

Berkeley Unified School District
Local Control Accountability Plan
Data Spotlight Detail
Trimester Two / Semester One

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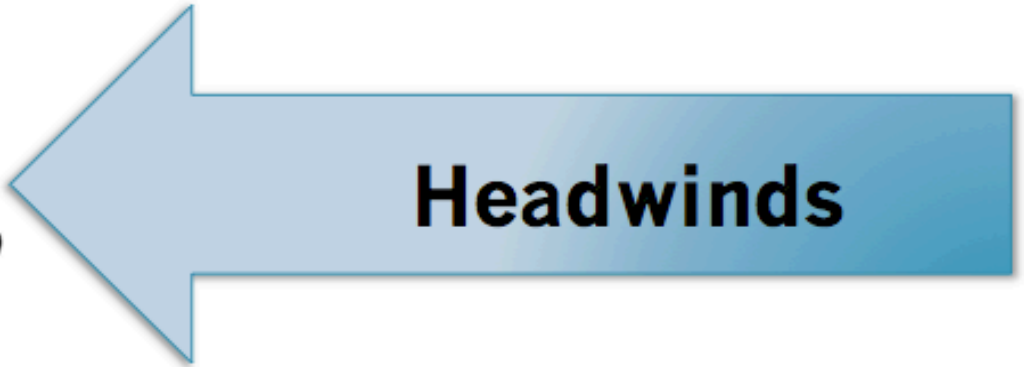
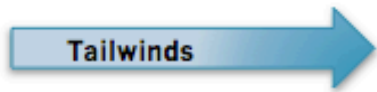
April 7, 2014

Joint EAC / PAC / DELAC Meeting

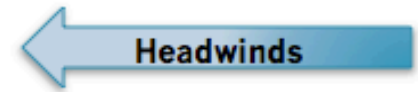
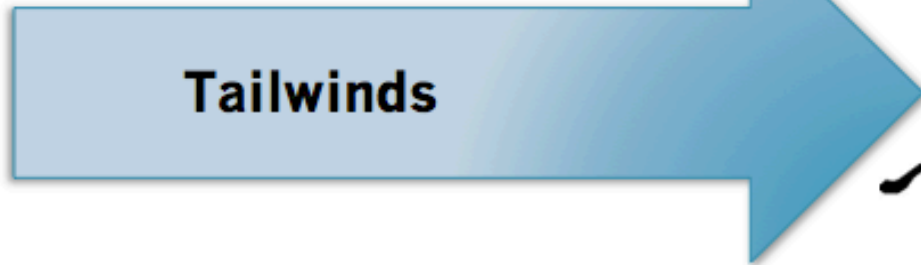
Protective and Risk Factors for Student Performance



Struggling students:



Successful Students:



The State of California's Eight Priority Areas

The Frame for Evaluating LCAP

Conditions of Learning

Basic Services

- Percentage of properly credentialed teachers
- Student access to standards-aligned instructional materials
- Facilities in good repair

Implementation of State Standards

- Implementation of academic content and performance standards for all students, including English Learners

Course Access

- Pupil enrollment in a broad course of study that includes all required subject areas

Pupil Outcomes

Pupil Achievement

- Performance on standardized and district tests
- Score on Academic Performance Index
- Share of Students who are college and career ready
- Share of English learners who become English proficient
- English learner reclassification rate
- Share of pupils that pass AP/IB exams

Other Pupil Outcomes

- Other outcomes as determined by local priorities

Engagement

Parent Involvement

- Efforts to seek parent input in decision-making
- Parent participation in programs for target and special needs subgroups

Pupil Engagement

- School attendance rates
- Chronic absenteeism rates
- Middle and high school drop-out rates
- High school graduation rates

School Climate

- Pupil suspension and expulsion rates
- Local measures, including surveys of pupils, students and teachers on safety and school connectedness

Data Spotlight Detail

Trimester Two / Semester One

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*.

Spotlight: Third Grade Reading

State Priorities: Implementation of State Standards, Other Pupil Outcomes

Grade 3 Cohort	Grade 2 Fall 2013-2014	Grade 3 Fall 2014-2015	Grade 2 Winter 2013-2014	Grade 3 Winter 2014-2015
All Students (N=714)	46%	64%	63%	69%
African- American (N=127)	16%	35%	38%	41%
Latino (N=139)	21%	45%	51%	51%
English Learners (N=74)	6%	19%	28%	29%
SED (N=265)	22%	38%	60%	69%

Spotlight: Middle School Math

State Priorities: Implementation of State Standards, Other Pupil Outcomes

Cohort Study by Race/Ethnicity	Total	Average Semester One Math Grade Math 7	Average Semester One Math Grade Math 8	Change
Asian	50	3.30	3.20	-0.10
Black or African American	142	2.64	2.56	-0.09
Hispanic	128	2.95	2.91	-0.03
Two or More Races	53	3.13	3.40	0.26
White	146	3.32	3.37	0.05
Total	525	3.01	3.02	0.01

Spotlight: Middle School Math

State Priorities: Implementation of State Standards, Other Pupil Outcomes

Cohort of Socio-Economically Disadvantaged Students	total	Average Semester One Math Grade Math 7	Average Semester One Math Grade Math 8	Change
Not SED	254	3.27	3.30	0.03
SED	271	2.77	2.75	-0.02
Total	525	3.01	3.02	0.01

Spotlight: Middle School Math

State Priorities: Implementation of State Standards, Other Pupil Outcomes

Cohort by English Learner	Total	Average Semester One Math Grade Math 7	Average Semester One Math Grade Math 8	Change
English Learner	37	2.28	2.08	-0.20
English Only	371	3.01	3.05	0.03
IFEP	47	3.19	3.30	0.11
RFEP	70	3.27	3.19	-0.09
Total	525	3.01	3.02	0.01

Data Spotlight Detail

Trimester Two / Semester One

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.***

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.

Spotlight: English Learners

Average Measureable Achievement Objectives (AMAO)

State Priorities: Pupil Achievement (State/Federal)

AMAO 1 (State Target)	2009-10 (53.1%)	2010-11 (54.6%)	2011-12 (56%)	2012-13	2013-14
Progress on CELDT	61.1%	60.6%	65.2%	57.5%	68.6%
Met Target	Yes	Yes	Yes	Yes	Yes
AMAO 1 (State Target)	53.1%	54.6%	56%	62.8%	59.0%

Spotlight: English Learners

State Priorities: Pupil Achievement (State/Federal)

AMAO 2	<u>Newcomers</u> Five Years or Less		<u>Long-Term Eng Learners</u> Greater than Five Years		Met Target
	State Target	BUSD	State Target	BUSD	
2009-10	17.4%	22.2%	41.3%	47.7%	YES
2010-11	18.7%	32.1%	43.2%	51.3%	YES
2011-12	20.1%	28.7%	45.1%	51.7%	YES
2012-13	21.4%	29.4%	47.0%	67.2%	YES
2013-14	22.8%	31.5%	49.0%	59.6%	YES

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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*.

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.

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**.

Spotlight: AVID and Bridge

State Priorities: Other Student Outcomes, Climate, Student Engagement

Enrollment	Middle School		High School	
	All in Program	Struggling	All in Program	Struggling
AVID	N=223	N=124	N=59	N=28
Bridge	N=79	N=58	N=128	N=71
All in School	N=1749	N=526	N=3150	N=872
Grade Point Average	Middle School Semester One GPA		High School Semester One GPA	
	All	Struggling	All	Struggling
AVID	3.05	2.98	2.70	2.80
Bridge	3.03	2.99	2.57	2.56
All in School	3.29	2.83	3.03	2.39

Excellence. Equity. Engagement. Enrichment

Spotlight: AVID and Bridge

State Priorities: Other Student Outcomes, Climate, Student Engagement

Enrollment	Middle School		High School	
	No other headwinds	Struggling	No other headwinds	Struggling
AVID AA	N=19	N=77	*	*
Bridge AA	N=10	N=42	N=12	N=39
AA not in program	N=43	N=216	N=162	N=337
Grade Point Average	Middle School Semester One GPA		High School Semester One GPA	
	No other headwinds	Struggling	No other headwinds	High-Needs
AVID AA	3.00	2.95	2.65	3.34
Bridge AA	3.19	2.94	2.61	2.63
AA not in Program	3.18	2.63	2.68	2.21

Spotlight: AVID and Bridge

Enrollment	Middle School		High School	
	No Other Headwinds	Struggling	No Other Headwinds	Struggling
AVID Latino	N=50	N=33	*	N=14
Bridge Latino	N=8	N=14	N=20	N=26
All Other Latino	N=187	N=159	N=326	N=267
Grade Point Average	Middle School Semester One GPA		High School Semester One GPA	
	No Other Headwinds	Struggling	No Other Headwinds	Struggling
AVID Latino	3.13	3.09	3.05	2.98
Bridge Latino	2.61	3.12	2.45	2.56
All Other Latino	3.43	2.83	3.04	2.29

Spotlight: AVID and Bridge

Enrollment	Middle School		High School	
	No Other Headwinds	Struggling	No Other Headwinds	Struggling
AVID SED	N=45	N=116	N=46	N=147
Bridge SED	*	N=81	N=22	N=89
All Other SED	N=201	N=469	N=206	N=786
Grade Point Average	Middle School Semester One GPA		High School Semester One GPA	
	No Other Headwinds	Struggling	No Other Headwinds	Struggling
AVID SED	3.17	2.99	2.95	2.66
Bridge SED	2.85	2.97	2.65	2.42
All Other SED	3.47	2.78	2.97	2.42

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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.

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Spotlight: TOOLBOX

State Priorities: Other Student Outcomes, Climate, Student Engagement

Grade 3 Cohort Average Score	Social-Emotional Domains T1	Social-Emotional Domains T2	Habits of Work T1	Habits of Work T2
All Students (N=649)	2.81	2.95	2.92	3.02
African-American (N=124)	2.36	2.45	2.54	2.53
Latino (N=102)	2.64	2.81	2.71	2.73
English Learners (N=48)	2.65	2.84	2.67	2.66
SED (N=243)	2.48	2.63	2.64	2.66

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

Spotlight: Secondary Suspension

State Priorities: Other Student Outcomes, Climate, Student Engagement

Semester 1 Gr. 6-12– Percent of Students Suspended	2013-2014	%	2014-2015	%	Up/Down
African American	70	57%	78	68%	12%
Students without IEPs	46	37%	37	32%	-5%
Counseling Enriched (CEC)	*	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

State Priorities: Other Student Outcomes, Climate, Student Engagement

Semester 1 Suspensions – % of Students Suspended	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 – Count of Students Suspended	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	*	*	*

* Less than 10 students

Spotlight: Secondary Attendance

State Priorities: Other Student Outcomes, Climate, Student Engagement

Semester 1 Gr. 6-12 – Percent of Students Chronically Truant	2013-2014	%	2014-2015	%	Up/Down
African American	363	43%	502	38%	-5%
Students without IEPs	260	31%	379	29%	-2%
Students with IEPs	103	12%	123	9%	-3%
All Others (Not African-American)	485	57%	809	62%	5%
Students without IEPs	397	47%	685	52%	5%
Students with IEPs	88	10%	124	10%	0%

Other Qualitative Measures Update

- **Alternatives to Suspension**

- **Next Steps:** Training All Staff, Insights in partnership with Mental Health

- **Family Engagement**

- Consistency in parent contacts
- **Next Step:** Role in all of Goal 3 – Not only Attendance but all goals such as behavior, engagement in school, connectedness to adult role models

- **LCAP Parent Survey**

- Early Results showing greater participation rates this year: Inconsistency in site implementation
- **Next Steps:** Consistency in End Date, Earlier Survey Release, possible common site Elementary, Middle and High School Survey