

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

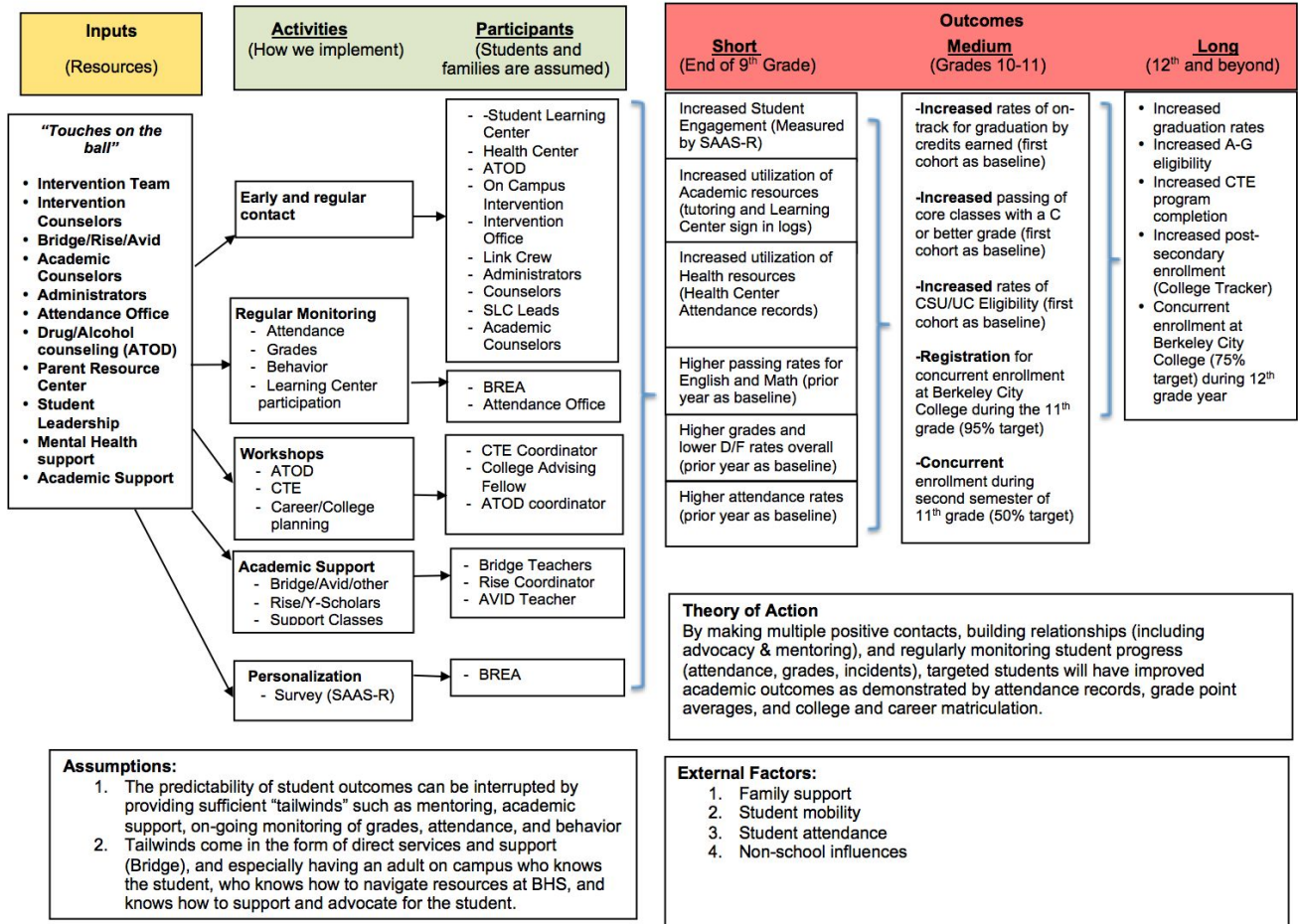
Areas of Strength:

- ★ 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

Program: Middle To High School Intervention Logic Model



Intervention Coordinators at Berkeley High School

Interrupting the predictability of student outcomes.

Pages 4-5

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

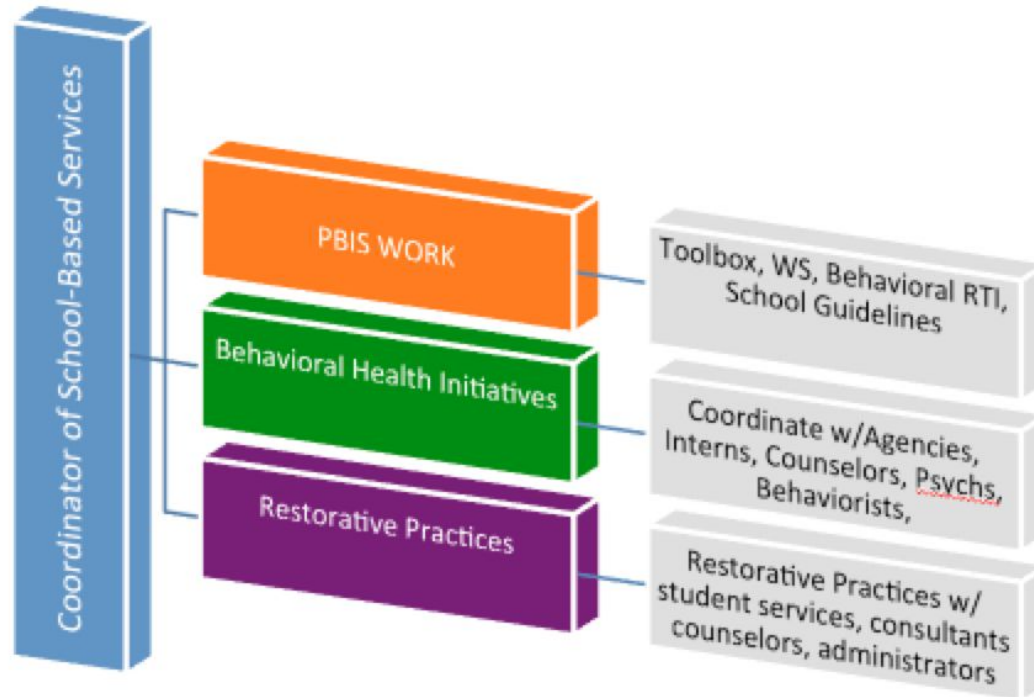
Restorative Justice Programs: SEEDs and BHS

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.

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

Percent of Students Chronically Absent



Focal Student Decrease 2015 to 2016

Black or African-American

-17

Hispanic or Latino

-8

Special Education

-9

Unduplicated (EL and/or SED)

-11

Student Groups	2015	2016	Change
All	17%	9%	-8
Black / African-American	33%	16%	-17
Hispanic / Latino	18%	10%	-8
White	5%	6%	+1
English Learner (EL)	13%	8%	-5
Socio-Economically Disadvantaged (SED)	22%	13%	-9
Unduplicated	24%	13%	-11
Not Unduplicated	13%	6%	-7
Special Education	28%	19%	-9

Grades 6-12 (Secondary) Suspensions

2014-15	2015-16
<p>% (#) of Secondary Students Suspended one or more times in 2014-15: Black/ AA: 14% (175) Non-Black: 1% (42) <u>Total Students Suspended:</u> 3.6% (217)</p>	<p>% (#) of Secondary Students Suspended one or more times 2015-16: Black/ AA: 13% (143) -1 Non-Black: 2% (78) +1 <u>Total Students Suspended:</u> 3.7% (221)</p>
<p>% (#) of BHS Students Suspended one or more times in 2014-15: Black / AA: 10% (62) Non-Black: 2% (51) <u>Total Students Suspended:</u> 3.6% (113)</p>	<p>% (#) of BHS Students Suspended one or more times in 2015-16: Black / AA: 5% (29) -5 Non-Black: 1% (27) -1 <u>Total Students Suspended:</u> 2.1% (56) -1.5</p>

Questions / Discussion