
LCAP Data Update

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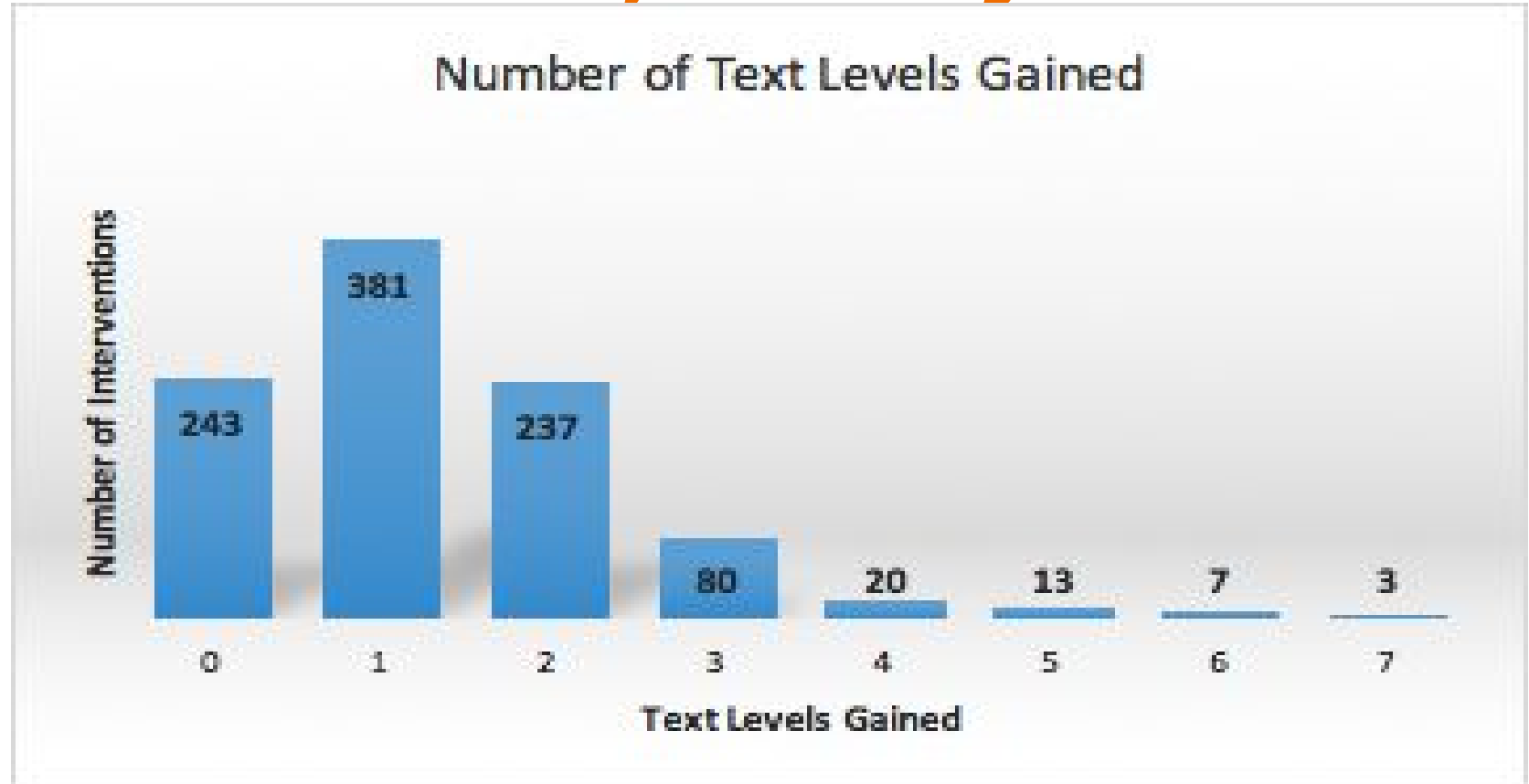
3rd Grade Reading (T2)

Students Reading Below Grade-Level

All Students	178 / 748 (24%)
Unduplicated	101 / 178 (57%)
Black/AA	46 / 178 (26%)
Latino	61 / 178 (34%)
ELs	39 / 178 (22%)
SwD	38 / 178 (21%)

- 49 students (28%) who were reading below grade-level at the end of T1, were reading above grade-level at the end of T2

2016-17 Six-Week Cycle Reading Intervention



Six-Week Cycle Reading Growth 2016-17

Text Levels Gained	Unduplicated (n=817)*	Non-Unduplicated (n=306)*
0	185 = 22.6%	58 = 18.9%
1	292 = 35.7%	89 = 29.1%
2	178 = 21.8%	59 = 19.2%
3	53 = 6.5%	27 = 8.8%
4	11 = 1.4%	9 = 2.9%
5	8 = 0.9%	5 = 1.6%
6	4 = 0.4%	3 = 0.09%
7	1 = 0.1%	2 = 0.07%

*n=number of interventions, not individual students. Some students received more than one intervention.

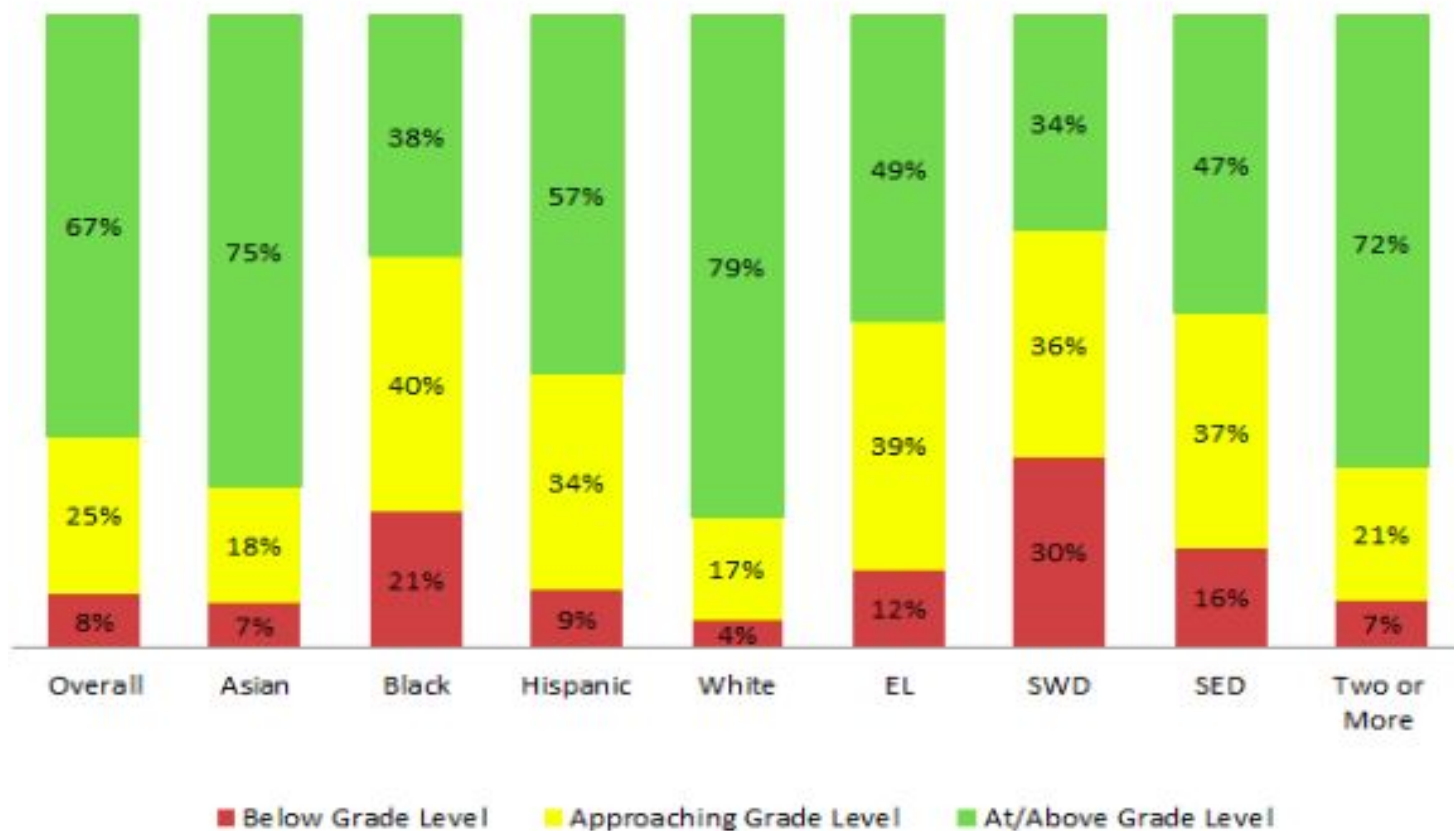
MS Reading

Students Reading Below Grade-Level (Winter)

	All	Undup	Black/AA	Latino	ELs	SwD
6th	267 / 706 (29%)	209 / 267 (78%)	89 / 267 (32%)	80 / 267 (30%)	61 / 267 (23%)	82 / 267 (31%)
7th	242 / 721 (24%)	156 / 242 (58%)	77 / 242 (32%)	63 / 242 (26%)	40 / 267 (17%)	65 / 242 (27%)
8th	304 / 776 (39%)	219 / 304 (72%)	92 / 304 (30%)	109 / 304 (36%)	40 / 304 (13%)	67 / 304 (22%)

- 51 students (27%) of 6th graders who were below grade-level in the Fall were reading at or above grade-level by Winter
- 53 students (21%) of 7th graders who were below grade-level in the Fall were reading at or above grade-level by Winter
- 58 students (19%) of 8th graders who were below grade-level in the Fall were reading at or above grade-level by Winter

Elementary Math (T2)



6th Grade

#1 Ratio and Rate

Performance Level	Overall	Asian	Black	Hispanic	White	Two or More	EL	SWD	SED
1	18% 121	14% 6	51% 44	32% 42	6% 16	11% 13	52% 32	56% 35	37% 95
2	19% 122	23% 10	29% 25	20% 27	14% 37	17% 20	23% 14	24% 15	27% 70
3	40% 265	47% 20	18% 16	35% 47	46% 124	47% 56	19% 12	16% 10	28% 72
4	23% 150	16% 7	2% 2	13% 17	35% 94	25% 30	6% 4	5% 3	8% 20
Total	658	43	87	133	271	119	62	63	257

#2 Rational Numbers

Performance Level	Overall	Asian	Black	Hispanic	White	Two or More	EL	SWD	SED
1	10% 69	14% 6	31% 30	14% 20	3% 8	4% 5	35% 22	40% 26	22% 61
2	16% 107	18% 8	34% 33	27% 37	5% 14	12% 15	27% 17	32% 21	31% 84
3	34% 232	34% 15	26% 25	38% 53	36% 97	33% 40	27% 17	22% 14	30% 83
4	40% 267	34% 15	8% 8	21% 29	56% 151	50% 61	10% 6	6% 4	16% 45
Total	675	44	96	139	270	121	62	65	273

7th Grade

#1 Ratio and Proportional Reasoning

Performance Level	Overall	Asian	Black	Hispanic	White	Two or More	EL	SWD	SED
1	16% 108	12% 6	37% 38	23% 28	6% 18	18% 17	52% 22	42% 30	33% 73
2	31% 203	27% 13	33% 34	43% 52	26% 75	29% 28	38% 16	43% 31	35% 79
3	36% 238	37% 18	24% 24	21% 26	47% 136	32% 30	10% 4	11% 8	24% 53
4	17% 113	24% 12	6% 6	12% 15	21% 60	21% 20	0% 0	4% 3	8% 19
Total	662	49	102	121	289	95	42	72	224

#2 Rational Numbers

Performance Level	Overall	Asian	Black	Hispanic	White	Two or More	EL	SWD	SED
1	13% 85	14% 7	28% 28	22% 27	3% 9	13% 12	50% 23	53% 39	28% 64
2	25% 165	14% 7	44% 44	34% 42	18% 52	22% 20	33% 15	30% 22	37% 84
3	37% 246	47% 23	22% 22	32% 39	42% 121	42% 39	15% 7	16% 12	27% 62
4	25% 166	24% 12	7% 7	12% 15	37% 108	24% 22	2% 1	1% 1	8% 18
Total	662	49	101	123	290	93	46	74	228

8th Grade

#1 Congruence

Performance Level	Overall	Asian	Black	Hispanic	White	Two or More	EL	SWD	SED
1	6% 43	2% 1	15% 15	9% 16	2% 5	7% 6	8% 4	19% 12	13% 36
2	19% 137	16% 10	41% 42	26% 48	9% 25	13% 11	42% 20	51% 32	29% 81
3	44% 313	57% 36	38% 39	35% 64	49% 133	42% 35	33% 16	29% 18	42% 119
4	30% 214	25% 16	6% 6	30% 54	39% 106	38% 32	17% 8	2% 1	17% 47
Total	707	63	102	182	269	84	48	63	283

#2 Similarity

Performance Level	Overall	Asian	Black	Hispanic	White	Two or More	EL	SWD	SED
1	8% 56	0% 0	23% 23	12% 22	3% 7	5% 4	20% 10	25% 13	16% 45
2	13% 90	10% 6	27% 27	19% 33	6% 15	10% 8	31% 15	28% 15	23% 64
3	27% 187	32% 20	30% 30	29% 51	22% 59	30% 25	29% 14	34% 18	28% 77
4	52% 367	58% 36	20% 20	40% 71	70% 191	55% 45	20% 10	13% 7	32% 88
Total	700	62	100	177	272	82	49	53	274

Ramp Up (Grades 1-3 Literacy Program)

- 47 students participated in program

Reading

T1: At or above grade-level	29.8%
T2: At or above grade-level	38.9% (+9.1%)

Writing

T1: At or above grade-level	19.1%
T2: At or above grade-level	42.6% (+23.5%)

Equity TSA

- 38 classroom visits, 6 library visits, 5 site visits using the Equity Audit Tool
 - “Model classrooms” had high level of engagement and use of equity strategies within culturally relevant curriculum, with diverse classroom libraries
 - Overall, evidence of equity inconsistent and not uniform across classrooms and sites
- 13 interviews (1 parent of a SwD, 2 consultants, 1 librarian, 2 MS principals, 7 Elementary principals, all with anywhere from 3 - 50 years with BUSD (either as employees, consultants, or as parents/grandparents))
 - Need for building stronger relationships with students and families
 - African-American and Latino families, families with a home language besides English or Spanish, families that have been displaced by gentrification and travel long distances are more likely to be absent and participates less in school activities
 - Fewer students being suspended and sent to the office due to PBIS initiatives
 - Suspensions still disproportionate for students of color and students with disabilities

Middle School RJ Counselor Work Summary

- 1310 contacts with students

Counselor Log Reason	
Leadership	448 / 34.2%
Behavior	312 / 23.8%
Social-Emotional	136 / 10.3%
Focal Student	92 / 7.0%
Academic	86 / 6.6%
Group	79 / 6.0%
Drop-in	72 / 5.5%

Action Taken	
Youth Development	462 / 35.3%
Counseling Session	196 / 15.0%
Pre-Conference	113 / 8.6%
Restorative Conversation	94 / 7.2%
Mediation	74 / 6.0%
Harm Circle	68 / 5.0%
Check-in	64 / 4.9%

RJ Counselor Student Contact Demographics

- 273 individual students

Unduplicated - 168 / 59.0%	
Longfellow	31 / 75.6%
King	83 / 53.2%
Willard	47 / 61.8%

Grade Level	
6th	70 / 25.6%
7th	106 / 38.8%
8th	97 / 35.6%

English Learners	30 / 11.0%
Students w/ Disabilities	49 / 18.0%
Black or African-American	109 / 39.9%
Latino	61 / 22.3%
White	55 / 20.2%
Two or more races	24 / 12.5%
Asian	13 / 4.8%

Middle School School Climate Programs Survey

Has your child mentioned or participated in the following school climate programs? (Grades 6,7,8 n=206)	Responses
Toolbox Tools	62.62% (129)
Restorative Justice	37.38% (77)
Welcoming Schools	40.78% (84)
Alcohol, Tobacco, and Drug Awareness Curriculum (ATOD)	26.21% (54)
PBIS (Positive Behavior Intervention Supports)	16.99% (35)
Other School Climate Programs	6.31% (13)

Office of Family Engagement and Equity (OFEE)

All Served	1258
Unduplicated	782 (62%)
Black or African-American	332 (26%)
English-Learners	312 (25%)
Special Ed	191 (15%)

- 3532 total contacts across 1189 students
- 80% of the students have just 1-2 contacts
- 18% of the students have 3-11 contacts
- 2% of the students have 12-24 contacts
- For the unduplicated students, 51% of the contacts were referral to school/district or community services/resources, 31% was for academic support, and 11% for attendance

English Language Development (ELD)

- 84% of English learners demonstrated at least one year of progress annually toward English fluency and met the state target (63.5%) on the CELDT
- 13% of English Learners were reclassified using the Berkeley Unified School District Reclassification Rate (Goal was 7%)

HS Intervention Counselors

Focal Student Retention Rates	9th Grade Focal Cohort	10th Grade Focal Cohort	11th Grade Focal Cohort
Beginning Total for cohort	97	80	80
Total at the end of the 9th grade year for each cohort	n/a	70	65
Percent retention at the end of the 9th grade	n/a	88%	81%
Total as of the beginning of 2016-17	97	70	28
Total as of the end of semester 1 2016-17	94	56	28
Percent retained from beginning of the year to the end of semester 1 2016-17	97%	80%	86%
Percent retained from original cohort	97%	70% ¹	35% ¹

¹ Does not include students transferred to BTA

Intervention Counselor Student Contacts

❖ Total Number of Contacts Per Group:

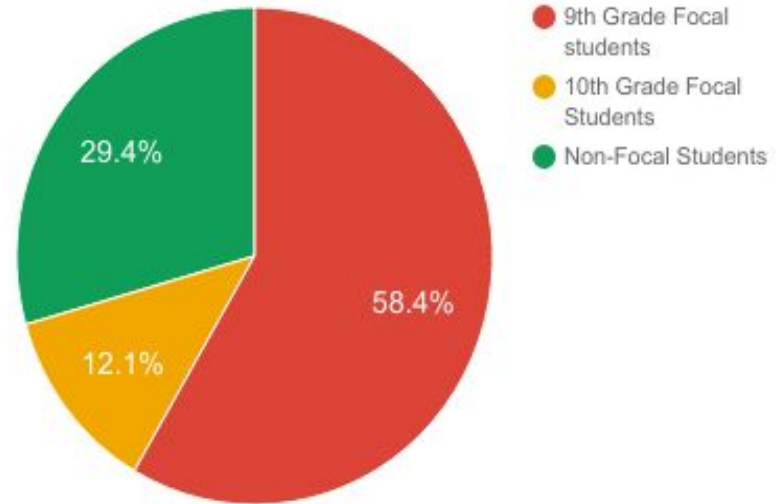
- 9th: 828
- 10th :132
- Non-focal students: 262

❖ For Direct Services:

- 9th: 520
- 10th: 108
- Non-focal students: 262

1,222 Contacts made 1st Semester

Number of Direct Services Provided



With only 2 intervention counselors. Expected to be higher 2nd semester