

Mid-Year Data Conversation

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

District Demographics 2015-16

Teacher K-8 Rtl2 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%)			

RTI Students – Growth Fall to Winter

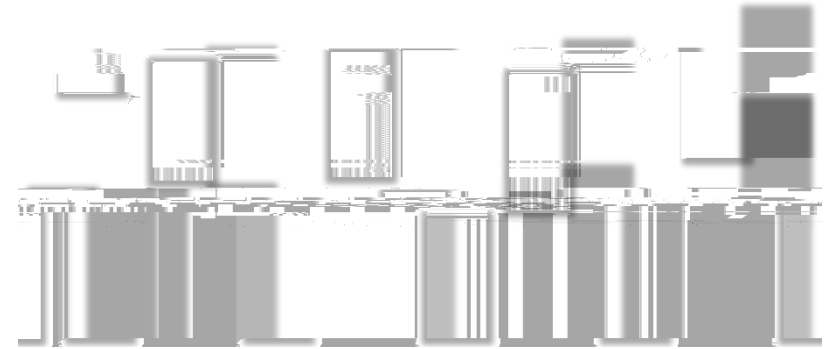
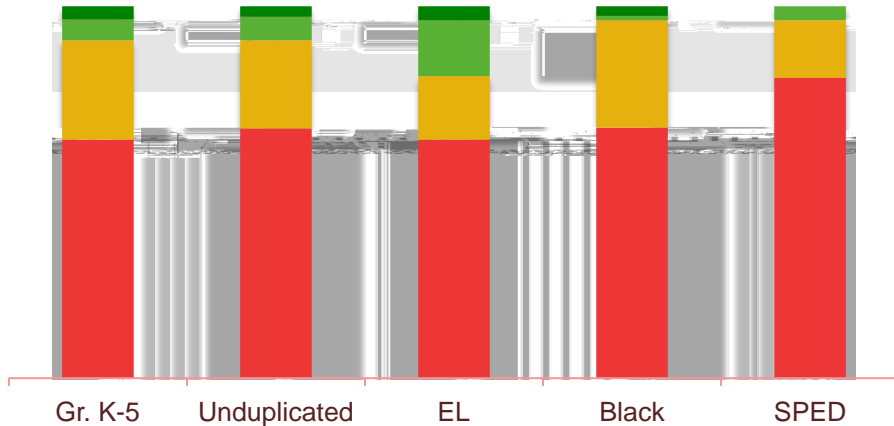
	All Served	Unduplicated	English Learners	Special Education	Black Students
Average Elementary Book Level Growth (Number of Students)					
Reading Recovery (N=42)	2.8 Levels	2.9 Lev (32)	*	*	2.9 Lev (17)
Leveled Literacy (LLI) (N=286)	2.2 Levels	2.0 Lev (203)	2.2 Lev (60)	1.7 Lev (48)	2.2 Lev (92)
Other 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 Students Directly Served by Lit Coach

Trimester One 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

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

	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	Winter Benchmark Assessment			
	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)

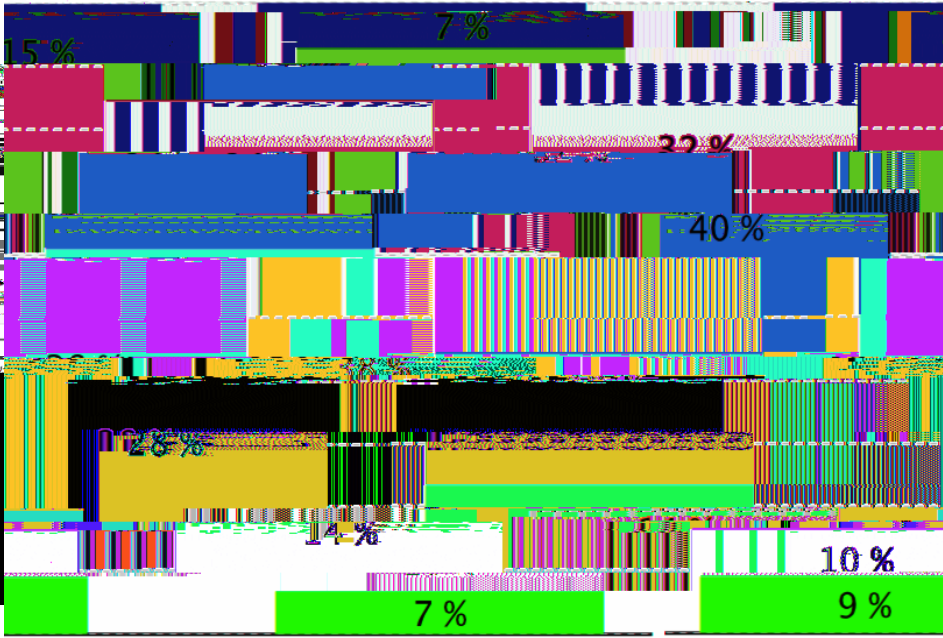
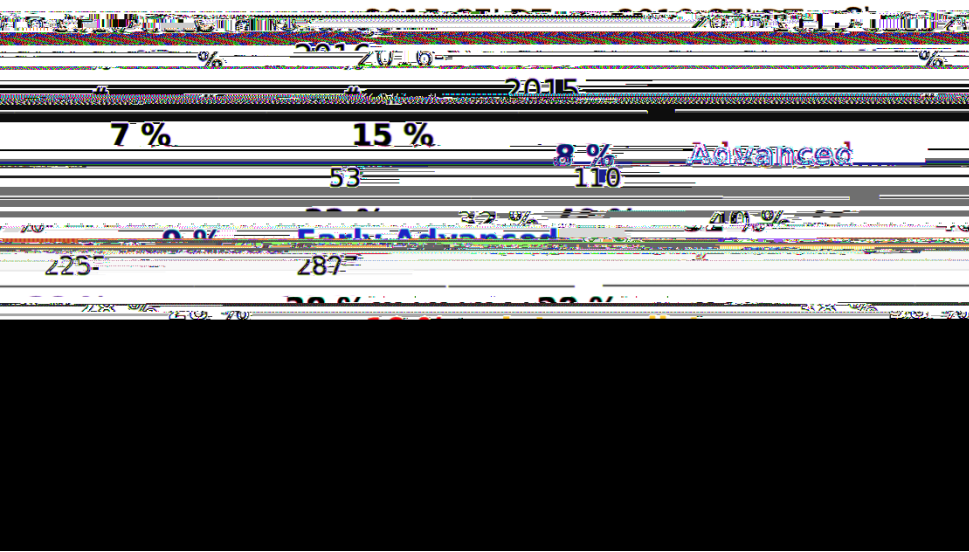
Superintendent's Super Science Saturdays

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

English Learner Cohort – EL CELDT Growth



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%)		

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.**

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

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

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.

Behavior Health Partnerships

Budget - \$9,000 per Site

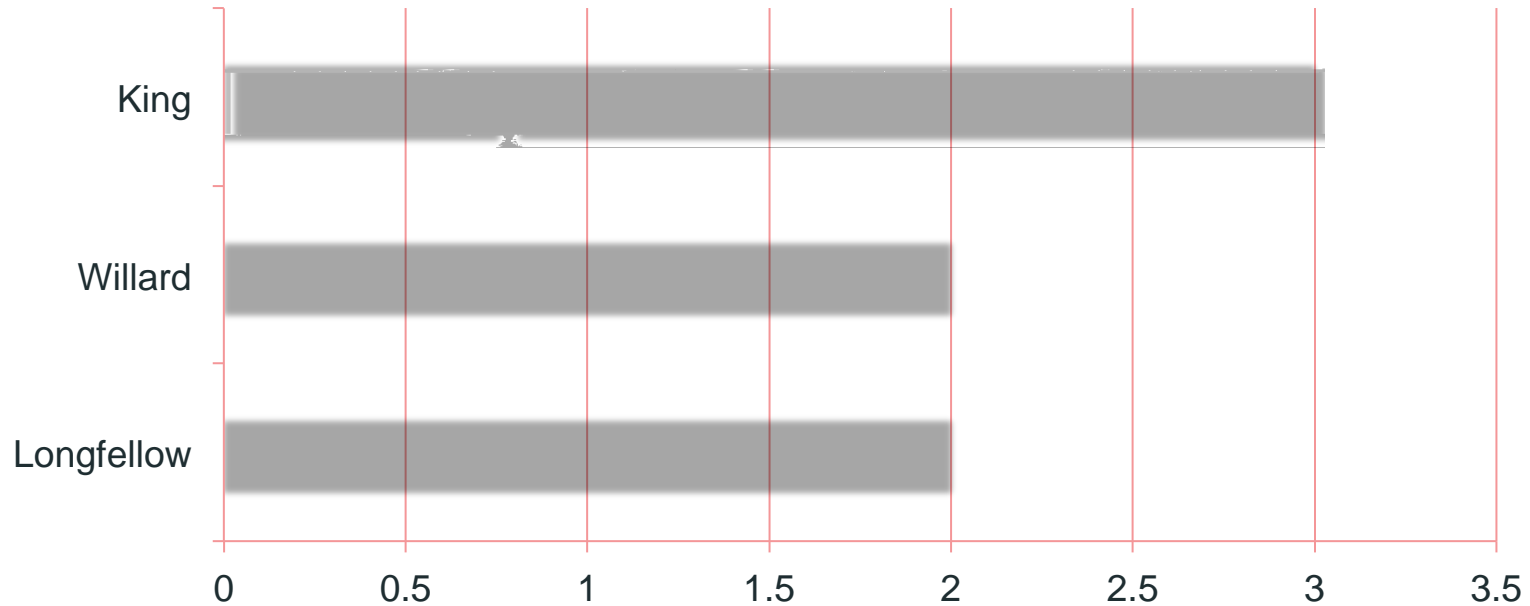
Elementary Site

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

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

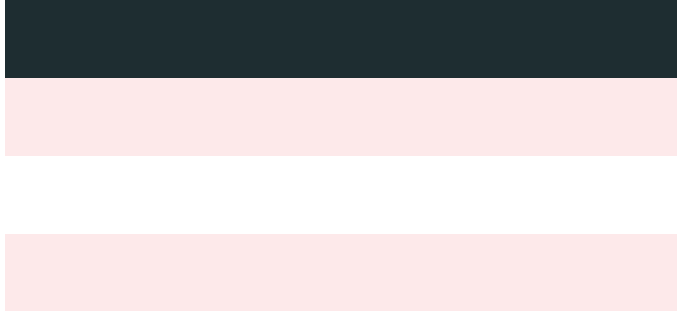
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Site Coordinators for Family Engagement

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



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.