered varied by site. **Recommendations for 16-17**: Consistent services to all of our schools and to our students most in need. The goal of the Coordinator of School Services is to be able to collect data on the students who are served and assure that we are serving the students with the most needs.

*Less than 10 students.

➕ Exceeding Standard ✅ At or Approaching Standard ➖ Far Below Standard

Action Steps	Demographics of Students Served		
	2014-15	**2015-16**	
3.8S: Provide coordination of school-based services to develop, train and support sites in the consistent implementation and monitoring of culturally relevant Restorative Practices, positive behavioral intervention supports (PBIS), and Toolbox social-emotional domains that address the needs of students in danger of suspension.	Data not available due to HIPPA	Data not available due to HIPPA	D

Annual Update (Qualitative) Observations and Information for 2015-16

- Oversaw roll out of SEEDS restorative practices pilots at Washington elementary, all 3 middle schools, and BTA
- Toolbox oversight across K - 8 was difficult with no training plan for teachers new to the district

Over 400 Restorative and ATOD services were monitored and the results are found below:

2014-15		➕ 2015-16	
ATOD/ASPIRE	100	**ATOD/ASPIRE**	152
Conflict Resolution/ Mediation	171	**Conflict Resolution/ Mediation**	155
Counseling	86	**Counseling**	134
De-Escalation	102	**De-Escalation**	108
LifeLines Academy	69	**Bay Area Peacekeepers**	25
Restorative Justice	12	**Restorative Meetings**	73
		Circles	64

This was an implementation year for the Coordination of Services (CoS) program. Each site CoS team met regularly. They integrated the restorative practices of de-escalation, mediation and the introduction of circles.

Next Steps Indicated on Following Page

*Less than 10 students.

Action Steps	Coordination of Services Model
	2015-16 Findings and Recommendations
3.8S: Provide coordination of school-based services to develop, train and support sites in the consistent implementation and monitoring of culturally relevant Restorative Practices, positive behavioral intervention supports (PBIS), and Toolbox social-emotional domains that address the needs of students in danger of suspension.	**Findings**: This was a new program and the findings demonstrated that while the Coordinator of School Based Services had the passion for the work, the work itself needed to be further defined. It was also very challenging for the position to only be .6 FTE. **Recommendations for 16-17**: Systems are being developed for 2016-17 as well as the expansion of the position to 1.0 FTE. District Administration will ensure that the roles, goals, and expectations of the new role follow the flow chart for the system demonstrated below for K-12.

*Less than 10 students.

➕ Exceeding Standard ✅ At or Approaching Standard ➖ Far Below Standard

Action Steps	Demographics of Students Served	
	2014-15	**2015-16**
3.9S Implement Lifelines (PeaceKeepers) 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.	**Lifelines Academy** All: 69; EL: 4% (3); SED: 51% (35); Black / AA: 71% (49); Latino: *; White: * Special Ed: 38% (26); Unduplicated: 40% (28) Average Number of Sessions Attended: 1-2 per student. *Many students attended one session and did not return.*	**Bay Area Peacekeepers** All*:* 25; EL: *; SED: 55% (14); Black / AA: 72% (18) Latino: *; White: *; Special Ed: 64% (16) Unduplicated: 88% (22) Average Number of Sessions Attended: 5 per student. Once students attended the program, they continued. ➕
	Annual Update (Qualitative) Observations and Information for 2015-16	

- Average number of sessions attended was 5 per student
- Once student attended the program, they continued

Students who were selected as participating in Bay Area Peacekeepers as an alternative to expulsion will also be mandated to attend. Bay Area Peacekeepers is designed to increase participants' self-esteem and motivate them towards positive behavior as they learn how to make better choices and take responsibility for their lives through self-determination. The Director of Student Services invites or mandates students to Peacekeepers.

Students mandated or invited to attend as an alternative to suspension participated in lessons focused on better developing the following areas:
- Motivation, Habits and Attitudes
- Goal Setting
- Problem Solving and Decision Making
- Emotional Control
- Family Relationships
- Financial Stability
- Effective Communication
- Employment Search and Retention
- Bullying
- Culture Sensitivity

Although originally intended for just BHS and BTA, the program was expanded to include students at all 3 middle schools based on a needs assessment.

*Less than 10 students.

3.9S Implement Lifelines (PeaceKeepers) 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.	**Findings and Recommendations**
	Findings: While the group this year was too small to show quantitatively, every student improve his/her behavior and decreased his/her suspension rate. This was due to the personal connection with the Peacekeepers Counselor. **Recommendations for 16-17**: We recommend the program continue as it has this year with the invitation to more students who are in danger of falling in the school to prison pipeline or continue to show behaviors with which no other intervention has worked.

Below you will find a further breakdown of the Suspensions and Expulsions as explained in the goals above. This breakdown shows trends of suspensions and attendance for secondary students over five years.

*Less than 10 students.

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.

Percent of Students Suspended One or More Times from School

Middle School

Gr 6-8	2011-12 Male	Female	All	2014-15 Male	Female	All	2015-16 Male	Female	All	5 Yr Chg M	F	All	1 Yr Chg M	F	All
All Gr. 6-8	10.3%	4.0%	7.1%	6.1%	2.5%	4.3%	4.8%	3.4%	4.1%	-5.5	-0.6	-3.0	-1.4	+0.9	-0.2
Black/AA	24.0%	13.7%	18.9%	22.4%	8.3%	14.9%	15.7%	13.3%	14.5%	-8.2	-0.4	-4.4	-6.7	+5.0	-0.4
Latino	7.5%	*	4.5%	*	*	2.5%	*	*	3.1%	-4.3	+1.7	-1.4	+0.4	+0.8	+0.6
White				*	*	*	*	*	*	-0.7	-0.4	-0.5	+0.6	+0.3	+0.4
Other	9.2%	*	5.0%	*	*	2.3%	*	*	*	-6.4	+0.3	-3.0	-1.0	+0.4	-0.3
Special Ed.	25.2%	*	18.5%	19.2%	14.3%	17.5%	15.0%	*	13.3%	-10.2	+2.3	-5.2	-4.2	-4.6	-4.2
Eng. Learner	*	*	*	*	*	*	*	*	*	-8.7	-0.3	-5.3	-5.3	-0.4	-3.2
Socio-Ec. Disadv	16.7%	5.5%	11.3%	10.3%	5.2%	7.8%	8.5%	6.3%	7.4%	-8.2	+0.8	-3.9	-1.9	+1.1	-0.4
Unduplicated	n/a	n/a	n/a	10.4%	5.2%	7.8%	8.0%	5.9%	7.0%	n/a	n/a	n/a	-2.4	+0.7	-0.8
Not-Unduplicated	n/a	n/a	n/a	2.7%	*	1.4%	2.1%	*	1.8%	n/a	n/a	n/a	-0.5	+1.2	+0.3

Berkeley High

BHS	2011-12 Male	Female	All	2014-15 Male	Female	All	2015-16 Male	Female	All	5 Yr Chg M	F	All	1 Yr Chg M	F	All
All Gr. 9-12	10.1%	4.1%	7.0%	5.7%	2.8%	4.3%	2.0%	0.6%	1.3%	-8.0	-3.5	-5.7	-3.7	-2.2	-3.0
Black/AA	19.3%	9.0%	13.7%	17.9%	7.7%	12.6%	5.0%	*	3.5%	-14.4	-6.8	-10.2	-13.0	-5.5	-9.1
Latino	8.8%	*	5.9%	3.3%	2.9%	3.1%	*	*	*	-6.8	-2.6	-4.7	-1.3	-2.6	-2.0
White	5.9%	2.2%	4.0%	1.7%	*	1.2%	*	*	*	-5.1	-2.0	-3.5	-1.0	-0.5	-0.7
Other	7.7%	*	4.8%	3.8%	*	2.8%	*	*	*	-5.7	-1.5	-3.7	-1.8	-1.5	-1.7
Special Ed.	17.7%	13.8%	16.4%	13.8%	8.1%	11.9%	6.8%	*	5.2%	-10.9	-11.3	-11.1	-7.0	-5.6	-6.6
Eng. Learner	7.9%	*	6.0%	*	*	*	*	*	*	-5.0	-2.6	-4.5	-4.1	-2.7	-3.7
Socio-Ec. Disadv	14.4%	5.8%	10.0%	10.5%	6.0%	8.3%	4.1%	*	2.7%	-10.3	-4.3	-7.3	-6.4	-4.5	-5.5
Unduplicated	n/a	n/a	n/a	10.1%	6.4%	8.2%	4.1%	*	2.8%	n/a	n/a	n/a	-5.9	-4.9	-5.5
Not-Unduplicated	n/a	n/a	n/a	3.5%	1.1%	2.3%	1.0%	*	0.6%	n/a	n/a	n/a	-2.5	-0.9	-1.7

Secondary

Gr 6-12	2011-12 Male	Female	All	2014-15 Male	Female	All	2015-16 Male	Female	All	5 Yr Chg M	F	All	1 Yr Chg M	F	All
All Gr. 6-12	11.1%	4.3%	7.7%	6.7%	3.1%	4.9%	3.7%	1.9%	2.8%	-7.4	-2.4	-4.9	-3.0	-1.2	-2.1
Black/AA	23.6%	11.7%	17.4%	22.8%	9.5%	15.9%	11.3%	7.1%	9.1%	-12.3	-4.6	-8.2	-11.6	-2.4	-6.7
Latino	8.9%	2.2%	5.6%	3.4%	2.6%	3.0%	3.0%	*	2.3%	-5.9	-0.6	-3.4	-0.5	-1.0	-0.7
White	4.9%	1.7%	3.2%	1.5%	*	1.0%	1.1%	*	0.7%	-3.7	-1.5	-2.6	-0.4	-0.3	-0.3
Other	8.9%	*	5.1%	4.2%	*	2.9%	2.7%	*	1.6%	-6.1	-0.8	-3.5	-1.5	-0.9	-1.2
Special Ed.	23.2%	10.8%	18.8%	18.0%	11.1%	15.7%	11.2%	5.5%	9.3%	-12.0	-5.4	-9.6	-6.8	-5.6	-6.4
Eng. Learner	10.3%	*	7.3%	7.2%	*	5.2%	*	*	*	-6.2	-1.7	-4.8	-3.1	-1.8	-2.6
Socio-Ec. Disadv	16.8%	5.9%	11.4%	11.9%	6.7%	9.3%	7.5%	4.2%	5.8%	-9.3	-1.8	-5.6	-4.4	-2.6	-3.5
Unduplicated	n/a	n/a	n/a	11.5%	6.8%	9.1%	7.4%	3.8%	5.6%	n/a	n/a	n/a	-4.0	-2.9	-3.5
Not-Unduplicated	n/a	n/a	n/a	3.6%	0.9%	2.3%	1.4%	0.7%	1.1%	n/a	n/a	n/a	-2.2	-0.2	-1.2

*Less than 10 students. N/A – Unduplicated was not a CALPADs definition in 2011-12

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.

Percent of Students Absent Greater than 10% of the School Year

Middle School	2011-12 Male	Female	All	2014-15 Male	Female	All	2015-16 Male	Female	All	5 Year Change % 2011-12 to 2015-16 MS	M	F	All	1 Year Change % 2014-15 to 2015-16 MS	M	F	All
All Gr. 6-8	7.4%	5.2%	6.3%	5.5%	5.5%	5.5%	5.3%	5.2%	5.2%	Gr 6-8	-2.1	0.0	-1.1	Gr 6-8	-0.2	-0.3	-0.2
Black/AA	13.2%	8.2%	10.7%	7.5%	8.3%	7.9%	8.6%	*	6.8%	AA	-4.6	-3.4	-4.0	AA	+1.2	-3.5	-1.2
Latino	3.9%	4.3%	4.1%	4.9%	5.6%	5.2%	*	5.6%	4.1%	Latino	-1.1	+1.3	0.0	Latino	-2.1	0.0	-1.1
White	5.3%	3.9%	4.6%	3.9%	3.7%	3.8%	4.6%	4.3%	4.4%	White	-0.7	+0.4	-0.2	White	+0.7	+0.6	+0.7
Other	8.2%	4.8%	6.4%	7.1%	5.3%	6.2%	6.7%	6.6%	6.7%	Other	-1.5	+1.9	+0.2	Other	-0.5	+1.3	+0.5
											M	F	All		M	F	All
Special Ed.	17.8%	*	14.7%	10.2%	13.1%	11.2%	10.2%	12.0%	10.7%	SPED	-7.6	+2.7	-3.9	SPED	0.0	-1.0	-0.4
Eng. Learner	*	*	*	*	*	*	*	*	*	EL	-4.3	-2.3	-3.5	EL	-1.9	-2.4	-2.1
Socio-Ec. Disadv	10.1%	5.5%	7.9%	6.1%	6.9%	6.5%	6.3%	5.7%	6.0%	SED	-3.7	+0.1	-1.9	SED	+0.2	-1.2	-0.5
Unduplicated	n/a	n/a	n/a	5.9%	6.7%	6.3%	6.2%	5.3%	5.7%	Undup	n/a	n/a	n/a	Undup	+0.2	-1.4	-0.6
Not-Unduplicated	n/a	n/a	n/a	5.1%	4.4%	4.8%	4.6%	5.1%	4.9%	Not-Un	n/a	n/a	n/a	Not-Un	-0.5	+0.7	+0.1

Berkeley High	Male	Female	All	Male	Female	All	Male	Female	All	BHS	M	F	All	BHS	M	F	All
All Gr. 9-12	23.7%	22.9%	23.3%	17.2%	17.1%	17.1%	15.8%	16.2%	16.0%	All	-8.0	-6.7	-7.3	All	-1.5	-0.8	-1.2
Black/AA	40.2%	28.1%	34.1%	31.0%	27.6%	29.2%	25.9%	26.4%	26.2%	AA	-22.8	-1.4	-8.0	AA	-5.1	-1.1	-3.1
Latino	22.4%	21.6%	22.0%	20.8%	21.5%	21.1%	17.4%	21.3%	19.3%	Latino	-5.0	-0.3	-2.7	Latino	-3.4	-0.2	-1.8
White	18.6%	16.6%	17.6%	9.8%	12.2%	11.0%	10.5%	11.1%	10.8%	White	-8.1	-5.5	-6.8	White	+0.7	-1.1	-0.2
Other	23.2%	18.2%	20.7%	13.7%	10.5%	12.1%	15.7%	10.9%	13.1%	Other	-7.6	-7.3	-7.6	Other	+2.0	+0.4	+1.0
											M	F	All		M	F	All
Special Ed.	39.5%	44.8%	41.4%	37.7%	46.3%	40.6%	31.6%	37.3%	33.6%	SPED	-8.0	-7.5	-7.7	SPED	-6.1	-9.1	-7.0
Eng. Learner	27.1%	28.9%	27.8%	29.0%	31.5%	30.1%	20.2%	27.8%	23.7%	EL	-7.0	-1.2	-4.1	EL	-8.8	-3.7	-6.3
Socio-Ec. Disadv	30.2%	26.6%	28.4%	26.2%	25.7%	26.0%	20.5%	25.6%	23.2%	SED	-9.7	-1.0	-5.2	SED	-5.7	-0.1	-2.8
Unduplicated	n/a	n/a	n/a	26.6%	25.9%	26.2%	21.1%	24.8%	23.0%	Undup	n/a	n/a	n/a	Undup	-5.5	-1.1	-3.2
Not-Unduplicated	n/a	n/a	n/a	12.4%	12.7%	12.6%	13.2%	11.9%	12.6%	Not-Un	n/a	n/a	n/a	Not-Un	+0.8	-0.8	0.0

Secondary	Male	Female	All	Male	Female	All	Male	Female	All	Gr 6-12	M	F	All	Gr 6-12	M	F	All
All Gr. 6-12	17.5%	16.5%	17.0%	12.6%	12.6%	12.6%	11.5%	11.9%	11.7%	All	-6.1	-4.6	-5.3	All	-1.2	-0.7	-1.0
Black/AA	25.4%	26.2%	25.8%	22.1%	20.0%	21.0%	18.8%	18.4%	18.6%	AA	-6.6	-7.9	-7.2	AA	-3.3	-1.6	-2.4
Latino	14.4%	14.2%	14.3%	14.4%	15.1%	14.7%	11.4%	14.9%	13.1%	Latino	-3.0	+0.7	-1.2	Latino	-3.0	-0.2	-1.6
White	14.0%	12.3%	13.2%	7.5%	9.2%	8.3%	8.1%	8.4%	8.2%	White	-5.9	-3.9	-4.9	White	+0.5	-0.8	-0.1
Other	17.6%	13.0%	15.2%	11.1%	8.4%	9.7%	12.0%	9.2%	10.5%	Other	-5.6	-3.8	-4.8	Other	+0.9	+0.8	+0.8
											M	F	All		M	F	All
Special Ed.	30.3%	28.8%	29.7%	26.4%	32.9%	28.5%	21.4%	26.9%	23.2%	SPED	-8.9	-1.9	-6.5	SPED	-5.0	-6.0	-5.3
Eng. Learner	19.6%	18.9%	19.4%	18.6%	20.3%	19.3%	11.2%	17.1%	13.8%	EL	-8.5	-1.8	-5.6	EL	-7.4	-3.2	-5.6
Socio-Ec. Disadv	20.2%	16.7%	18.5%	16.9%	17.1%	17.0%	13.6%	16.3%	15.0%	SED	-6.7	-0.4	-3.5	SED	-3.4	-0.8	-2.1
Unduplicated	n/a	n/a	n/a	17.0%	17.0%	17.0%	13.8%	15.6%	14.7%	Undup	n/a	n/a	n/a	Undup	-3.2	-1.4	-2.3
Not-Unduplicated	n/a	n/a	n/a	9.9%	9.9%	9.9%	10.1%	9.6%	9.8%	Not-Un	n/a	n/a	n/a	Not-Un	+0.2	-0.4	-0.1

*Less than 10 students. N/A – Unduplicated was not a CALPADs definition in 2011-12