

Berkeley PUBLIC SCHOOLS

Berkeley Unified School District



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School Climate Transformation: The Awesome, The Surprising and The Challenging

February 26, 2015

Debbi D'Angelo : Director of Research, Evaluation and Assessment

debbidangelo@berkeley.net

Judy Appel, BUSD Board President

judyappel@berkeley.net

Josh Daniels, BUSD Board Member

joshdaniels@berkeley.net

Berkeley Unified's First Year LCAP Story

School Climate Transformation Through the LCAP: The Awesome, The Surprising and The Challenging

- 1. Engaging the Community with School Climate:
Disproportionality in Discipline – Lessons Learned**
- 2. LCAP Provisions and School Climate Reform:
Vision, Goals, Baseline Data, Actions and Expenditures**
- 3. Progress Monitoring and Implementation:
Dashboard Design, Implementation, Spotlights**
- 4. What else would you like to know? Q and A??**

Community Engagement: What We Did

- Formal Input
 - 14 meetings: Parent Advisory Council (PAC), English Learner PAC/District ELAC and Education Advisory Council
 - Measure A Planning and Oversight Committee, Superintendent's Budget Advisory Council discussed LCAP at least twice
 - Focus groups
 - including Building Opportunities for Self Sufficiency, Latinos Unidos, Bay Area Hispano Institute for Advancement, A Better Way (foster youth programs)
 - Proposals from Berkeley High and Parents of Children of African-American Descent

Community Engagement: What We Did

- Two district wide public forums
 - October: Standing-room only meeting.
 - December: Community forum in English and Spanish
 - Table groups of more than 100 people generated ideas, goals and outcomes
 - 140 suggestions posted on website and presented to the Board



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DISTRICT

Parents in Berkeley discuss priorities for the LCAP

Community Engagement: What We Did

- Additional Input
 - Principals discussed LCAP at 7 meetings
 - Multiple discussions by School Governance and Site Councils
 - Email address to provide comment feedback
- On Board agenda: 6 times
- District staff responded to every public comment, not just to PAC/DELAC comments

Community Engagement: What We Learned

- Simplify process
 - Lots of staff work to make accessible
 - County office and state uncertainty made it more difficult
 - Not all metrics needed same level of scrutiny
- More direct student input is needed
- Berkeley Unified LCAP policy being drafted to implement lessons learned

Community Needs Assessment: Baseline Climate Data - What did it tell us?

- **Disproportionality in Chronic Absenteeism**
 - African-American and Socio-Economically Disadvantaged students were **33% more likely to miss school** than non-African-American peers
- **Disproportionality in Suspensions**
 - African-American students **made up over 50% of suspensions**
 - At Malcolm X and John Muir elementary schools, suspensions were lower than other school sites
- There were no quantifiable data on **alternatives to suspension** provided at schools
- The **California Healthy Kids Survey** and District's **Acceleration of the Achievement of African-American Students** Workgroup indicated a need for:
 - **African-American students to connect to an adult who can respect them and recognize their academic and social potential**
 - **Cultural Competency Training**
 - **Tools for students to use to feel welcomed and connected to school**

Emerging Themes

- **School Climate**
 - Finding **Solutions** to **Eliminate** the **Disproportionality** in **Suspensions**
 - **Alternatives to Suspension Overall**
 - **Mental Health/Trauma Informed support a priority**
 - **Early Intervention system for struggling students**
- **Student Engagement**
 - **Classroom Equity Strategies to engage all learners**

Berkeley Unified Overarching Goals

Eight priorities into three overarching LCAP goals:

- **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*.
- **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.
- **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**.

Description of annual goals, for all pupils and for each subgroup of pupils that include **English Learners, Foster Youth, Socio-Economically Disadvantaged**, and **African-American** and **Latino** students.

LCAP 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.*

- **Intervention Support for High Risk Students**– Action: Oversee college and career planning and provide academic support with full-time BHS Intervention Coordinator and mentors Expenditures: \$95,000 (LCFF Supplemental); \$46,100 (BSEP), \$46,100 (LCFF Base)
- **AVID Expansion in Grades 7-11**- Action: Expand AVID (Advancement via Individual Determination), using individual Transcript Evaluation Service Tracking tool to communicate “on-track” progress. Expenditures: \$115,000 (LCFF Supplemental)
- **Middle and High School Bridge** – Action: Support high risk students in a college-going culture: a) summer program, b) access to technology, c) after school class, skill development, and mentoring. Expenditures: \$129,000 (LCFF Supplemental); \$60,000 (One-time LCFF Base); \$55,000 (City of Berkeley); \$73,800 (BSEP)

LCAP 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.**

- **Cultural Competency Training** – Action: Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with PD workshops that focus on African-American students and English Learners. Expenditures: \$45,000 (BSEP)
- **Consultant/Specialist for Teachers of Color** - Action: Increase capacity to leverage partnerships with local teacher credentialing programs to attract student teachers and teachers who are African-American and Latino, and support and retain these teachers with a part-time specialist. Expenditures: \$36,900 (LCFF Supplemental)
- **ELD Teacher Coaches at sites** – Action: Provide daily direct instruction in English Language Development (**ELD**) to all English Learners by ensuring all sites have ELD teachers to provide coaching and instruction / support. Expenditures: \$894,300 (LCFF Supplemental)

LCAP 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**.

- **Contracts with Mental Health/Trauma Support Agencies** - Action: Increased mental health services to support students dealing with trauma and other emotional issues. Expenditures: \$55,000 (City of Berkeley); \$93,000 (LCFF Supplemental) (proposed increase to 200K in Year 2015-16)
- **Culturally Relevant Positive Behavioral Intervention Supports (PBIS) including “Toolbox”** - Action: Develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains to help students in danger of suspension with guidance of a Behavioral Specialist. Expenditures: Training/ Curriculum: \$45,000 (BSEP); \$38,500 (LCFF Supplemental); \$18,400 (Title II); \$38,700 (Special Education)
- **Site Coordinators for Family Engagement** - Action: Services to support families and students dealing with trauma and other emotional issues. Expenditures: \$215,000 (LCFF Supplemental); \$411,000 (BSEP) (proposed increase to \$900,000 by 2016-17)

Mental Health Model

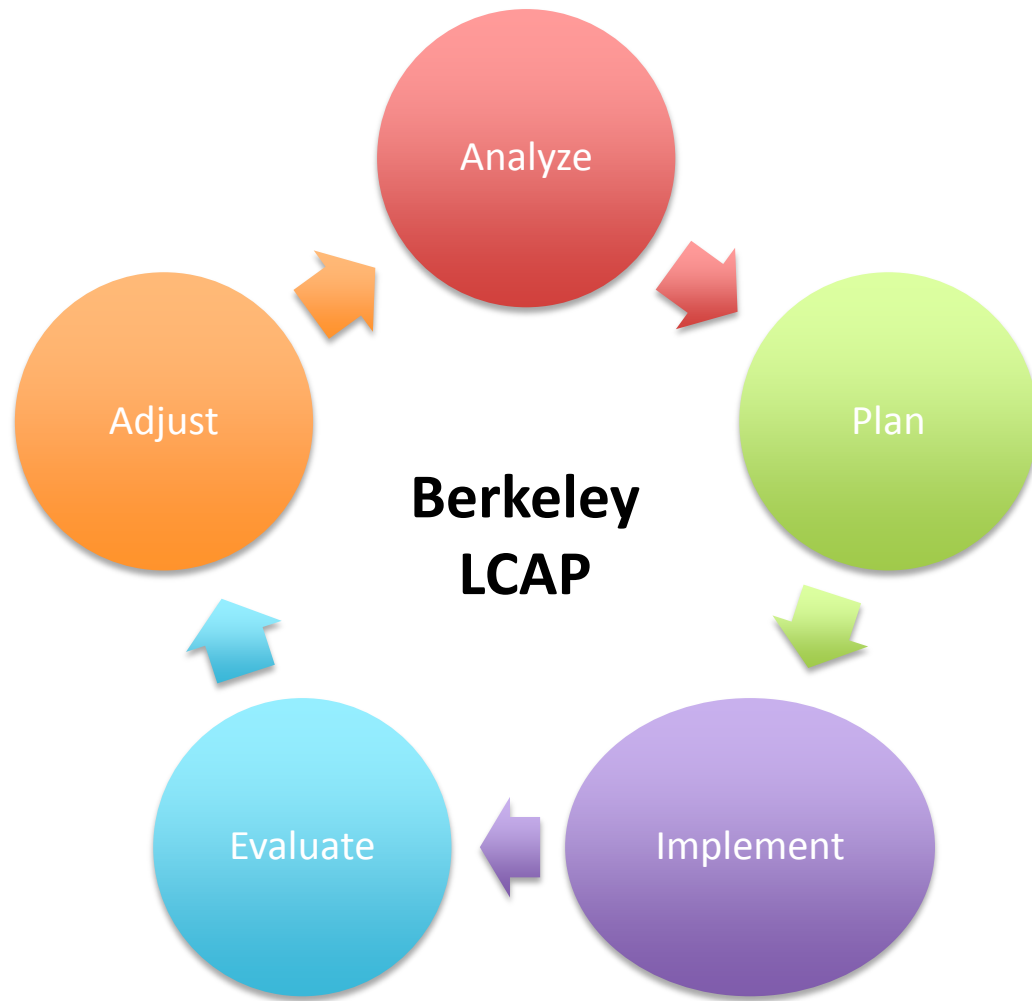


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Family Liaisons

- Targeted Third Graders with low performance, low attendance, and socio-economically disadvantaged
 - Focused contacts by Family Liaisons
 - Incentives for improved attendance and achievement
- School Attendance Review Team (SART)
 - Meeting with Principal, Teacher, Family, Student and Family Liaison
- School Attendance Review Board (SARB)
 - Inclusive of SART Team and City of Berkeley Partners

Cycle of Continuous Progress



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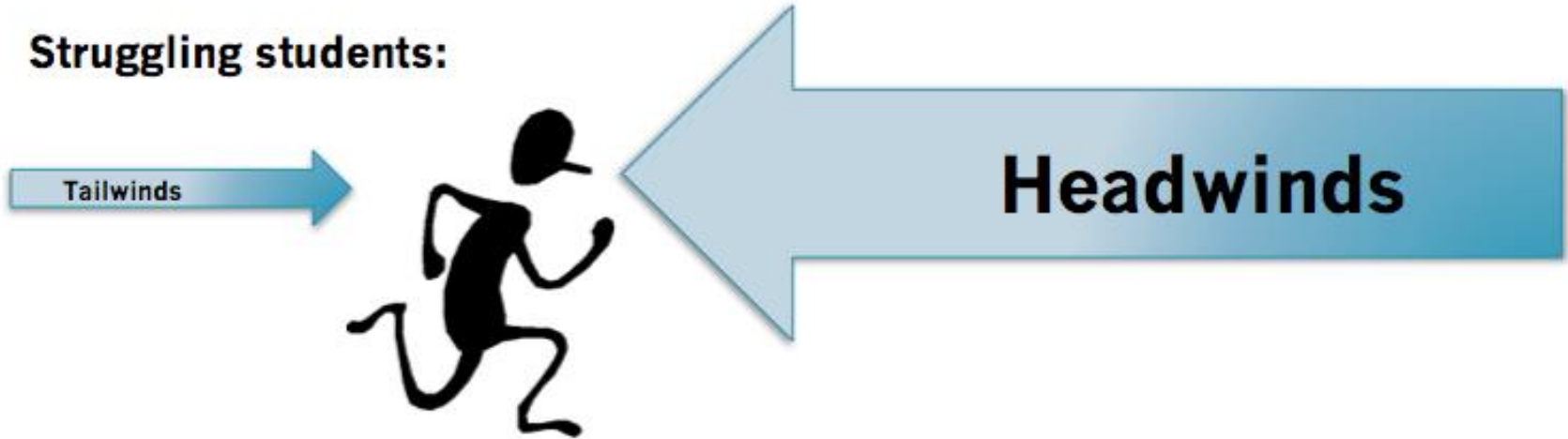
Research and Evaluation Questions: Be Effective and Efficient

- How can we tell if our programs are actually making a difference?
- How can we figure out which students might struggle in advance to target for socio-emotional support?
- How can we target our limited resources to the students and families most in need?
- How can we talk about the achievement gap (educational debt) without contributing to stereotype threat?

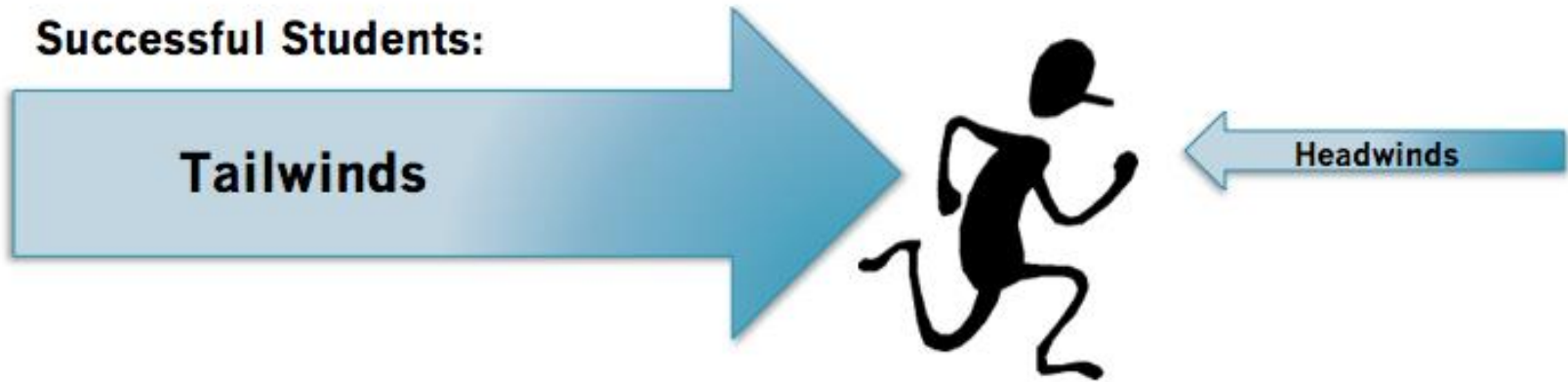
On-going Implementation and Evaluation

- Goals with evaluation tools - link
- Transparency – Evaluation Crosswalk
 - [Bit.ly/LCAPData](https://bit.ly/LCAPData)
- Evaluation Qualitative and Quantitative
 - Superintendent goals tied to LCAP
 - Survey tools, Focus groups and Observations
 - Partnership with UC Berkeley (Toolbox and Mental Health)
 - On-going review at Trimester and Semester
 - Report Card
 - Attendance
 - Officer Referrals
 - Suspensions
 - Alternatives to Suspensions
 - Family Engagement Logs

Struggling students:



Successful Students:



Protective and Risk Factors for Student Performance



Spotlight: Secondary Suspension Disproportionality and Alternatives

- **Alternatives to Suspension** added this year to Data System with staff trained and alternatives being provided, they include the legal language from Ed. Code as well LCAP Language:
 - ATOD Intervention / ASPIRE Program
 - Behavior Intervention Plan
 - Community Service
 - Conflict Resolution / Mediation
 - Counseling
 - Lifelines Academy / Alive and Free
 - Parent Shadowing
 - Restorative Justice
 - Sexual Harassment Program
- AHAs with the new **Alternatives Tool** in Incident Management:
 - Middle and High Schools using new language more than Elementary
 - Need a way to tag if alternative would have been a suspension
 - Still need further consistency in entering of office referrals

Spotlight: Secondary Suspension Disproportionality and Alternatives

Semester 1 Suspensions – Student Counts	2013-2014	%	2014-2015	%	Up/Down
African American	70	57%	78	68%	12%
Students without IEPs	46	37%	37	32%	-5%
Counseling Enriched	*	5%	*	8%	3%
Students with IEPs (No CEC)	18	15%	32	28%	13%
All Others (Not African-American)	53	43%	36	32%	-12%
Students without IEPs	49	40%	33	29%	-11%
Counseling Enriched	0	0%	0	0%	0%
Students with IEPs (No CEC)	*	3%	*	3%	-1%

*Less than 10 students

Spotlight: Secondary Suspension Disproportionality and Alternatives

Semester 1 Suspensions – Student Counts	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
AA	56.6%	52.8%	50.0%	50.0%	51.9%
All Others (Not African-American)	43.4%	47.2%	50.0%	50.0%	48.1%

Semester 1 Suspensions – Student Counts	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African American	107	104	88	70	78
Counseling Enriched (CEC)	*	12	*	*	*
Students without IEPs	73	54	60	46	37
Students with IEPs (No CEC)	31	38	20	18	32
All Others (Not African-American)	64	90	58	53	36
Counseling Enriched (CEC)	0	*	*	0	0
Students without IEPs	56	71	53	49	33
Students with IEPs (No CEC)	*	11	*	*	*

Spotlight: TOOLBOX

New Elementary Common Core Report Card with the Social-Emotional Domains from Toolbox - Baseline Results (Average Score out of 4)

Grade 3 Cohort Average Score	Social-Emotional Domains	Habits of Work
All Students (N=649)	2.81	2.92
African-American (N=124)	2.36	2.54
Latino (N=102)	2.64	2.71
English Learners (N=48)	2.65	2.67
Socio-Economically Disadvantaged (N=243)	2.48	2.64

4: Exceeding; 3: Meeting; 2: Approaching, 1: Below

Spotlight: K-3 Truancy

Average Number of Truancy Events for K-3 Students with One or More Events

K-3 Overtime	All Students	African-American	Latino	English Learners / RFP	Socio-Economically Disadvantaged
2011-12	5.8 (N=1866)	9.9 (N=343)	5.8 (N=420)	5.3 (N=311)	7.8 (N=787)
2012-13	4.8 (N=2255)	6.5 (N=465)	3.9 (N=603)	3.7 (N=345)	5.2 (N=1091)
2013-14	4.6 (N=2615)	6.0 (N=633)	3.6 (N=782)	2.9 (N=449)	4.5 (N=1429)

K-3 Cohort Analysis (Same Students Over Time)

Average Change Upon Intervention for Students with 3 or more truancy Events

3 or More	All Students	African-American	Latino	EL/RFP	SED
Ave Change	-1 (N=489)	-1 (N=84)	-.4 (N=114)	-1 (N=67)	-1 (N=208)
Reduced	266	43	57	36	119
No Change	61	*	14	10	26
Increased	162	32	43	21	63

Monitoring & Accountability

- Ongoing discussions regarding oversight
 - How frequently does Board need updates regarding implementation?
 - How does oversight and monitoring fit with developing annual update?
 - How does timing of receiving outcome data impact monitoring and oversight?
 - What is role, if any, of PAC, DELAC, EAC, others in monitoring action/service implementation?
- Developing LCAP Policy to provide guidance

QUESTIONS?

THANK YOU

Please follow our LCAP progress by viewing updates at: <http://www.berkeleyschools.net/local-control/>

Data Crosswalk is available at: bit.ly/LCAPdata

Feel free to email:

Debbi D'Angelo : LCAP Evaluation

debbidangelo@berkeley.net

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