

Mid-Year Data Conversation

**March 10, 2016
PAC/EAC/DELAC**

District Demographics 2015-16

	Total Enrollment	Unduplicated*	EL	Black	Special Ed
BUSD	9,783	3,777 (38.6%)	1042 (10.6%)	1,690 (17.3%)	936 (9.6%)
K-5	4,484	1,827 (40.7%)	624 (13.9%)	694 (15.5%)	373 (8.3%)
6-8	2,109	941 (44.6%)	218 (10.8%)	377 (17.9%)	256 (12.1%)
9-12	3,190	1,009 (31.6%)	200 (6.3%)	619 (19.4%)	307 (9.6%)

*Unduplicated Students are counted as students who are either Socio-Economically Disadvantaged and / or an English Learner and / or in Foster Care. The term “unduplicated” is used as each student is counted only once. In BUSD, we have also identified Black and Special Education students as additional targeted sub-groups. Students in these groups may be counted more than once. (90% of Unduplicated students are Socio-Economically Disadvantaged.)

These numbers will be presented when appropriate above the action or service.

Teacher K-8 RtI2 Coaches at Sites

Number and Percent served compared to CALPADS enrollment:

Budget: \$877,600	All Students	Unduplicated	EL	Black	SPED
K-5 Enrollment	4,484	1,827 (40.7%)	624 (13.9%)	694 (15.5%)	373 (8.3%)
K-5 RTI Students Served	511	348 (68.1%)	96 (18.7%)	168 (32.8%)	89 (17.4%)
6-8 Enrollment	2,109	941 (44.6%)	218 (10.8%)	377 (17.9%)	256 (12.1%)
6-8 RTI Students Served	98	75 (76.5%)	19 (19.3%)	44 (44.9%)	28 (28.5%)

RTI Teacher Leaders provide the following direct and indirect services: Case Management, Coordination of Services Support, Reading Recovery (by RTI Teacher), Leveled Literacy (LLI), ELA and/or Math Support, Small Group Academic Language, Do the Math and support with a Mentor or Tutor. ***Middle School RTI serve as case-managers and some provide direct services through LLI, Do the Math and intervening socially.***

There is a variance in service by site and grade level and over 50% of students served are receiving layered RTI Services during the day, in their Tier One instruction and through extended day, through trained tutors / mentors with 23 students directly case managed.

RTI Students – Growth Fall to Winter

	All Served	Unduplicated	English Learners	Special Education	Black Students
Average Elementary Book Level Growth (Number of Students)					
Reading Recovery (N=42)	2.8 Levels	2.9 Lev (32)	*	*	2.9 Lev (17)
Leveled Literacy (LLI) (N=286)	2.2 Levels	2.0 Lev (203)	2.2 Lev (60)	1.7 Lev (48)	2.2 Lev (92)
Other ELA Support (N=115)	1.9 Levels	1.8 Lev (86)	1.9 Lev (26)	2.1 Lev (28)	1.8 Lev (39)
Average Middle School Reading Grade Level Equivalency (GLE)					
Leveled Literacy (LLI) (N=27)	1 GLE	1.17 GLE (21)	0.89 GLE (16)	*	*

*Less than 10

K-5 Literacy Coaches

Students served directly by Literacy Coaches as compared to CALPADs:

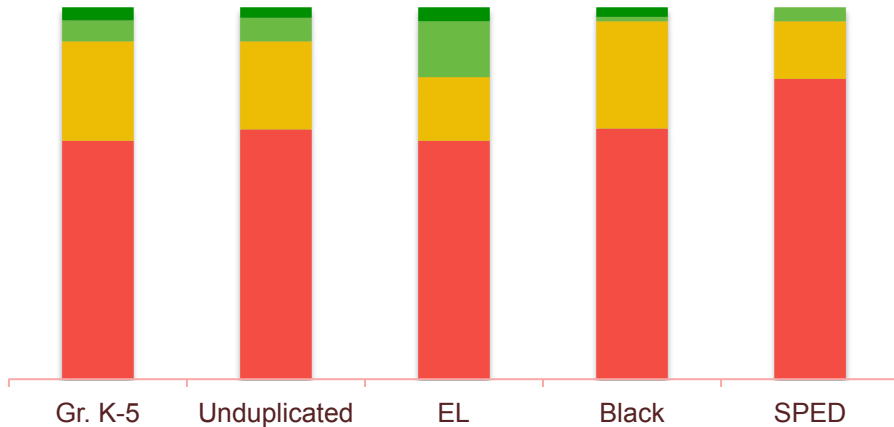
Budget: \$238,000	All Students	Unduplicated	EL	Black	SPED
K-5 Enrollment	4,484	1,827 (40.7%)	624 (13.9%)	694 (15.5%)	373 (8.3%)
Students Served by Literacy Coach	244	184 (75.4%)	62 (25.4%)	82 (33.6%)	28 (11.5%)

Literacy Coaches ALSO provide: Demo-Lessons, Teacher Coaching and Model-Classrooms. The work directly with students at least .2 FTE per week. The coaches oversee BUILD and other tutorial programs, Family Literacy Nights / Family Education, they serve on the COS / RTI Teams, Leadership, Literacy Committees and provide support for TWI / Bilingual Programs. The Literacy Coaches select target students for summer reading and provide site to site coaching when needed.

K-5 Students Directly Served by Lit Coach

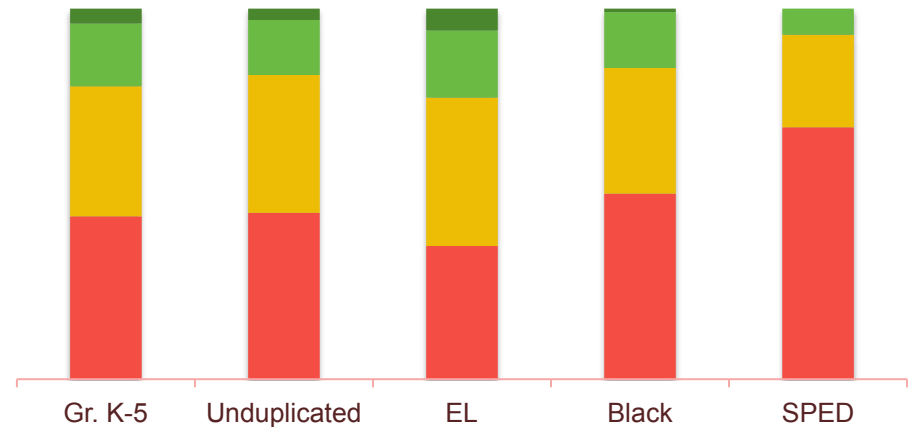
Trimester One Reading Scores

Below (1) Approaching (2) Met (3) Above (4)



Trimester Two Reading Scores

Below (1) Approaching (2) Met (3) Above (4)



Students Served	All	Unduplicated	EL	Black	Special Ed
T1 # and % Below	162 (66%)	127 (69%)	43 (69%)	56 (68%)	23 (82%)
T2 # and % Below	106 (43%)	83 (45%)	22 (35%)	41 (50%)	19 (68%)
Book Level Growth	2.4 Levels	2.1 Levels	2.4 Levels	2.2 Levels	2.1 Levels

Budget: \$260,000

Math Coaches

Implementing common BUSD math assessments--major 2015-16 focus.

- Shift to common core required a major shift in assessment.

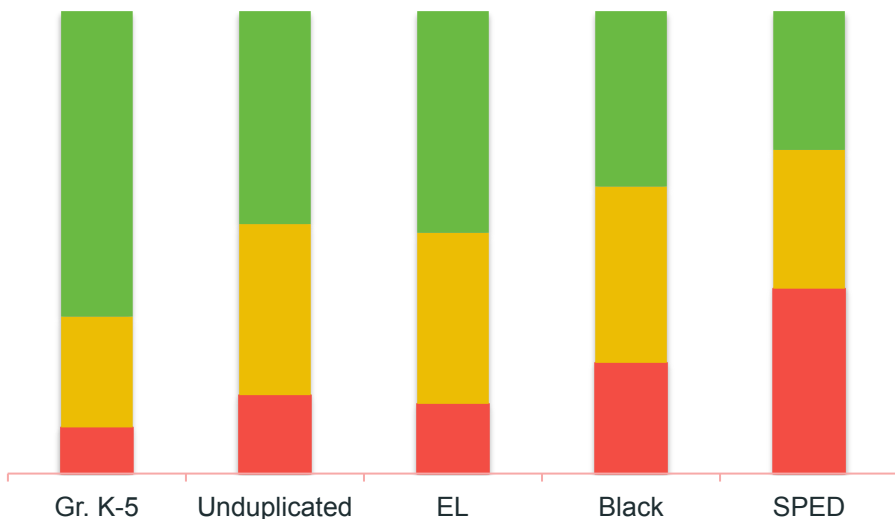
Math coaches provide support for direct interventions in the classroom by:

- Leading teachers in writing and collaboratively scoring 3 district math assessments per grade that provide student data to plan interventions and adjustments to instruction.
- Supporting teachers, administrators and support staff in the continued roll-out of the district adopted curriculum: A Story of Units (ASOU) and A Story of Ratios (ASOR)
- Facilitating Math Teacher Leader meetings, math teacher Professional Development (PD) and coaching for new math teachers including math model classroom PD
- Developing and providing training for ASOU RTI intervention

2015-16 Elementary School Math – Fall to Winter by Subgroup

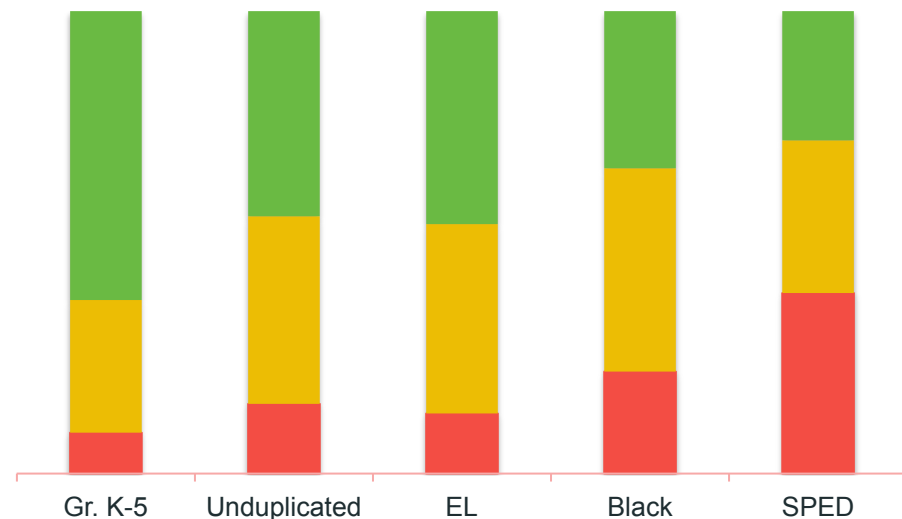
Trimester One Math Scores

Below (1) Approaching (2) Met (3)



Trimester Two Math Scores

Below (1) Approaching (2) Met (3)

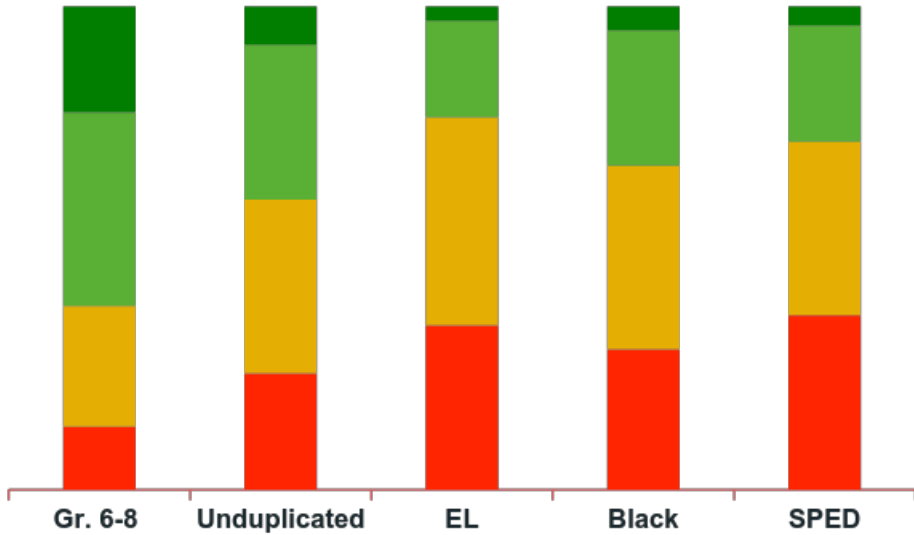


	All	Unduplicated	EL	Black	Special Ed
Fall # and % Below	293 (10%)	222 (17%)	70 (15%)	125 (24%)	117 (40%)
Winter # and % Below	257 (9%)	207 (15%)	69 (13%)	112 (22%)	96 (39%)

Middle School Math – Fall to Winter by Subgroup

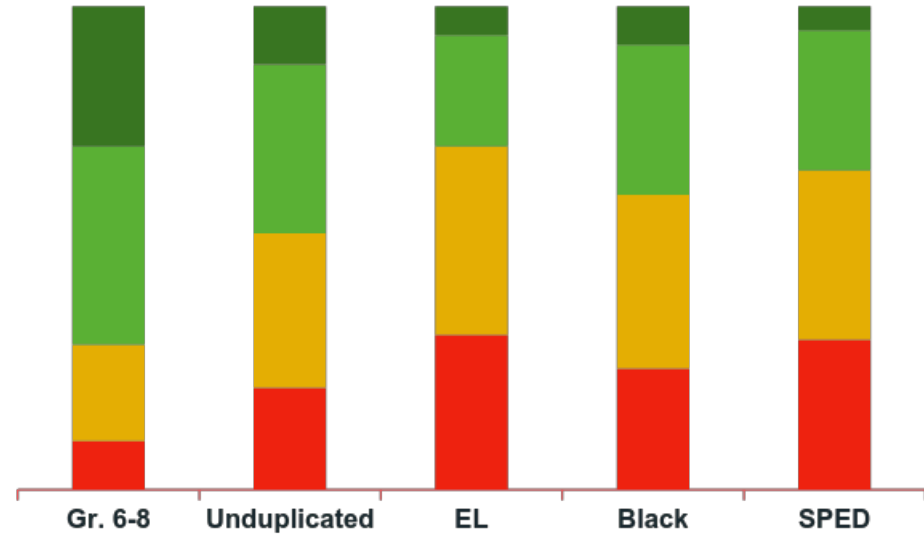
Fall Benchmark Assessment

Below (1) Approaching (2) Meeting (3) Above (4)



Winter Benchmark Assessment

Below (1) Approaching (2) Meeting (3) Above (4)



	All	Unduplicated	EL	Black	Special Ed
Fall # and % Below	13% (244)	24% (218)	34% (49)	29% (90)	36% (60)
Winter # and % Below	10% (190)	21% (188)	32% (48)	25% (77)	31% (52)

Superintendent's Super Science Saturdays

Budget: \$40,000	All Students	Unduplicated	EL	Black	SPED
K-5 Enrollment	4,484	1,827 (40.7%)	624 (13.9%)	694 (15.5%)	373 (8.3%)
K-5 Enrolled in Super Science Saturdays	211	153 (72.5%)	49 (23.2%)	86 (40.8%)	31 (14.7%)

Provide Science, Technology, Engineering and Math (STEM) activities outside the school day in Gr. 1-5 through the Supt. Super Science Saturdays in collaboration with the Lawrence Hall of Science.

Focus on STEM and computer proficiency through design challenges and engineering activities, as well as field trips to local science institutions including LHS, Chabot Space and Science Center, and the San Jose Tech Museum

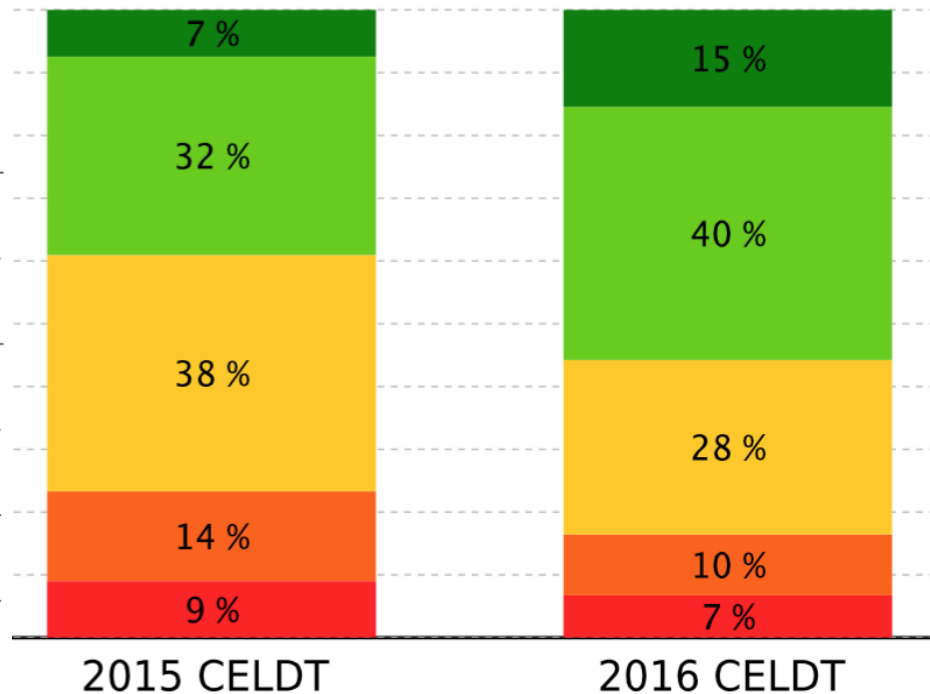
ELD Teacher Coaches

Budget: \$907,372	Total	Unduplicated*	EL	Black	Special Ed
K - 12th Graders	9,783	3,777 (38.6%)	1042 (10.6%)	1,690 (17.3%)	936 (9.6%)
All English Learners	1042	1042 (100%)	1042 (100%)	47 (4.4%)	171 (16.4%)
Direct Services to English Learners	428	315 (73.6%)	428 (100%)	23 (5.4%)	97 (22.6%)

Student progress in English Language Development is assessed annually to determine the need of the English Learners at the school sites. Teachers primarily provide direct services to students performing at CELDT level Intermediate and below at the elementary sites and for students needing academic language development at the middle and high school. (These numbers are reflected above). There are different models under implementation at the school sites, they include: Language Lab (4 K-5 sites), Pull-Out (at 7 K-5 sites) and Academic Language Development, SDAIE and ELD at the middle and High School. (Cost Benefit Analysis by model will be part of the Spring Annual Update and Fall Evaluation Report.)

English Learner Cohort – EL CELDT Growth

	2015 CELDT % #	2016 CELDT % #	Change 2016- 2015
Advanced	7 % 53	15 % 110	8 %
Early Advanced	32 % 225	40 % 287	9 %
Intermediate	38 % 268	28 % 198	-10 %
Early Intermediate	14 % 102	10 % 69	-5 %
Beginning	9 % 64	7 % 48	-2 %



AVID Program Grades 7 - 12

Budget: \$155,000	All Students	Unduplicated	EL	Black	Special Ed
MS / HS Enrollment	5,299	1,950 (36.7%)	418 (7.8%)	996 (18.7%)	563 (10.6%)
AVID Students	315	274 (86.9%)	57 (18%)	124 (39.3%)	17 (5%)

Students are taught organizational skills that promote academic success; Teachers participate in rigorous professional development that equips them with research based strategies to create high level student engagement across the core subjects; Powerful relationships(teacher-student, student-student and tutor-student) are established which jointly equip students with a mindset that academic success is attainable thru hard work and individual determination; Elective teachers are provided up to 69 extra hours per year to meet, plan and implement AVID Program as well as provide family outreach and provide college visits.

Advancement via Individual Determination (AVID)

Middle School Grade Average										
7th to 8th Grade Cohort	All Served		Unduplicated		English Learners		Special Education		Black Students	
Cumulative to Semester 1 2015-16	14-15	S1	14-15	S1	14-15	S1	14-15	S1	14-15	S1
Average GPA	3.18	3.19	3.17	3.20	3.16	3.29	2.97	2.81	3.07	3.05
High School Grade Point Average										
9-11th Grade to 10-12th Grade Cohort	All Served		Unduplicated		English Learners		Special Education		Black Students	
Cumulative to Semester 1 2015-16	14-15	S1	14-15	S1	14-15	S1	14-15	S1	14-15	S1
Average GPA	3.07	3.20	3.06	3.19	3.00	3.20	2.25	2.71	3.22	3.35

Cohort 1 – 18 of 18 (100%) of C1 students applied to one or more 4-year colleges and the majority have received their acceptance letters (some with scholarships attached). We are still waiting on final letters for a few of them.

Middle and High School Bridge

Budget: \$335,000	All Students	Unduplicated	EL	Black	Special Ed
MS Enrollment	2,109	941 (44.6%)	218 (10.8%)	377 (17.9%)	256 (12.1%)
MS Bridge	246	197 (80.0%)	37 (15.0%)	191* (77.6%)	24 (9.7%)
HS Enrollment	3,190	1,009 (31.6%)	200 (6.3%)	619 (19.4%)	307 (9.6%)
HS Bridge	114	76 (66.6%)	20 (17.5%)	58 (50.9%)	Less than 10

MS Bridge – Middle School Bridge is a case-management model where teachers have a .2 FTE to meet with a case-load of 15 to 20 students after-school 1-3 times per week. Students in program are primarily of Black or African-American Descent. The teachers build the teacher-student relationship focused on progress with regular teacher to family communication. Teachers serve as liaisons between students and their academic teachers.

HS Bridge – The High School program provides student support, monitoring, case management, and family communications throughout the four-year cycle. The program emphasizes particular areas at each grade level along a progression parallel to the college pathway. HS Bridge provides and coordinates academic tutoring, Saturday classes, college field trips, summer enrichment sessions, and parent workshops. Bridge teachers currently are funded at .3 FTE per cohort to teach 1 period and manage caseload, monitor academic progress and guide students towards college and career.

Middle and High School Bridge Programs

Middle School Bridge Grade Average										
6 th -7 th to 7 th -8 th Grade Cohort	All Served		Unduplicated		English Learners		Special Education		Black or AA Descent	
Cumulative to Semester 1 2015-16	14-15	S1	14-15	S1	14-15	S1	14-15	S1	14-15	S1
Average GPA	2.92	2.85	2.93	2.83	3.01	2.90	2.87	2.89	2.93	2.89
High School Bridge Grades										
9 th - 11 th to 10 th -12 th Grade Cohort	All Served		Unduplicated		English Learners		Special Education		Black Students	
Cumulative to Semester 1 2015-16	14-15	S1	14-15	S1	14-15	S1	14-15	S1	14-15	S1
Average GPA	2.53	2.53	2.60	2.60	2.41	2.72	*	*	2.49	2.55

Cohort 1 - 19 of 29 students applied to a 4-year college and 100% of these students were accepted to more than one college.
 Cohort 2 - 20 of 25 students applied to a 4-year college and 100% of these students who applied were accepted
 Cohort 3 - 22 of 26 students applied to a 4-year college. 19 have been accepted. 3 are waiting to hear if they will be accepted.

Intervention Support at BHS

Budget: \$119,000	All Students	Unduplicated	EL	Black	SPED
9th Grade CALPADs	740	228	53	138	78
9th Grade Focal	68	49 (72.1%)	22 (32.2%)	25 (36.8%)	* Less than 10
9 th Grade “Monitor”	58	36 (62.1%)	16 (27.6%)	13 (22.9%)	* Less than 10
10th Grade CALPADs	784	228 (29.0%)	53 (7.6%)	138 (17.6%)	78 (9.9%)
10th Grade “Focal” (14-15 Focal Students)	57	42 (73.6%)	14 (24.6%)	26 (45.6%)	* Less than 10

BHS Intervention Counselor: Oversees high-risk transitioning BHS 9th grade students. Students receive intervention support and mentors through a High-School Intervention Counselor and transition team. Students served in 2014-15 are monitored by the Intervention Counselor on a drop-in basis. Qualitative data (survey and observation) indicate that social skill development and the relationships with adults is a capstone for students remaining in school, enrolling in more rigorous classes and reducing the number of Ds and Fs received this Semester.

Berkeley High Intervention

2015-16 Ninth Grade Focal Students (68)

	All Served		Unduplicated		English Learners		Special Education		Black Students	
	Q1	S1	Q1	S1	Q1	S1	Q1	S1	Q1	S1
<i>Quarter 1 to Semester 1</i>										
Average GPA	2.43	2.23	2.45	2.20	2.56	2.29	** Less Than 10 Students		2.32	2.13
Average # DFs	1.5	1.6	1.5	1.7	1.4	1.7			1.5	1.6
Attendance Rate	94.7%	95.1%	94.5%	94.4%	93.7%	94.0%			94.1%	93.4%

2014-15 Focal Students (Now Monitored as 10th Graders)

<i>2014-15 Cumulative to Semester 1 2015-16</i>	All Served		Unduplicated		English Learners		Special Education		Black Students	
	14-15	S1	14-15	S1	14-15	S1	14-15	S1	14-15	S1
Average GPA	1.79	1.86	1.65	1.76	2.17	2.34	** Less Than 10 Students		1.53	1.65
Average # DFs	2.72	2.25	3.1	2.5	1.9	1.6			3.4	2.4
Attendance Rate	94.1%	91.6%	92.7%	90.3%	92.1%	91.6%			94.5%	91.3%

Behavior Health Partnerships

Budget - \$9,000 per Site

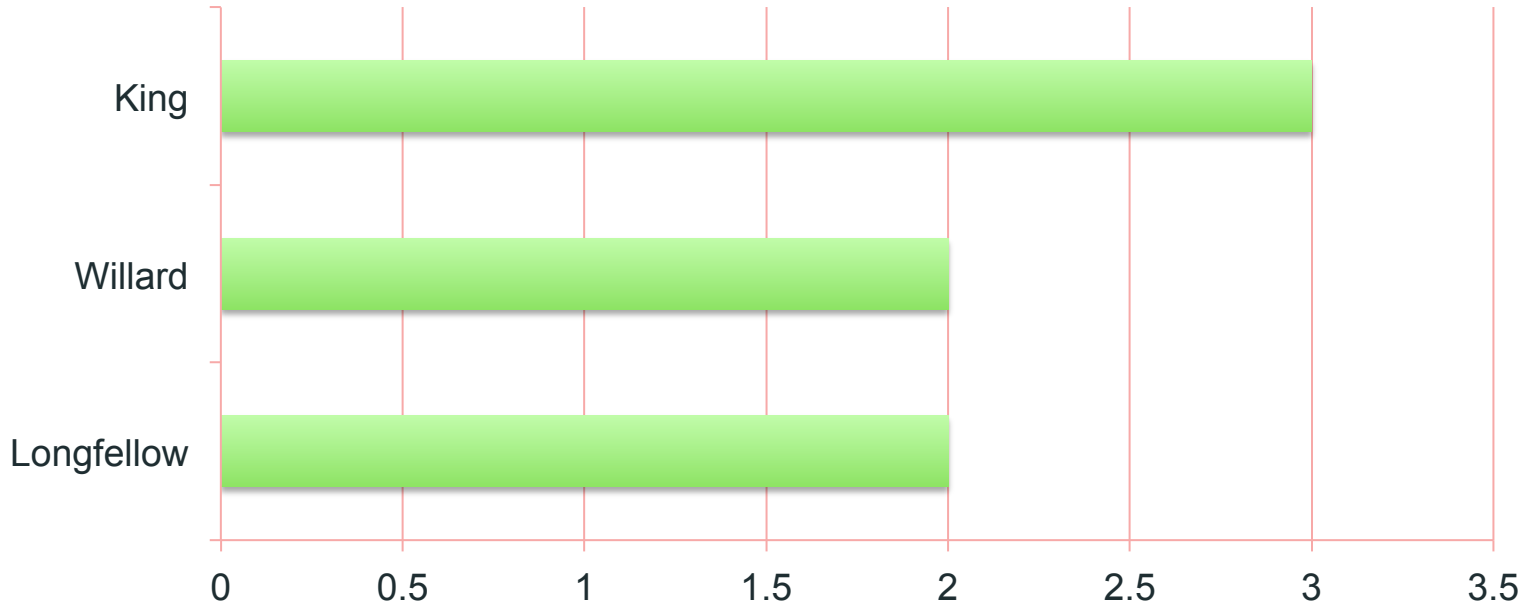
Elementary Site

Provider	# of Sites	Model
Bay Area Community Resources	6*	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 & 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

Behavior Health Partnerships

Budget - \$9,000 per Site

Total Counselors Per Site



Bay Area Peacekeepers

Budget: \$20,000	Served	Unduplicated	EL	Black	Special Ed
Grades 4-12	6,734	2564 (38.0%)	600 (9.1%)	1243 (18.5%)	712 (10.6%)
PeaceKeepers	16	13 (81.3%)	Less than 10	14 (87.5%)	13 (81.3%)

The Peacekeepers are an alternative to expulsion or a serious behavioral intervention program for students with chronic behavioral concerns. The Peacekeepers groups are highly personalized and interactive and include school visits, contact with the family with availability 24/7. The focus of the sessions includes building self-confidence, goal setting, and making positive life choices. Students enrollment has been building each month and once a student attends, they choose to remain. Early data is showing that once a student is enrolled in the program absences and suspensions are decreasing.

Contract for Restorative Practices

Budget: \$140,000	Number of Trainings	# of Teachers / Staff	# of Students
Introduction to Restorative Justice	6	140	Not Applicable Staff Training
De-Escalation Centered (Restorative Affective Statements)	15	108	
Disciplinary Centered (Punitive vs. Restorative)	2	8	
Circles (Various – Planning and Facilitating)	14	51	64 Circles
Team Meetings	8	20	See Below
Restorative Meetings / Consultation / Conferencing	Based on Individual Need	75	73
Mediation		34	31

The SEEDS Community Resolution Center supports the three Middle Schools, Berkeley Technology Academy and one Elementary School in Supporting Restorative Justice Practices in their school communities by promoting understanding around the impact ones actions have on others and the personal accountability tied to those actions. We are committed to providing a safe place for difficult conversations between students, faculty, administration, staff and the larger community where relationships are built and restored. SEEDS is dedicated to facilitating respectful and peaceful solutions, which build strength, unity and equity throughout the district. BHS is just beginning a separate contract.

Suspensions Counts - S1 (January)

*Less than 10

Three Year Measure of Suspensions as of Semester One (End of January)

	All Served			Unduplicated*			Special Education			Black Students		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Elementary School												
# of Suspensions	17	31	10	10	17	*	*	24	*	*	24	*
# Suspended	14	15	*	*	*	*	*	10	*	*	*	*
Suspension Rate	.003	.003	.001	.005	.005	.005	<1%	3%	<1%	<1%	<1%	<1%
Middle School												
# of Suspensions	66	69	65	31	34	47	40	49	32	41	48	42
# Suspended	41	44	50	18	27	21	23	26	21	28	32	31
Suspension Rate	2%	2%	2%	2%	3%	2%	9%	10%	8%	7%	8%	8%
Berkeley High School												
# of Suspensions	88	82	23	33	23	17	23	26	*	44	51	12
# Suspended	69	70	19	23	22	13	14	23	*	28	40	*
Suspension Rate	2%	2%	1%	2%	2%	1%	5%	7%	3%	5%	6%	1%

Site Coordinators for Family Engagement

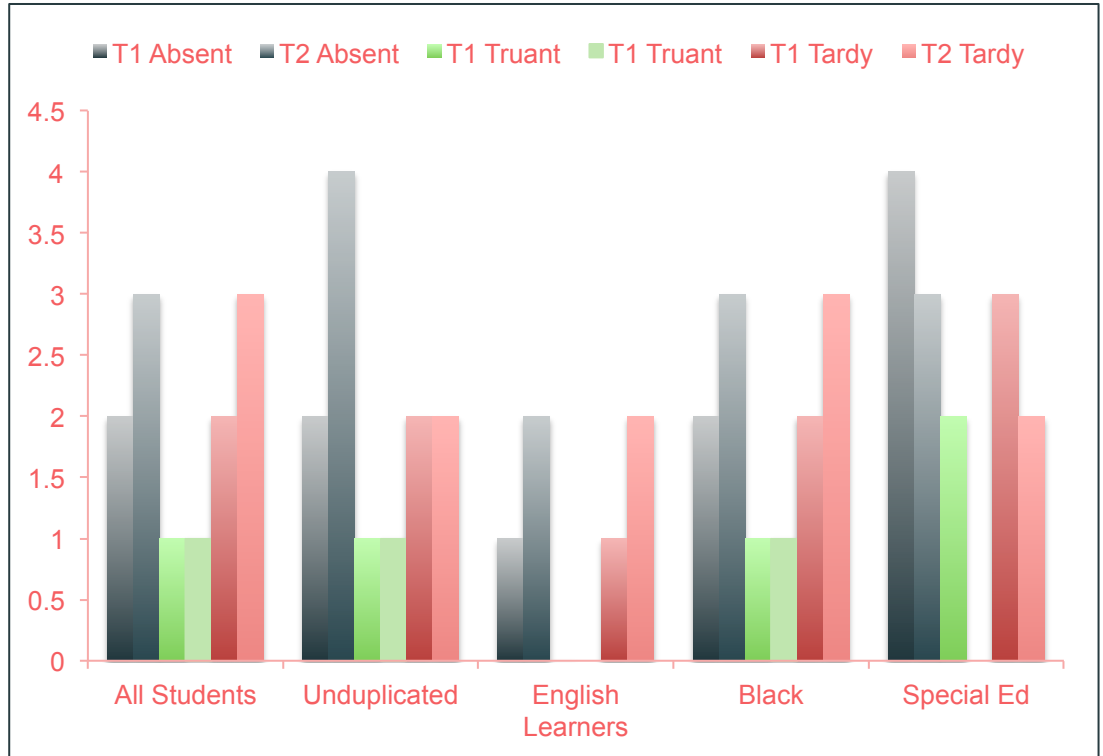
Budget: \$383,000	Served	Unduplicated*	EL	Black	Special Ed
K-5 Student Enrollment	4,484	1,827 (40.7%)	624 (13.9%)	694 (15.5%)	373 (8.3%)
K-5 Students Served	1005 (Ave: 2-3 visits per student)	672 (66.8%)	222 (22.0%)	318 (31.6%)	163 (16.2%)

Provide liaisons for families to K-5 schools and support for BHS to partner with parents and guardians to support their children's' education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of English Learners. The family liaisons sit on the Coordination of Services team and the Supervisor of Family Engagement co-facilitates Black-Affinity Group parent meetings.

Family Engagement: K-5 Data

Family Connections – Log Type		
Academic	516	20.44%
Attendance*	736	29.15%
Behavior	52	2.06%
Complaint	14	0.55%
Focal Student Call	42	1.66%
No Reason	134	5.31%
Services	1031	40.83%
Grand Total	2525	100.00%

*172 of these students were considered “Chronic” at the beginning of the year.



Professional Learning Communities (PLCs)

Budget: \$40,000

Administrators Training- Pre-K 8 site and district office (1)

- Full-day trainings for Coordination of Services Teams, with some classroom teachers, and all Pre-K 8 Administrators, District Office TSAs, Coordinator of PD, Extended Learning Coordinator, Director of Schools, Asst. Superintendent Ed. Services (3)
- **Topic:** Full professional development sessions on the PLC model as designed by the DuFours, and run by Solution Tree
- Focus on learning, building a collaborative culture, results orientation-Building the capacity of the Coordination of Services teams to analyze student work to answer the four main PLC questions that guide the work: What do students need to know and be able to do? How will we know when they have learned it? What will we do when they haven't learned it? What will we do when they already know it
- Schools look the PLC work and structures back to their sites to use on COS teams, and in grade level teams.