

Summary of Early LCAP Outcomes

These outcomes are organized by Goal. Following each goal are the prioritized Preliminary Annual Measurable Objectives (AMOs) and then Actions / Services available for review. Further quantitative AMOs, and Actions / Services outcomes (qualitative AND quantitative) can be found in the **Annual Update Section** of the LCAP (p. 56). All outcome and program enrollment data reflect **preliminary** end-of-year findings. While the Unduplicated subgroup is not available in the early state and local releases, the Director of Research, Evaluation and Assessment will disaggregate these results internally to further explore trends for Unduplicated and those students NOT in the Unduplicated sub-group. These data will be included in the Berkeley Unified School District LCAP Evaluation to be submitted to the Governing Board by September 1, 2016. For further explanation of the AMOs, see the **Prioritized Indicators: State (Local Control Funding Formula) and Federal (Every Student Succeeds Act)** located on page 11 of this table.

<b>Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.</b>		
<b>Goal 1 Prioritized Preliminary Annual Measurable Outcomes (AMOs)</b>	<b>2014-15</b>	<b>2015-16</b>
<p>1.f) The percentage of students overall and in each significant subgroup in <b>English Language Arts (ELA) / Literacy Common Core State Standards (CCSS) Standards in Grade 3</b> as determined by the <b>District Teachers College Reading Assessment (TCRWP)</b>.</p> <p><i>Note: The Unduplicated subgroup was recently added as a targeted subgroup for TCRWP.</i></p>	<p><b>14-15 Gr 3 Reading (TCRWP) (% At/ Above):</b>                      All: 71%                      Eng Learner (EL): 33%                      Socio-Ec. Disadv (SED): 47%                      Black / AA: 42%                      Latino: 54%                      Special Education (SPED): 24%                      Unduplicated**: 52%</p>	<p><b>15-16 Gr 3 Reading (TCRWP) (% At/ Above):</b>                      All: 78% (+7)                      EL: 41% (+8)                      SED: 53% (+6)                      Black / AA: 57% (+15)                      Latino: 63% (+9)                      SPED: 34% (+10)                      Unduplicated: 54% (+2)</p>
<p>1.g) The percentage of students overall and in each significant subgroup in <b>English Language Arts (ELA) / Literacy CCSS Standards in Grade 3</b> as determined by the <b>Smarter Balanced Assessment (SBA)**</b> will never drop below the baseline percentage of students meeting or exceeding standards set in 2014-2015.</p>	<p><b>Grade 3 SBA ELA Baseline (% At/ Above):</b>                      All: 53%                      EL/RFEP**: 24%                      SED: 24%                      Black / AA: 14%                      Latino: 37%                      SPED: 17%</p>	<p><b>Prelim. Grade 3 SBA ELA (% At/ Above):</b>                      All: 62% (+9)                      EL: 26% (+2)                      SED: 32% (+8)                      Black / AA: 24% (+10)                      Latino: 42% (+5)                      SPED: 23% (+6)</p>

\*Less than 10 Students.

\*\*State results. Students who are reclassified (RFEP) are “counted” as English Learners until they are “proficient” for three years. Scores are unavailable for Unduplicated students at this time. Foster Youth are included in the Unduplicated numbers.

Supplement to Board Document: Table A

Goal 1 Prioritized Preliminary Annual Measurable Outcomes (AMOs)	2014-15	2015-16																																																								
<p>1h) The percentage of students overall and in each significant subgroup (EL, SED, African-American and Latino students, and students with disabilities) in <b>Mathematics CCSS Standards in Grade 8</b> as determined by the <b>Smarter Balanced Assessment (SBA)**</b> will never drop below the baseline percentage set in 2014-2015.</p>	<p><b><u>Grade 8 SBA Math Baseline (% At/ Above):</u></b>                      All: 55%                      EL: 18%                      SED: 34%                      Black / AA: 21%                      Latino: 39%                      SPED: 11%</p>	<p><b><u>Prelim. Grade 8 SBA Math (% At/ Above):</u></b>                      All: 49% (-6)                      EL: 11% (-7)                      SED: 28% (-6)                      Black / AA: 11% (-10)                      Latino: 34% (-5)                      SPED: 4% (-7)</p>																																																								
<p>1i) The percentage of students in <b>Grade 11</b> who will demonstrate <b>college preparedness</b> in ELA and Mathematics pursuant to the <b>Early Assessment Program</b> (a score of 3 or higher on the SBA**), will never drop below the baseline percentage of students meeting or exceeding standards set.</p> <p><b>Conditionally Ready for College</b> - Level 3                      Early indicator. If students take and receive a "C" or better in the appropriate courses in Grade 12, they will not have to take college entry courses or any placement exams.</p> <p><b>Ready for College</b> - Level 4                      Students in level 4 do not have to take college entry courses or any placement exams.</p>	<p><b><u>Grade 11 students "Conditionally Ready"- 3</u></b></p> <table border="0"> <tr> <td><b>ELA</b></td> <td><b>Math</b></td> </tr> <tr> <td>All: 25%</td> <td>All: 23%</td> </tr> <tr> <td>EL: 5%</td> <td>EL: 5%</td> </tr> <tr> <td>SED: 25%</td> <td>SED: 13%</td> </tr> <tr> <td>AA: 21%</td> <td>AA: 10%</td> </tr> <tr> <td>Latino: 32%</td> <td>Latino: 16%</td> </tr> <tr> <td>Special Ed.: *</td> <td></td> </tr> </table> <p><b><u>Grade 11 students "College Ready" - 4:</u></b></p> <table border="0"> <tr> <td><b>ELA</b></td> <td><b>Math</b></td> </tr> <tr> <td>All: 39%</td> <td>All: 20%</td> </tr> <tr> <td>EL: 0%</td> <td>EL: 8%</td> </tr> <tr> <td>SED: 9%</td> <td>SED: 3%</td> </tr> <tr> <td>AA: 6%</td> <td>AA: 1%</td> </tr> <tr> <td>Latino: 25%</td> <td>Latino: 11%</td> </tr> <tr> <td>Special Ed.*</td> <td></td> </tr> </table>	<b>ELA</b>	<b>Math</b>	All: 25%	All: 23%	EL: 5%	EL: 5%	SED: 25%	SED: 13%	AA: 21%	AA: 10%	Latino: 32%	Latino: 16%	Special Ed.: *		<b>ELA</b>	<b>Math</b>	All: 39%	All: 20%	EL: 0%	EL: 8%	SED: 9%	SED: 3%	AA: 6%	AA: 1%	Latino: 25%	Latino: 11%	Special Ed.*		<p><b><u>Grade 11 students "Conditionally Ready" -3</u></b></p> <table border="0"> <tr> <td><b>ELA</b></td> <td><b>Math</b></td> </tr> <tr> <td>All: 33% (+8)</td> <td>All: 24% (+1)</td> </tr> <tr> <td>EL: 19% (+14)</td> <td>EL: 6% (+1)</td> </tr> <tr> <td>SED: 37% (+12)</td> <td>SED: 17% (+4)</td> </tr> <tr> <td>AA: 32% (+11)</td> <td>AA: 14% (+4)</td> </tr> <tr> <td>Lat.: 35% (+3)</td> <td>Lat.: 16% (+0)</td> </tr> <tr> <td>Special Ed.: *</td> <td></td> </tr> </table> <p><b><u>Grade 11 students "College Ready"-4:</u></b></p> <table border="0"> <tr> <td><b>ELA</b></td> <td><b>Math</b></td> </tr> <tr> <td>All: 39% (+0)</td> <td>All: 20% (+0)</td> </tr> <tr> <td>EL: 0% (+0)</td> <td>EL: 8% (+0)</td> </tr> <tr> <td>SED: 8% (-1)</td> <td>SED: 2% (-1)</td> </tr> <tr> <td>AA: 9% (+3)</td> <td>AA: 6% (+5)</td> </tr> <tr> <td>Lat: 15% (-10)</td> <td>Lat: 7% (-3)</td> </tr> <tr> <td>Special Ed.*</td> <td></td> </tr> </table>	<b>ELA</b>	<b>Math</b>	All: 33% (+8)	All: 24% (+1)	EL: 19% (+14)	EL: 6% (+1)	SED: 37% (+12)	SED: 17% (+4)	AA: 32% (+11)	AA: 14% (+4)	Lat.: 35% (+3)	Lat.: 16% (+0)	Special Ed.: *		<b>ELA</b>	<b>Math</b>	All: 39% (+0)	All: 20% (+0)	EL: 0% (+0)	EL: 8% (+0)	SED: 8% (-1)	SED: 2% (-1)	AA: 9% (+3)	AA: 6% (+5)	Lat: 15% (-10)	Lat: 7% (-3)	Special Ed.*	
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Supplement to Board Document: Table A

Goal 1 Prioritized Preliminary Annual Measurable Outcomes (AMOs)	2014-15	2015-16
<p>1m) 5% more students overall and in each significant subgroup (All, EL, SED, African-American and Latino students) will have successfully completed courses that satisfy <b>UC or CSU entrance requirements</b>.</p> <p><i>Note: Final results for the Class of 2016 is not released until Spring, 2017. Results reflect the percent and number of BHS students meeting State report, scores unavailable for Unduplicated.</i></p>	<p><b><u>2013-14 BHS Graduates with UC/CSU Required Courses:</u></b>                      Percent (Number)                      All: 54.7% (400)                      EL: *                      SED: 33.2% (84)                      Black / AA: 25% (38)                      Latino: 39.6% (55)                      Special Education: *</p>	<p><b><u>2014-15 BHS Graduates with UC/CSU Required Courses:</u></b>                      Percent (Number) Gain                      All: 65.9% (467) +11.2                      EL: *                      SED: 41.5% (90) +8.3                      Black / AA: 40.4% (59) +15.4                      Latino: 50.8% (67) +11.2                      Special Education*</p>

The Goal 1 LCFF Actions/Services that attributed to the growth in these metrics include: Extensive teacher training in the Common Core, K-8 RTI services in ELA and Math, Literacy Coaches, Math Coaches, Super Science Saturdays, AVID and the High-School Bridge program. (See LCAP, **Annual Update** for further Quantitative AND Qualitative data.) Growth based on the preliminary results for the 2015-16 Smarter Balanced Assessment and other multiple measures available by the end of June are included in the Table.

<b>Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.</b>	
Goal 1 Actions and Services	2015-16
<p>1.5S) Support math teachers in grades K-5 with the transition to new <b>Common Core math standards</b> by providing <b>district level coaches</b> to lead workshops, facilitate planning, and coaching. Training will include utilizing assessments, identifying and supporting unduplicated students based on their needs.</p> <p>1.6S) Improve districtwide, best practices in three-tier model of <b>math</b> instruction and intervention with additional Rtl<sup>2</sup> (<b>Response To Instruction and Intervention</b>) teacher leaders to monitor and provide services to students.)</p>	<p>Achievement Data unavailable for 2014-15  <b><u>K-5 Summative Achievement on the 2015-16 District Math Assessment, % at/above proficiency:</u></b>                      All: 65%                      English Learner (EL) / Redesignated Fluent (RFEP): 48%                      Socio-Economically Disadvantaged (SED): 46%                      Black / African American (AA): 37%                      Hispanic or Latino (Lat): 53%                      Special Education (SPED): 29%                      Unduplicated (Undup): 48%</p> <p><i>Results reflect the preliminary percentage of students at standard on the Summative Math Assessments in K-5. K-5 Assessments were scored using a 3-point rubric. (A "3" is considered "at standard", a "2" is considered "near".)</i></p>

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<p>1.5S) Support math teachers in grades 6-8 with the transition to new <b>Common Core math standards</b> by providing <b>district level coaches</b> to lead workshops, facilitate planning, and coaching. Training will include utilizing assessments, identifying and supporting unduplicated students based on their needs.</p> <p><i>Gr 8 Assessments (a "snapshot") were scored using a 4-point rubric. (A "3" is considered "at standard", a "4" is considered "above standard".)</i></p>	<p><b><u>Gr 8 Summative Achievement on the 2015-16 District Math Assessment, % at/above proficiency:</u></b></p> <p>All: 69%</p> <p>English Learner / Re-designated Fluent: 29%</p> <p>Socio-Economically Disadvantaged: 50%</p> <p>Black / African American: 38%</p> <p>Hispanic or Latino: 58%</p> <p>Special Education: 23%</p> <p>Unduplicated: 52%</p>																																																													
<p>1.9S) Provide Science, Technology, Engineering and Math (STEM) activities outside the school day in <b>K-5</b>, such as <b>Superintendent Super Science Saturdays</b> in collaboration with the Lawrence Hall of Science.</p> <p><i>Enrollment figures unavailable at time of print. STEM will be reviewed in August using multiple measures.</i></p>	<p><b>2014-15 Enrollment:</b></p> <p>171 students</p> <p>EL: 26%</p> <p>SED: 72%</p> <p>Black / AA: 43%</p> <p>Latino: 31%</p> <p>SPED: 15%</p> <p>Unduplicated: 76%</p>	<p><b>2015-16 Enrollment</b></p> <p>412 students</p> <p>The overall number for 2015-16 student participants almost tripled the previous year with the addition of a third site.</p>																																																												
<p>1.15S) Expand <b>AVID</b> (Advancement via Individual Determination) in the <b>Middle School</b> to increase access to postsecondary education.</p> <p><b>MS AVID Percent / Number enrolled:</b></p> <table border="1" data-bbox="115 1211 691 1732"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td><b>All</b></td> <td>223</td> <td>245</td> </tr> <tr> <td><b>EL/ RFEP</b></td> <td>27% (61)</td> <td>28% (68)</td> </tr> <tr> <td><b>SED</b></td> <td>72% (161)</td> <td>71% (174)</td> </tr> <tr> <td><b>AA</b></td> <td>43% (96 )</td> <td>42% (103)</td> </tr> <tr> <td><b>Latino</b></td> <td>37% (83)</td> <td>42% (103)</td> </tr> <tr> <td><b>SPED</b></td> <td>*</td> <td>6% (15)</td> </tr> <tr> <td><b>Unduplicated</b></td> <td>73% (163)</td> <td>77% (189)</td> </tr> </tbody> </table>		2014-15	2015-16	<b>All</b>	223	245	<b>EL/ RFEP</b>	27% (61)	28% (68)	<b>SED</b>	72% (161)	71% (174)	<b>AA</b>	43% (96 )	42% (103)	<b>Latino</b>	37% (83)	42% (103)	<b>SPED</b>	*	6% (15)	<b>Unduplicated</b>	73% (163)	77% (189)	<p><b>2015-16 MS AVID Cohort (% At/ Above): ELA SBA:</b></p> <table border="1" data-bbox="724 1094 1065 1373"> <thead> <tr> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>All: 35%</td> <td>All: 34% (-1)</td> </tr> <tr> <td>EL: 32%</td> <td>EL: 33% (+1)</td> </tr> <tr> <td>SED: 34%</td> <td>SED: 34% (+0)</td> </tr> <tr> <td>AA: 21%</td> <td>AA: 24% (+3)</td> </tr> <tr> <td>Lat.: 40%</td> <td>Lat: 41% (+1)</td> </tr> <tr> <td>Sped*</td> <td></td> </tr> </tbody> </table> <p><b>Unduplicated (End of Yr.) ELA SBA:</b></p> <table border="1" data-bbox="724 1503 1065 1577"> <thead> <tr> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>33%</td> <td>34% (+1)</td> </tr> </tbody> </table> <p><i>SBA data reflects the 2015-16 AVID MS Cohort and Two Years of ELA and Math Data.</i></p>	14-15	15-16	All: 35%	All: 34% (-1)	EL: 32%	EL: 33% (+1)	SED: 34%	SED: 34% (+0)	AA: 21%	AA: 24% (+3)	Lat.: 40%	Lat: 41% (+1)	Sped*		14-15	15-16	33%	34% (+1)	<p><b>2015-16 MS AVID Cohort (% At/ Above): Math SBA:</b></p> <table border="1" data-bbox="1097 1094 1438 1373"> <thead> <tr> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>All: 26%</td> <td>All: 28% (+2)</td> </tr> <tr> <td>EL: 30%</td> <td>EL: 36% (+6)</td> </tr> <tr> <td>SED: 25%</td> <td>SED:27% (+2)</td> </tr> <tr> <td>AA: 9%</td> <td>AA: 13% (+4)</td> </tr> <tr> <td>Lat.: 34%</td> <td>Lat.: 39% (+5)</td> </tr> <tr> <td>Sped*</td> <td></td> </tr> </tbody> </table> <p><b>Unduplicated (End of Yr) Math SBA:</b></p> <table border="1" data-bbox="1097 1503 1438 1577"> <thead> <tr> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>27%</td> <td>31% (+4)</td> </tr> </tbody> </table>	14-15	15-16	All: 26%	All: 28% (+2)	EL: 30%	EL: 36% (+6)	SED: 25%	SED:27% (+2)	AA: 9%	AA: 13% (+4)	Lat.: 34%	Lat.: 39% (+5)	Sped*		14-15	15-16	27%	31% (+4)
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<p>1.15S) <b>AVID</b>: Expand <b>AVID</b> (Advancement via Individual Determination) in the <b>High School</b> to increase access to postsecondary education.</p> <p><b>High School AVID Enrollment:</b></p> <table border="1" data-bbox="115 380 691 835"> <thead> <tr> <th></th> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>70</td> <td>85</td> </tr> <tr> <td>EL/RFEP</td> <td>50% (35)</td> <td>48% (41)</td> </tr> <tr> <td>SED</td> <td>68% (48)</td> <td>74% (63)</td> </tr> <tr> <td>AA</td> <td>30% (21)</td> <td>29% (25)</td> </tr> <tr> <td>Latino</td> <td>51% (35)</td> <td>47% (40)</td> </tr> <tr> <td>Unduplicated</td> <td>68% (48)</td> <td>74% (63)</td> </tr> </tbody> </table>		14-15	15-16	All	70	85	EL/RFEP	50% (35)	48% (41)	SED	68% (48)	74% (63)	AA	30% (21)	29% (25)	Latino	51% (35)	47% (40)	Unduplicated	68% (48)	74% (63)	<p><b>14-15 Gr 11 AVID Students (% At/ Above) on the EAP:</b></p> <p>There were 11 students tested, less than 10 scored at / above proficiency in ELA and Mathematics.</p> <p><i>*There were less than 10 SPED students in HS AVID</i></p>	<p><b>15-16 Gr 11 AVID Students (% At/ Above) on the EAP:</b></p> <p>There were 27 students tested in 2015-16.</p> <p><b>ELA</b></p> <p>All: 70%            EL/RFEP: 57%            SED: 71%            Black: 78%            Latino: 62%            Unduplicated: 66%</p> <p><b>Mathematics</b></p> <p>Less than 10 students were at/above proficiency</p>																															
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Goal 1 Actions and Services	2014-15	2015-16																																
<p><b>1.16S) High-School Bridge Eleventh Graders Performance</b> See Goal Above</p> <p><i>Grades were not available at the time of print. We will be looking at multiple measures to measure the progress of High-School Bridge students. We are excited to announce that in <b>100% (26 of 26) of High-School Bridge students are going on to College in the Fall.</b></i></p>	<p><b>14-15 Gr 11 Bridge Students at a “3” or “4” on the Early Assessment Program (EAP), an indicator of College Readiness (see 1i, p.2):</b></p> <p>There were 35 students tested, less than 10 scored at / above proficiency.</p>	<p><b>15-16 Gr 11 Bridge Students at 3 or 4 on EAP:</b></p> <p>There were 22 students tested, less than 10 scored at / above proficiency.</p>																																
<p><b>1.16S) HS Bridge Eleventh Graders: Enrollment</b> Offer Bridge programs to support students in a college-going culture, providing them with a summer program, a supportive community, access to technology, after school classes, skill development, and mentoring.</p>	<p><b>14-15 Enrollment for BHS Bridge</b></p> <table border="1" data-bbox="722 1081 1065 1600"> <thead> <tr> <th>Gr. 9-12</th> <th>% (#)</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>120</td> </tr> <tr> <td>EL/ RFEP</td> <td>16% (20)</td> </tr> <tr> <td>SED</td> <td>73% (88)</td> </tr> <tr> <td>AA</td> <td>48% (58)</td> </tr> <tr> <td>Latino</td> <td>38% (46)</td> </tr> <tr> <td>SPED</td> <td>*</td> </tr> <tr> <td>Undup.</td> <td>73% (88)</td> </tr> </tbody> </table>	Gr. 9-12	% (#)	All	120	EL/ RFEP	16% (20)	SED	73% (88)	AA	48% (58)	Latino	38% (46)	SPED	*	Undup.	73% (88)	<p><b>15-16 Enrollment for BHS Bridge</b></p> <table border="1" data-bbox="1097 1081 1440 1600"> <thead> <tr> <th>Gr. 9-12</th> <th>% (#)</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>112</td> </tr> <tr> <td>EL/RFEP</td> <td>17% (19)</td> </tr> <tr> <td>SED</td> <td>64% (72)</td> </tr> <tr> <td>AA</td> <td>52% (58)</td> </tr> <tr> <td>Latino</td> <td>38% (42)</td> </tr> <tr> <td>SPED</td> <td>*</td> </tr> <tr> <td>Undup.</td> <td>63% (71 )</td> </tr> </tbody> </table>	Gr. 9-12	% (#)	All	112	EL/RFEP	17% (19)	SED	64% (72)	AA	52% (58)	Latino	38% (42)	SPED	*	Undup.	63% (71 )
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Goal 2 Prioritized Annual Measurable Outcomes (AMOs)	2014-15	2015-16
2c) 20% or more of <b>newly hired teachers</b> will be <b>Black or Latino</b>	At the end of 2014-15, <b>23%</b> of newly hired teachers were AA and/or Latino.	At the end of 2015-16, <b>30%</b> of newly hired teachers were AA and/or Latino. (+ 7%)
2d) <b>Support and retain AA or Latino teachers</b> to exceed 15% of all teachers in District.	<b>17%</b> of all teachers in the District are AA and/or Latino.	<b>21%</b> of all teachers in the District are AA and/or Latino. (+ 4%)
2d) The number of <b>Long-Term English Learners</b> (enrolled in US schools 5 years or more) demonstrating <b>proficiency</b> on the <b>California English Language Development Proficiency Test (CELDT)</b> will increase by 3 percentile points annually and the percent of long-term English Learners will meet the State Target for English Proficiency. (AMAO2)	<b>59.0%</b> of Long-Term English Learners reached the <b>proficient level</b> on the CELDT (AMAO 2)  State Target: 50.9% Met	<b>63.4%</b> of Long-Term English Learners reached the <b>proficient level</b> on the CELDT (AMAO 2) (+4.4%)  State Target: 52.6% Met pending final results
2g) The annual <b>reclassification rate for English Learners</b> will increase by 5 <u>percentile</u> points annually. (Growth represents change in numbers of students and is adjusted based on enrollment. It is NOT a direct change in the % of students who are reclassified.)  <i>Note: Berkeley Unified School District uses multiple measures to determine Re-classification including the CELDT, Grades, State and Local Assessments.</i>	In 2014-15, 97 of 1,177 English Learners were <b>reclassified</b> to Fluent English Proficient.	In 2015-16, 128 of 1,018 English Learners were <b>reclassified</b> to Fluent English Proficient. (This number represents 13.2% <i>MORE</i> English Learners who were reclassified.)

\*Less than 10 Students.

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The actions or services that contributed to the **Goal 2** metrics include: The National Equity Project Plan to **Recruit and Retain Teachers of Color** as well as the **Recruitment / Retention consultant** hired in Winter of 2015-16, English Language Development (ELD) Teachers, the ELD District Teacher on Special Assignment, the Professional Learning Communities (PLC) focused on English Learners and implementation of Equity Practices for teachers in the classroom. (See LCAP, **Annual Update** for further Quantitative AND Qualitative data.)

<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>		
<b>Goal 2 Actions and Services</b>	<b>2014-15</b>	<b>2015-16</b>
2.3C) Facilitate <b>Professional Learning Communities (PLC)</b> for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators.	This Action was added for the 2015-16 School year.	In total, the PLC collaborative met four times. In three of the four meetings, over 100 participants attended and included Principals, Coordination of services teams and support staff.
2.6S) Certificated ELD teachers will provide direct <b>ELD instruction to English Learners</b> , case-management, assessment, and coaching for teachers. <i>RFEP students will be monitored and served on an as-needed basis.</i>  2.7S) Hire K-12 ELD TSA to provide coaching and <b>support to ELD teachers</b> as well as TWI and Bilingual teachers to ensure students <b>make progress</b> towards English Fluency.	448 out of 707 English Learners (63%) made <b>progress</b> on the CELDT this year. (AMAO 1)  State Target: 60.5% Met	482 out of 766 English Learners (63%) made <b>progress</b> on the CELDT this year. (AMAO 1)  State Target: 62% Met pending final results

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<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>		
<b>Goal 3 Prioritized Annual Measurable Outcomes (AMOs)</b>	<b>2014-15</b>	<b>2015-16</b>
<p>3c) The number of TK-12 students who are <b>chronically absent</b> (more than 18 full days) will decrease by 5%. (by 7 percentile points for <b>African-American students</b>.)</p> <p><i>Growth represents change in numbers of students and will be adjusted based on enrollment. While the % of students chronically absent are represented here, when absences are finalized, percentile points will be calculated and reviewed.</i></p>	<p><b><u>Percentage and (Number) of TK-12 students chronically absent:</u></b>                      All: 17% (1,714)                      EL: 13% (125)                      SED: 22% (860)                      Black / AA: 33% (629)                      Latino: 18% (387)</p>	<p><b><u>Percentage and (Number) of TK-12 students chronically absent:</u></b>                      All: 8% (853) -9                      EL: 8% (79) -5                      SED: 12% (459) -10                      Black / AA: 14% (249) -19                      Latino: 10% (215) -8</p>
<p>3e) The number of <b>middle and high school African-American students</b> who are <b>suspended</b> at least once will be reduced each year by at least 15% of students.</p> <p><i>Growth represents change in numbers of students and will be adjusted based on enrollment. While the % of students suspended are represented here, when numbers are finalized, percentile points will be calculated and reviewed. Because of Berkeley High's Suspension campaign, there was a significant drop in suspensions and zero students were expelled as of 6.24.16, as a result, we have highlighted BHS in the numbers.</i></p>	<p><b>% (#) of Secondary Students Suspended one or more times in 2014-15:</b>                      Black/ AA: 14% (175)                      Non-Black: 1% (42)  <b><u>Total Students Suspended:</u></b>                      3.6% (217)</p> <p><b>% (#) of BHS Students Suspended one or more times in 2014-15:</b>                      Black / AA: 10% (62)                      Non-Black: 2% (51)  <b><u>Total Students Suspended:</u></b>                      3.6% (113)</p>	<p><b>% (#) of Secondary Students Suspended one or more times 2015-16:</b>                      Black/ AA: 13% (143) -1                      Non-Black: 2% (78) <b>+1</b>  <b><u>Total Students Suspended:</u></b>                      3.7% (221)</p> <p><b>% (#) of BHS Students Suspended one or more times in 2015-16:</b>                      Black / AA: 5% (29) -5                      Non-Black: 1% (27) -1  <b><u>Total Students Suspended:</u></b>                      2.1% (56) -1.5</p>

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The actions or services that follow contributed to the Goal 3 metrics: BHS Intervention Coordinator, Family Coordinators for Engagement, SEEDs / Restorative Practices, Mental Health Services, Bay Area Peacekeepers, the TSA for the Coordination of Services, and the new COS teams at the school this year.

<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>																												
<b>Goal 3 Actions and Services</b>	<b>2014-15</b>	<b>2015-16</b>																										
<p>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.</p>	<p>Over 200 <b>Restorative Practices</b> and ATOD services were tracked in 2014-15:</p> <table border="1"> <tr> <td>ATOD/ASPIRE</td> <td>100</td> </tr> <tr> <td>Conflict Resolution/Mediation</td> <td>171</td> </tr> <tr> <td>Counseling</td> <td>86</td> </tr> <tr> <td>De-Escalation</td> <td>102</td> </tr> <tr> <td>LifeLines Academy</td> <td>69</td> </tr> <tr> <td>Restorative Justice</td> <td>12</td> </tr> </table>	ATOD/ASPIRE	100	Conflict Resolution/Mediation	171	Counseling	86	De-Escalation	102	LifeLines Academy	69	Restorative Justice	12	<p>Over 400 <b>Restorative Practices</b> and ATOD services were tracked in 2015-16:</p> <table border="1"> <tr> <td>ATOD/ASPIRE</td> <td>152</td> </tr> <tr> <td>Conflict Resolution/Mediation</td> <td>155</td> </tr> <tr> <td>Counseling</td> <td>134</td> </tr> <tr> <td>De-Escalation</td> <td>108</td> </tr> <tr> <td>Bay Area Peacekeepers</td> <td>25</td> </tr> <tr> <td>Restorative Meetings</td> <td>73</td> </tr> <tr> <td>Circles</td> <td>64</td> </tr> </table>	ATOD/ASPIRE	152	Conflict Resolution/Mediation	155	Counseling	134	De-Escalation	108	Bay Area Peacekeepers	25	Restorative Meetings	73	Circles	64
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<p>3.9S) Implement the <b>Bay Area Peacekeepers</b> Program to teach <b>high-risk youth the skills to avoid violence</b>, remain unharmed and <b>free from suspension</b> and incarceration. Students who have been selected as participants in Bay Area Peacekeeper as an alternative to expulsion will also be mandated to attend.</p> <p><i>Because there were less students in danger of Expulsion, less students attended the program. In addition, the Bay Area Peacekeepers program replaced Lifelines.</i></p>	<p><b>Lifelines Academy</b>                      All: 69                      EL: 4% (3)                      SED: 51% (35)                      Black / AA: 71% (49)                      Latino: 9% (6)                      Special Ed: 38% (26)                      Unduplicated: 40% (28)</p> <p>Average Number of Sessions Attended: 1-2 per student.  <i>Many students attended one session and did not return.</i></p>	<p><b>Bay Area Peacekeepers</b>                      All: 25                      EL: *                      SED: 55% (14)                      Black / AA: 72% (18)                      Latino: *                      Special Ed: 64% (16)                      Unduplicated: 88% (22)</p> <p>Average Number of Sessions Attended: 5 per student.                      Once students attended the program, they continued.</p>																										

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Goal 3 Actions and Services	2014-15	2015-16
3.11S) The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.	<p>In <b>2014-15</b>,                      800 Families / Students,                      2054 contacts (Average 2-3 contacts per student)                      EL: 23%                      SED: 73%                      Black / AA: 37%                      Latino: 33%                      Unduplicated: 77%</p>	<p>In <b>2015-16</b>,                      1284 Families / Students,                      5,739 contacts (Average 4.4 contacts per student)                      EL: 23% (+0)                      SED: 65% (-8)                      Black / AA: 31% (-6)                      Latino: 29% (-4)                      Unduplicated: 68% (-9)</p>

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**Prioritized Indicators: State (Local Control Funding Formula) and Federal (Every Student Succeeds Act)**

The measures below will be required as part of the new State and Federal Accountability Act. The outcomes / metrics highlighted in grey are those prioritized by the Superintendent’s Cabinet as targeted growth areas.

8 Local Control Funding Formula Priorities (State)	Every Student Succeeds Act (Federal)	
<p><i>Basic (Priority 1)</i>                      Qualified teachers:                      Recruitment and Retention of Teachers of Color</p> <p>Sufficient instructional materials; Facilities in good repair</p> <p><i>Implementation of State Standards (Priority 2)</i>                      Implementation of content standards, including English Language Development integrated in the Core Subjects, Technology and Next Generation Science (NGSS)</p> <p><i>Parental involvement (Priority 3)</i>                      As measured by the District LCAP Survey and Office of Family Engagement and Equity (OFEE) measures</p> <p><i>Pupil achievement (Priority 4)</i>                      Performance on the Smarter Balanced Assessment (SBA) in ELA and Math; Rates of college readiness on EAP</p> <p>Share of Long-Term English learners becoming English proficient (AMAO 2) ; English learner reclassification rate</p> <p>Score on API (<i>to change</i>); Share of pupils that are college and career ready; AP exam passage rate</p> <p><i>Pupil engagement (Priority 5)</i>                      Chronic absenteeism rates; attendance rates as per ADA</p> <p>Middle and High School dropout rates; High school graduation rates</p> <p><i>School climate (Priority 6)</i>                      Pupil suspension rates and Alternatives to Suspension                      Pupil expulsion rates</p> <p><i>Course access (Priority 7)</i>                      Enrollment of pupils in a broad course of study</p> <p><i>Other pupil outcomes (Priority 8)</i>                      Pupil outcomes in the broad course of study</p>	<p><b>Elementary and Middle Schools</b></p> <p><i>Academic Achievement</i>                      Performance on the SBA English language arts and mathematics in grades 3 and 8,</p> <p><i>English Proficiency</i>                      Progress of English learners in achieving English proficiency</p> <p><i>Another Academic Indicator</i>                      Other indicator that can be broken out by subgroup (this includes growth on mandated formative assessments)</p> <p><i>At Least One Other Indicator</i>                      Additional indicator (e.g., student engagement and school climate/safety)</p> <p>Attendance rates for K-8</p>	<p><b>High Schools</b></p> <p><i>Academic Achievement</i>                      Performance on the EAP English language arts and mathematics assessed in Grade 11</p> <p><i>English Proficiency</i>                      Progress of English Learners in achieving English proficiency</p> <p><i>Another Academic Indicator</i>                      4-year adjusted cohort graduation rate</p> <p><i>At Least One Other Indicator</i>                      Additional indicator (e.g., opportunity to learn and readiness for post-secondary)</p> <p>UC / CSU Eligibility</p>