

Local Control Accountability Plan Update to PAC, 4/16/2015

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Evaluation Updates

- Attendance
- New Teacher Hires
- English Language Learners Instructional Focus
- Mental Health – Positive School Climate/Restorative Practices
- Focus on STEM in K-8
- Academic Learning Program for Summer

Research and Evaluation Questions Informing the Plan

- How can we tell if our programs or interventions are actually making a difference for students and the climate of the school?
- How can we figure out which students might struggle in advance so we can target them for socio-emotional support?
- How can we target our limited resources to the students and families most in need of that support?
- How can we talk about the achievement gap (educational debt) without contributing to stereotype threat?
- Fundamentally, how can we become more effective with our school climate outcomes and while being more efficient with our resources?

K-2 Truancy

Goal 3.2: Consistent Attendance

The number* of students who are chronically absent will be reduced by 7% or more each year overall and 15% or more annually for African-American students.

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

K-2 Overtime	All Students	African-American	Latino	English Learners / RFEP	Socio-Economically Disadvantaged
2011-12 (K)	5.8	9.9	5.8	5.3	7.8
2012-13 (1)	4.8	6.5	3.9	3.7	5.2
2013-14 (2)	4.6	6.0	3.6	2.9	4.5

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/RFEP	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	9	14	10	26
Increased	162	32	43	21	63

K-3 Truancy Interventions

- 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
- Targeted Third Graders with low performance, low attendance and socio-economically disadvantaged
 - Focused contacts by Family Liaisons
 - Incentives for improved attendance and achievement

Secondary Attendance Disproportionality

Goal 3.2: Consistent Attendance

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students.

Semester 1 Gr. 6-12 – Percent of Students Chronically Truant	2013-2014	%	2014-2015	%	Up/Down
African American	363	43%	402	38%	-5%
Students without IEPs	260	31%	279	29%	-2%
Students with IEPs	103	12%	123	9%	-3%
All Others (Not African-American)	485	57%	609	62%	5%
Students without IEPs	397	47%	485	52%	5%
Students with IEPs	88	10%	124	10%	0%

New Teacher Hires

Goal 2.2: Teachers of Color Increase the percentage of teachers who are African-American or Latino by (a) ensuring that 20% or more of newly hired teachers are African-American or Latino each year and (b) support is provided to retain these new teachers and their African-American and Latino colleagues.

	New Teachers
All	N=64
African-American	N=9
Latino	N=9
Percent of New Teacher who are AA or Latino	28%

English Learners – Progress on CELDT

Goal 2.3: English Fluency for English Learners

By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test. (AMAO1) (14-15 Assessment expected from the State in May)

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

English Learners Meeting Intermediate Level State Proficiency Level

Goal 2.3: English Fluency for English Learners

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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

Goal B2.1: Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, oversight, and instructional coaching for teachers.

Action: Certificated teachers at each site were hired based on the number of ELs to provide direct ELD instruction to ELs, oversight, and instructional coaching for teachers. They were trained as outlined in the next slide.

Goal B2.2: Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers

- Met with teachers individually at sites as requested to help with questions around curriculum and instructional strategies, assessments and ELAC/DELAC in support of the EL Master Plan
- Prepared and facilitated ELD teacher meetings and collaboration
- Organized registration and travel for professional development outside of district for ELD teachers
- Prepared for and facilitated DELAC meetings
- Attended, prepared, interpreted, and facilitated at ELAC meetings as requested
- Translated materials for TWI and Bilingual programs as requested
- Collected and created materials for ELD instruction
- Equipped schools with necessary instructional materials like Systematic ELD and English 3D
- Assisted, administrated, and scored CELDT at the beginning of the year
- Assisted, administrated, and scored ADEPT at the throughout the year
- Assisted, administrated, and scored PreLAS assessments for incoming TWI and Bilingual students
- Attending summer professional development with EL Achieve's "Train the Trainer" course in both Systematic ELD and Constructing Meaning so that he will then be able to hold trainings in these areas within the district

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 their non-African-American peers
- **Disproportionality in Suspensions**
 - African-American students made up over 50% of suspensions
 - At Malcolm X and John Muir, suspensions were lower than other school sites
- There were no quantifiable data on **alternatives to suspension** provided at the school
- The **California Healthy Kids Survey** and District's **Acceleration of the Achievement of African-American Students** Workgroup indicated a need for:
 - **students' racial identity**
 - **cultural competency**
 - **tools for students to use to feel welcomed and connected to school**

The Theme Emerged

The overarching theme of the suggestions focused on:

- **School Climate**
- **Student Engagement**
- **Mental Health**
- Finding **Solutions** to **Eliminate** the **Disproportionality** in **Suspensions**
- **Alternatives to Suspension Overall**
- **Early Intervention**

TOOLBOX

Goal 3.1: Social-Emotional Skills and Mental Health: Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as, self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring at a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually.

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

Goal B3.2: Provide PBIS coach/behavior specialist to develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension

Actions / Services:

- District PBIS coach training for teachers in the implementation of Toolbox social/emotional curriculum
- August 26th, 2014: mandatory all teacher training
- October 4th – 14th, 2014: Separate trainings for K – 5 teachers and 6thgrade teachers
- Planned for April 29th, 2015 Collaboration Day: Toolbox delivery by principals who were trained by PBIS coach
- PBIS coach hired (.6) who conducts the trainings

Secondary Suspension Disproportionality

Goal 3.3: Positive Supports, Effective Discipline: The number* of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment)

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

Secondary Suspension Disproportionality

Semester 1 Suspensions – Student Counts	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
AA (approx. % of Enrollment 20%)	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	*	*	*

Goal B3.4: Provide case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at-risk of suspension.

Actions/Services:

- Youth Court implemented using restorative justice to divert suspensions
 - Referred student is paired with an advocate that represents them in a restorative circle led by a UC Berkeley law student and includes BHS peers and a community advocate
- Student members of the circle ask referred student questions, deliberate, and then decided on an alternative consequence plan=
 - Partial Restorative Justice practices have been initiated
 - The offender and community of care collaborate to explore the context of the offense, the harm tat it caused, and repair the harm
 - Victim is interviewed by an advocate who speaks on their behalf
- In order to make it a truly restorative process, program leaders would like to phase in including the victim themselves into the restorative collaboration

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 new Education 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 this new language more than Elementary Sites
 - Need a way to tag if this alternative would have been a suspension