LCAP Goal Three Evaluation

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Overview of Packet and Presentation

- LCAP Goal 3 Evaluation
 - Annual Measurable Objectives (AMOs)
 - Supplementally Funded Goals: Demographics,
 Performance, Annual Update Summary, Findings, and Recommendations
- Celebrations, Growth Areas, Next Steps

Questions and Discussion

LCAP 3: School Climate 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

Areas of Strength:

- * Focused personal contact to interrupt *absences* and *suspensions*
- ★ Intervention Coordinator at Berkeley High School
- ★ Family Engagement Coordinators
- ★ Support for Restorative Practices at the Middle and High School and the introduction of the *Peacekeepers* Program

Area to Improve:

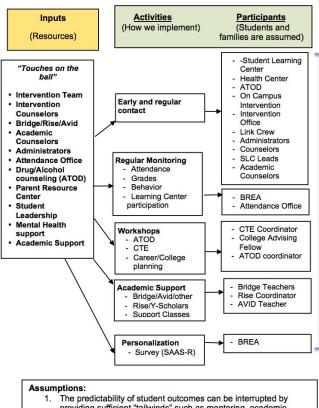
Consistency in the monitoring of students receiving these services

Intervention Coordinators at Berkeley High School

Interrupting the predictability of student outcomes.

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Program: Middle To High School Intervention Logic Model



- The predictability of student outcomes can be interrupted by providing sufficient "tailwinds" such as mentoring, academic support, on-going monitoring of grades, attendance, and behavior
- Tailwinds come in the form of direct services and support (Bridge), and especially having an adult on campus who knows the student, who knows how to navigate resources at BHS, and knows how to support and advocate for the student.

Outcomes Short Medium Long (End of 9th Grade) (Grades 10-11) (12th and beyond) Increased Student -Increased rates of on- Increased Engagement (Measured track for graduation by graduation rates by SAAS-R) credits earned (first Increased A-G cohort as baseline) eligibility Increased utilization of Increased CTE Academic resources -Increased passing of program (tutoring and Learning core classes with a C completion Center sign in logs) or better grade (first · Increased postcohort as baseline) secondary Increased utilization of enrollment Health resources -Increased rates of (College Tracker) (Health Center CSU/UC Eligibility (first Concurrent Attendance records) cohort as baseline) enrollment at Berkeley City -Registration for College (75% Higher passing rates for concurrent enrollment target) during 12th English and Math (prior at Berkeley City vear as baseline) grade year College during the 11th grade (95% target) Higher grades and lower D/F rates overall -Concurrent (prior year as baseline) enrollment during Higher attendance rates second semester of (prior year as baseline) 11th grade (50% target)

Theory of Action

By making multiple positive contacts, building relationships (including advocacy & mentoring), and regularly monitoring student progress (attendance, grades, incidents), targeted students will have improved academic outcomes as demonstrated by attendance records, grade point averages, and college and career matriculation.

External Factors:

- 1. Family support
- Student mobility
- 3. Student attendance
- 4. Non-school influences

Provide Family Engagement Coordinators at K-5 and High School

- ★ On-going monitoring of Attendance
- ★ Bridging the gap between the family and the teacher
- ★ Support of programs including:
 - Case management through SART and SARB
 - Support for families in IEPs, 504s, CoS Team meetings and other families of students struggling behaviorally, academically and during times of crisis
 - Family wellness checks and home visits
 - Referrals to after-school care, transportation, health care and homeless services
 - Engaging and empowering all families to be a part of school events including Black History, Latino Heritage, Cesar Chavez Day of Service, Family Math and Literacy Nights, College and Career Day and More

Restorative Justice Programs: SEEDs and BHS

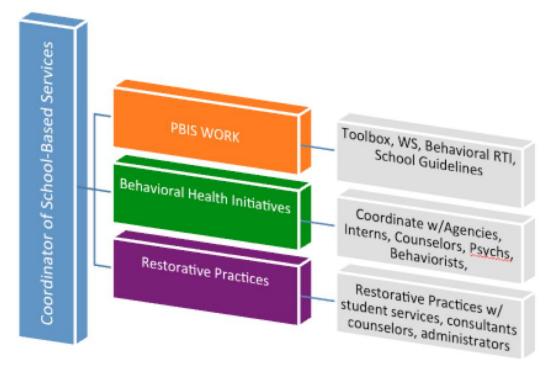
Service	# of Trainings		# of Staff Trained		# of Students Served	
	S1	S2	S1	S2	S1	S2
Introduction to Restorative Justice	6	20	140	86	Not Applicable Staff Training	
De-Escalation Centered (Restorative Affective Statements)	15	10	108	118		
Disciplinary Centered (Restorative vs. Punitive)	2	16	8	UNK		
Circles (Various – Planning and Facilitating)	14	4	51	134	64	123
Team Meetings	8	NA	20	NA	See Above	
Restorative Meetings / Consultation / Conferencing	NA	26	75	151	73	133

Next Steps: Consistent implementation and monitoring of each student so that they receive the most appropriate services.

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Coordination of School-Based Services (CoS) teams

Bringing together consistency, fidelity and 6-week data-cycles to include in the CoS reviews not only the academic progress of students but also their attendance, behavior and mental health.



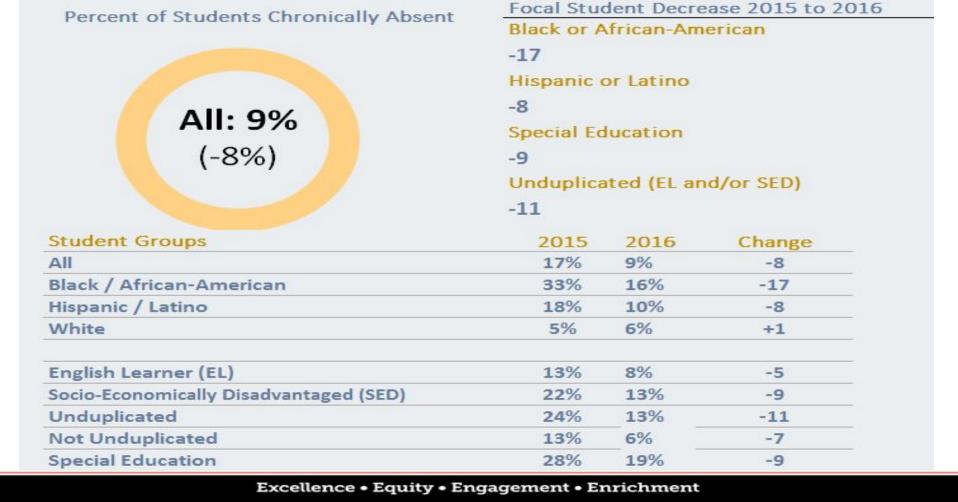
Peacekeepers program replaced Lifelines

★ The new *PeaceKeepers* program is another indicator of the importance a personal connection with a caring mentor.

★ While PeaceKeepers only served less than 30 students, the students they did serve chose to return to sessions, kept in contact with the Coordinator through cell, text, social-media and through the RJ Practices learned.

See Board Agenda 3.9.16, 14.1 for more information

Decrease in Chronic Absenteeism



Grades 6-12 (Secondary) Suspensions

2014-15	2015-16		
% (#) of Secondary Students	% (#) of Secondary Student		
Suspended one or more	Suspended one or more		
times in 2014-15:	times 2015-16:		
Black/ AA: 14% (175)	Black/ AA: 13% (143) -1		
Non-Black: 1% (42)	Non-Black: 2% (78) +1		
Total Students Suspended:	Total Students Suspended:		
3.6% (217)	3.7% (221)		
or full face and	o, (11) (5) (5)		
% (#) of BHS Students	% (#) of BHS Students		
Suspended one or more	Suspended one or more		
times in 2014-15:	times in 2015-16:		
Black / AA: 10% (62)	Black / AA: 5% (29) -5		
Non-Black: 2% (51)	Non-Black: 1% (27) -1		
Total Students Suspended:	Total Students Suspended:		
Total Students Suspended:			

Questions / Discussion