

Table 1: Progress Indicators

|                       |  |                        |   |   |   |
|-----------------------|--|------------------------|---|---|---|
| 2014-15 LCAP Goal:    | <b>Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.</b>  |                        |   |   |   |
| Applicable Subgroups: | English learners (EL), Socio-economically disadvantaged (SED), African-American (AA), Latino, Special Education (SPED) and Unduplicated Students as defined by CDE (English Learners, Foster Youth and/ or Low Income Students)  |                        |   |   |   |
| Key:                  | Exceeding Standard  At or Approaching Standard  Far Below Standard   |                        |   |   |   |
| Measurable Outcomes   | Section 1 Measurable Outcomes  | Actual Annual Outcomes | 13-14   | 14-15   | Score   |
|                       | a) <b>100% of</b> Teachers will be fully credentialed in the subject area and for the pupils they are teaching.  |                        | 100% teachers fully credentialed  | 100% teachers fully credentialed  |   |
|                       | b) <b>75% of</b> ELA, Math and Science Teachers will be trained in the Common Core State Standards (CCSS).   |                        | 60% of K-12 ELA, Math Teachers were trained in CCSS.  | 80% of K-12 ELA, and Math teachers were trained in CCSS.  |   |
|                       | c) <b>75% of</b> teachers who have received CCSS will report site-level support.   |                        | Not Available   | 75% of teachers receiving CCSS training are reporting support at the site level.  |   |
|                       | d) The TCRWP Reading 3 <sup>rd</sup> Grade Level Proficiency (Level P) will reach <b>80%</b> overall by 2015-16 and increase by <b>7%</b> for each significant subgroup. (Further TCRWP Analysis provided in Appendix.)  |                        | <b>Grade 3 TCRWP % at Proficient (P):</b><br>All: 69% ; EL: 27% ; SED: 46%<br>AA: 45%; Latino: 45%; SPED: 29%   | <b>Grade 3 TCRWP % at Proficient (P):</b><br>All: 70%; EL: 31%; SED: 33%<br>AA: 41%; Latino: 54% ; SPED: 27%  | <br>And<br>   |
|                       | e) The percentage of students meeting Mathematics (Math) proficiency in Gr 8 will be determined by the Smarter Balanced Assessment (SBA) proficiency level setting during this first baseline year. (2014-15)  |                        | 13-14 Not Available<br><b>Achievement levels 3 (green) and 4 (yellow) are considered at Standard.</b>   | <b>Grade 8 Math SBA Preliminary</b><br># Reported as of 8.21.15: 614/629<br>Percent:  | Baseline Year, <b>prelim. results</b>                                     |
|                       | f) The percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to, the Early Assessment Program (EAP), will be determined by using the levels set by Higher Education during this first baseline year. (2014-15)<br><br>(More information on the New College / Career Readiness EAP standard as well as college-going trend graphs are found in Appendix C).<br><br><i><b>NOTE:</b> Both the A-G and the Cohort Graduation Rate Data for the Class of 2015 are not available as of the time of this report.</i> |                        | 13-14 Not Available<br>Students at <b>Achievement Level 4 (yellow)</b> in English or mathematics will be classified as ready for college-level coursework.<br><br>Students at <b>Achievement Level 3 (green)</b> are classified as “conditionally ready” and by taking Gr. 12 courses at a C or Better will be classified as ready. | <b>Grade 11 ELA SBA Preliminary</b><br># Reported as of 8.21.15: 638/840<br>Percent:<br><br><b>Grade 11 Math SBA Preliminary</b><br># Reported as of 8.21.15: 617/840<br>Percent: | Baseline Year, <b>results reflect prelim. results at time of printing</b> |
|                       | g) 100% of 9 <sup>th</sup> grade students in the Prioritized Group for Interventions will have met with the Intervention Counselor and have a course of study.   |                        | 100% of 9 <sup>th</sup> Grade targeted students met with a counselor to plan their course of study.   | 100% of 9 <sup>th</sup> Grade targeted students met with the intervention counselor to plan and monitor their course of study.  |   |

Table 2: Actions and Services – Student Participation and Baseline Growth








| Table 2<br>Action steps<br>funded by LCAP<br>(Supplemental<br>Dollars): | Action Steps   | Student<br>Enrollment<br>and Baseline<br>Growth | 2014-15 Target Enrollment   | 2014-15 Student Outcomes  |  |
|---|--|---|---|---|--|
|   |  |   |   | Percent of Students<br>receiving <b>ELA</b><br>Interventions showing<br><b>Accelerated Book Level<br/>Growth</b> T1 to T3:<br>All: 45%; EL: 45%;<br>SED: 38%; AA: 41%;<br>Latino: 48%; SPED: 46%;<br>Unduplicated: 40%  | Percent of Students<br>receiving <b>Math</b><br>Interventions showing<br><b>Accelerated Math Fluency<br/>Growth</b> T1 to T3:<br>All: 11%; EL: 0%;<br>SED: 5%; AA: 0%;<br>Latino: 13%; SPED: 0%;<br>Unduplicated: 4% |
|   | 1.4S and 1.6S Improve districtwide best practices in three-tier model of <b>literacy</b> and <b>math</b> instruction and intervention by providing RtI <sup>2</sup> teacher leaders to monitor and provide services to students performing below grade level in Literacy and / or Math. (As identified using the Teacher's College Reading and Writing Assessments, Math Grades as well as teacher formative assessments and a collaborative Student Study Team.) Outcomes will be measured by:<br>1. Percent and number of targeted students receiving Intervention<br>2. Percent of students demonstrating accelerated book level or Math Fluency grade level growth from Trimester 1 (T1) to Trimester 3 (T3)<br>3. Percent of students receiving Intervention that are NOW reaching standard. (Note – By definition, students were identified because they were below standard in the fall.) |   | Students receiving ELA Interventions:<br>All: n=313; EL: 27%;<br>SED: 67%; AA: 27%;<br>Latino: 37%; SPED: 25%;<br>Unduplicated: 72%   | Number / Percent of RTI Students <b>Meeting ELA Standard</b> :<br>All: n=66;<br>EL: 16%; SED: 21%;<br>AA: 23%; Latino: 22%;<br>SPED: 9%;<br>Unduplicated: 22%   | Number / Percent of RTI Students <b>Meeting Math Standard</b> :<br>All: n=*;<br><br>*N is less than 10   |
|   | 1.5S Support math teachers with the transition to new Common Core math standards and implementation of new international math pathway at the high schools by providing district level coaches to lead workshops, facilitate planning, and coaching. Outcomes will be measured by:<br>1. Percent of Elementary, Middle and High-School Math Teachers participating in District and Site Collaboration days in Mathematics.<br><br><b>To align to 2020Vision and District Goals</b><br>1. Percent of students enrolled by 9 <sup>th</sup> Grade Course<br>2. Percent of students passing 9 <sup>th</sup> Grade Standard Courses (C or Better in Alg. I, IMP2 and/or Geometry or higher)  |   | Students receiving Math Interventions:<br>All: n=36; EL: 17%;<br>SED: 61%; AA: 31%;<br>Latino: 22%; SPED: 28%;<br>Unduplicated: 67%   | Further intervention detail in Qualitative section and under action step 1.12S.   |  |
|   |  |   | Percent of 9 <sup>th</sup> Grade Students enrolled by Course:<br><b>Algebra I: All: n=184; EL: 16%; SED: 57%; AA: 39%; Latino: 30%; SPED: 26%; Unduplicated: 63%</b><br><br><b>IMP2: All: n=155; EL: 4%; SED: 57%; AA: 36%; Latino: 30%; SPED: 7%; Unduplicated: 57%</b><br><br><b>Geometry or Higher: All: n=448; EL: 2%; SED: 17%; AA: 8%; Latino: 17%; SPED: 4%; Unduplicated: 17%</b> | <b>Teacher Participation Math Teachers participating in Math Collaboration Days</b><br><br><i>Elementary: 90%</i><br><i>Middle: 85%</i><br><i>High-School: 90%</i><br><br>See Table 3 for further qualitative review of district and site level math coach work in 2014-15. | Percent of Students <b>passing 9<sup>th</sup> Grade Math</b> :<br>All: 84%; EL: 68%;<br>SED: 70%; AA: 60%;<br>Latino: 79%; SPED: 72%;<br>Unduplicated: 69%   |






| Table 2<br>Action steps<br>funded by LCAP<br>(Supplemental<br>Dollars): | Action Steps (con)   | Student<br>Enrollment<br>and Baseline<br>Growth | 2014-15 Target Enrollment   | 2014-15 Student Outcomes   |   |
|---|--|---|---|--|---|
|   |  |   |   |  |   |
|   | <b>1.9S</b> 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. Outcomes will be measured by: <ol style="list-style-type: none"> <li>1. Percent of Unduplicated and Targeted Students receiving Intervention</li> <li>2. Percent of students demonstrating growth or maintaining grade level standard (3 or 4) on their Math Fluency grade from Trimester 1 (T1) to Trimester 3 (T3).</li> <li>3. Percent of students demonstrating growth or maintaining grade level standard (3 or 4) in Science from Trimester 1 (T1) to Trimester 3 (T3).</li> <li>4. Percent of students at T3 Math Standard (Average Score of 3).</li> </ol>   |   | <b>Students receiving Super Science Saturday:</b><br>All: n=171; EL: 26%;<br>SED: 72%; AA: 43%;<br>Latino: 31%; SPED: 15%;<br>Unduplicated: 76%   | Percent of participating students demonstrating average <b>Science</b> grade level growth <b>T1 to T3</b> .<br>All: 87%; EL: 91%;<br>SED: 88%; AA: 86%;<br>Latino: 87%; SPED: 84%;<br>Unduplicated: 87%  | Percent of participating students demonstrating average <b>Math Fluency</b> grade level growth from <b>T1 to T3</b> .<br>All: 56%; EL: 56%;<br>SED: 55%; AA: 52%;<br>Latino: 61%; SPED: 43%;<br>Unduplicated: 54%   |
|   | <b>1.10S</b> Oversee high-risk students to increase access to college and career readiness, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an Intervention Coordinator/counselor at Berkeley High School (BHS) and an Intervention Teacher at Berkeley Technology Academy (BTA). Outcomes will be measured by: <ol style="list-style-type: none"> <li>1. Percent of Unduplicated and Targeted Students receiving <b>Intervention</b> at <b>BHS Grade 9</b> and <b>BTA Grade 11 and 12</b>.</li> <li>2. <b>For BHS:</b> Percent of students passing 9<sup>th</sup> Grade A-G Standard (C or Better in English 9 and Alg. I, IMP2 and/or Higher Course for Math.)</li> <li>3. <b>For BTA:</b> Percent of students passing Grade Level Standard (C or Better in English 11 / 12, and Geometry or Higher Math Course and Grade Level English Course)</li> <li>4. <b>For BTA:</b> Percent of Grade 12 students who Graduated.</li> </ol> |   | <b>BHS 9<sup>th</sup> Grade Students in Transition Focus Group:</b><br>All: n=63; EL: 13%; SED: 81%<br>AA: 49%; Latino: 30%<br>SPED: * Unduplicated: 83%<br><br><b>BTA Students:</b><br>All: n=96; EL: *;<br>SED: 77%; AA: 68%;<br>Latino: 22%; SPED: 19%;<br>Unduplicated: 81%<br><br><b>BTA Grade 12 Students, Percent Graduating:</b><br>All: 19 out of 64; EL: *;<br>SED: 21%; AA: 27%;<br>Latino: 21%; SPED: 23%;<br>Unduplicated: 33%<br><br>*N under 10 students | <b>BHS Percent of 9<sup>th</sup> Grade target students passing Grade Level English Courses. (C or Better):</b><br>All: 48%; EL: 13%;<br>SED: 45%; AA: 55%;<br>Latino: 42%; SPED: *;<br>Unduplicated: 42%<br><br><b>BTA Percent of students passing Grade Level English Courses. (C or Better):</b><br>All: 43%; EL: *;<br>SED: 38%; AA: 43%;<br>Latino: 50%; SPED: 22%;<br>Unduplicated: 41% | <b>BHS Percent of 9<sup>th</sup> Grade target students passing Grade Level Math Courses. (C or Better):</b><br>All: 52%; EL: 63%;<br>SED: 45%; AA: 45%; Latino: 58%; SPED: *;<br>Unduplicated: 46%<br><br><b>BTA Percent of students passing Grade Level Math Courses. (C or Better):</b><br>All: 19%; EL: *;<br>SED: 17%; AA: 20%;<br>Latino: 24%; SPED: 20%;<br>Unduplicated: 18% |




|   | Action Steps (con)   |   | 2014-15 Target Enrollment   | 2014-15 Student Outcomes  |  |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
|---|--|---|---|---|--|---|----------|-----|---|----------|------|---|----------|------|---|----------|------|---|----------|------|---|----------|
|   |  |   |   | Reading Recovery  | Leveled Literacy   |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
| Table 2 Action steps funded by LCAP (Supplemental Dollars): | <p><b>1.12S</b> Provide English Language Arts / Literacy intervention through small group instruction and teacher coaching/lesson modeling with a Literacy Coach for each K-5 school.</p> <p>Outcomes will be measured by:</p> <ol style="list-style-type: none"><li>1. Number and Percent of Unduplicated and Targeted Students receiving <b>Leveled Literacy Intervention (LLI)</b> or <b>Reading Recovery (RR)</b> Interventions during the 2014-15 school year.</li><li>2. <b>Average number of weeks</b> served.</li><li>3. Percent of Students receiving RR or LLI Interventions who demonstrate <b>Accelerated Book Level Growth</b> when comparing Trimester 1 (T1) to Trimester 3 (T3).</li></ol> | Student Enrollment and Baseline Growth: | <p>Students receiving <b>Reading Recovery (RR)</b> Intervention:<br/>All: n=52; EL: 10%;<br/>SED: 67% AA: 31%;<br/>Latino: 25% SPED: 19%<br/>Unduplicated: 69%</p> <p>Average <b>number of weeks</b> in <b>Reading Recovery</b>:<br/>All: 19.8; EL: 26.2;<br/>SED: 20.6; AA: 22.9;<br/>Latino:18.9; SPED: 22.6;<br/>Unduplicated: 20.4</p> <p>Students receiving <b>LLI Intervention</b>:<br/>All: n=213; EL: 20%;<br/>SED: 81%; AA: 42%;<br/>Latino: 29%; SPED: 24%;<br/>Unduplicated: 83%</p> <p><b>Average number of weeks</b> in <b>LLI</b>:<br/>All: 17.6; EL: 18.2;<br/>SED: 18.0; AA: 17.8;<br/>Latino: 17.8; SPED: 15.0;<br/>Unduplicated: 17.8</p> <p>Number of students receiving both services: 12</p> | <p>Percent of Students receiving RR Interventions showing <b>Accelerated Book Level Growth</b> from T1 to T3:<br/>All: 37%; EL: 40%;<br/>SED: 29%; AA: 31%;<br/>Latino: 31%; SPED: 30%;<br/>Unduplicated: 31%</p> | <p>Percent of Students receiving LLI Interventions showing <b>Accelerated Book Level Growth</b> from T1 to T3:<br/>All: 38%; EL: 38%;<br/>SED: 34%; AA: 29%;<br/>Latino: 54%; SPED: 40%;<br/>Unduplicated: 35%</p> |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
|   | <p><b>Accelerated Book Level Growth</b></p> <table><tr><td></td><td>Expected Growth</td><td>LLI / RR Growth</td></tr><tr><td>K</td><td>3 levels</td><td>n/a</td></tr><tr><td>1</td><td>5 levels</td><td>5.02</td></tr><tr><td>2</td><td>4 levels</td><td>4.24</td></tr><tr><td>3</td><td>2 levels</td><td>3.24</td></tr><tr><td>4</td><td>2 levels</td><td>1.94</td></tr><tr><td>5</td><td>2 levels</td><td>2.33</td></tr></table>   |   |   | Expected Growth   | LLI / RR Growth  | K | 3 levels | n/a | 1 | 5 levels | 5.02 | 2 | 4 levels | 4.24 | 3 | 2 levels | 3.24 | 4 | 2 levels | 1.94 | 5 | 2 levels |
|   | Expected Growth  | LLI / RR Growth                         |   |   |  |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
| K   | 3 levels   | n/a                                     |   |   |  |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
| 1   | 5 levels   | 5.02                                    |   |   |  |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
| 2   | 4 levels   | 4.24                                    |   |   |  |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
| 3   | 2 levels   | 3.24                                    |   |   |  |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
| 4   | 2 levels   | 1.94                                    |   |   |  |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |
| 5   | 2 levels   | 2.33                                    |   |   |  |   |          |     |   |          |      |   |          |      |   |          |      |   |          |      |   |          |

| Table 2<br>Action steps<br>funded by LCAP<br>(Supplemental<br>Dollars): | Action Steps (con)  | Student<br>Enrollment<br>and Baseline<br>Growth: | 2014-15 Student Participation<br>in Activity  | 2014-15 Student Outcomes   |  |
|---|---|--|---|--|--|
|   |   |  |   | ELA  | Math   |
|   |   |  |   |  |  |
|   | <b>1.15S</b> Expand AVID (Advancement via Individual Determination), which now includes 70% eligible students, to increase access to postsecondary education. Outcomes will be measured by:<br><div><div>1.</div><div>Percent of Unduplicated and Targeted Students <b>enrolled in AVID</b></div></div> <div><div>2.</div><div>Percent of students <b>demonstrating growth or maintaining grade level standard</b> in ELA and/ or Math from Fall to Spring.</div></div>   |  | <b>Middle School Students enrolled in AVID:</b><br>All: n=223; EL: *;<br>SED: 72%; AA: 43%;<br>Latino: 37%; SPED: *;<br>Unduplicated: 73%<br><br><b>High School Students enrolled in AVID:</b><br>All: n=70; EL: *;<br>SED: 68%; AA: 30%;<br>Latino: 51%; SPED: *;<br>Unduplicated: 60%   | Percent of <b>MS</b> Students Enrolled in AVID <b>showing Growth in ELA Grades from S1 to S2 :</b><br>All: 78%; EL: *;<br>SED: 78%; AA: 74%;<br>Latino: 83%; SPED: *;<br>Unduplicated: 78%<br><br><b>HS</b> Students Enrolled in AVID <b>demonstrating Growth in ELA Grades from S1 to S2:</b><br>All: 97%; EL: *;<br>SED: 95%; AA: 100%;<br>Latino: 47%; SPED: *;<br>Unduplicated: 94%                          | Percent of <b>MS</b> Students Enrolled in AVID <b>showing Growth in Math Grades from S1 to S2 :</b><br>All: 67%; EL: *;<br>SED: 64%; AA: 57%;<br>Latino: 73%; SPED: *;<br>Unduplicated: 64%<br><br><b>HS</b> Students Enrolled in AVID <b>demonstrating Growth in Math Grades from S1 to S2 :</b><br>All: 81%; EL: *;<br>SED: 86%; AA: 82%;<br>Latino: 78%; SPED: *;<br>Unduplicated: 85%                        |
|   | <b>1.16S</b> Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring. Outcomes will be measured by:<br><div><div>1.</div><div>Percent of Unduplicated and Targeted Students enrolled in <b>Middle and High School Bridge</b></div></div> <div><div>2.</div><div>Percent of students <b>demonstrating growth or maintaining grade level standard</b> in ELA and/ or Math from Fall to Spring.</div></div> <div><div>3.</div><div>For BHS Bridge: Percent of Grade 12 <b>Students accepted in College</b></div></div> |  | <b>Middle School Students enrolled in Bridge:</b><br>All: n=151; EL: 6%;<br>SED: 79%; AA: 67%;<br>Latino: 20%; SPED: 9%;<br>Unduplicated: 79%<br><br><b>High School Students enrolled in Bridge:</b><br>All: n=120; EL: *;<br>SED: 73%; AA: 48%;<br>Latino: 38%; SPED: *;<br>Unduplicated: 73%<br><br>Bridge High School <b>12<sup>th</sup> Grade</b> Students accepted to a:<br>2-Year College – 100%<br>4-Year College - 80%<br><br>*N is less than 10 students | Percent of <b>MS</b> Students Enrolled in <b>Bridge demonstrating Growth in ELA Grades from S1 to S2:</b><br>All: 70%; EL: 44%;<br>SED: 67%; AA: 70%;<br>Latino: 73%; SPED: 62%;<br>Unduplicated: 68%<br><br>Percent of <b>HS</b> Students Enrolled in <b>Bridge demonstrating Growth in ELA Grades from S1 to S2:</b><br>All: 81%; EL: *%;<br>SED: 81%; AA: 81%;<br>Latino: 75%; SPED: *%;<br>Unduplicated: 81% | Percent of <b>MS</b> Students Enrolled in <b>Bridge demonstrating Growth in Math Grades from S1 to S2:</b><br>All: 50%; EL: 67%;<br>SED: 48%; AA: 51%;<br>Latino: 47%; SPED: 38%;<br>Unduplicated: 48%<br><br>Percent of <b>HS</b> Students Enrolled in <b>Bridge demonstrating Growth in Math Grades from S1 to S2:</b><br>All: 87%; EL: *;<br>SED: 91%; AA: 90%;<br>Latino: 80%; SPED: *;<br>Unduplicated: 92% |



Table 3: Actions and Services – Qualitative Findings observed and reported during the 2014-15 school year


|  | Action Steps  |                       | Qualitative Findings   |
|--|---|-----------------------|--|
| Table 3<br>Action steps<br>funded by<br>LCAP<br>(Supplemental<br>Dollars): | 1.4S and 1.6S Improve districtwide best practices in three-tier model of <b>literacy</b> and <b>math</b> instruction and intervention by providing Rti <sup>2</sup> teacher leaders to monitor and provide services to students performing below grade level in Literacy and / or Math. (As identified using the Teacher's College Reading and Writing Assessments, Math Grades as well as teacher formative assessments and a collaborative Student Study Team.) | Qualitative Findings: | <p> Hired 11 RTI<sup>2</sup> teachers across 11 elementary schools</p> <ul style="list-style-type: none"> <li>● 77% of the over 1000 elementary students identified in the Fall were Unduplicated students with 1/3 classified as English Learners (Final numbers in Table 2).</li> <li>● Of the students identified, 37% are African-American and 29% are Latino</li> <li>● Rti<sup>2</sup> teachers formed flexible groups based on students needs, these were usually with fewer than 5 students each and based on <i>Illuminate</i> case-management lists</li> <li>● Literacy Interventions included : Leveled Literacy Intervention (LLI); Guided reading and/or Strategy groups in literacy areas</li> <li>● Math Interventions included: Do the Math; David Berg Math; and/or Strategy groups in math areas held both during and after-school</li> </ul> <p> Could not recruit 1 part time (.6FTE) district RTI<sup>2</sup> certificated TSA due to a forced late start in recruitment as a result of budget approval, however central coordination was picked up by Director of K – 8 Schools</p>  |
|  | 1.5S Support math teachers with the transition to new Common Core math standards and implementation of new international math pathway at the high schools by providing district level coaches to lead workshops, facilitate planning, and coaching.   |                       | <p> LCAP supplemental dollars provided the necessary support to funded a district-level coach support the implementation of CCSS. Teacher leaders were assigned by site and met at least monthly to serve as a conduit between the Common Core Mathematical practices and skills and the Math teachers to facilitate planned professional development collaboration around the assets found in A Story of Units and a decision about which supplemental materials were provided to ensure all of CCSS was absorbed by the students Finally, coaches in partnership with Evaluation (BREA TSAs) provided that necessary link between ongoing formative assessments, standards of mathematical practice and other necessary CCSS and informing the instruction in the classroom. The partnership between supplemental and other dollars was as follows :</p> <p> 1.0 FTE provided at K – 5 as planned</p> <p> .6 FTE Math Coach at Middle School. The Math coach requested .4 FTE in the classroom so as a result, .4 FTE rolling over to next year to change the .6 FTE for 6 – 8 from this year to 1.0 FTE middle and high school coach to add focus on the 8<sup>th</sup> to 9<sup>th</sup> grade transition</p> <p> .6TE Math Coaching Provided for BHS to begin planning the transition to the International Pathway</p> <p> With the transition to a new curriculum and new instructional leadership, a decision was made to discontinue the existing reportable formative and summative math assessments for 2014-15. In high-school, due to the transition to Common Core, there was also an inconsistency with the tracking of other measures of student achievement other than grades. At the High-School, many teachers used common assessments existing and available in <i>Illuminate</i>, others did not.</p> |





|  |  |                              |   |
|--|--|------------------------------|---|
| <p>Table 3 Action steps funded by LCAP (Supplemental Dollars):</p> | <p>1.5S Support math teachers with the transition to new Common Core math standards and implementation of new international math pathway at the high schools by providing district level coaches to lead workshops, facilitate planning, and coaching.</p> | <p>Qualitative Findings:</p> | <p> Formative assessments continued to be used to measure student growth in Math achievement at all levels but this was done individually and the only quantitative measure was the Elementary and Middle School report cards. Teachers tracked case-management students progress through individual means.</p> <p> Now that Eureka Math is in its' second full year for Elementary and Middle School, for 15-16, there will be common Math Assessments (3 X / Year in Elementary, 2 X / Year for Middle School)</p> <p>Math Coaches provided workshops to teachers to support the implementation of CCSS-Mathematics and the new Eureka Math Program</p> <p> Elementary - A Story of Units (ASOU)</p> <ul style="list-style-type: none"> <li>o All day new teacher training in math: 8/21/14</li> <li>o All day staff development day with workshop focused on strategies for teaching Common Core mathematics: 10/13/14</li> <li>o All day staff development day on inclusion and equity strategies for differentiation instruction: 1/26/15</li> <li>o 2 hour collaboration looking at assessments to analyze the Common Core math standards</li> </ul> <p> Middle School - A Story of Ratios (ASOR)</p> <ul style="list-style-type: none"> <li>o All day Common Core professional development using the ASOR curriculum (pacing, assessment, engagement, differentiation): 8/18/14 – 8/20/14</li> <li>o 2 hour middle school collaboration on using formative assessments for writing for Common Core</li> <li>o 3 hour staff development day workshop on reading attack strategies, formative assessment, and technology use for Common Core</li> <li>o 3 hour staff development day workshop on Tier 1 and 2 interventions, differentiation, challenges, assessment, grade-level articulation, pacing, homework, and vertical articulation for Common Core</li> <li>o 2 hour middle school collaboration to revise pacing and plan for current and next month's Common Core math modules</li> <li>o 2 hour middle school collaboration on using end of module assessments to analyze Common Core instruction</li> <li>o 2 hour middle school collaboration for Common Core math to review formative assessment data</li> <li>o 2 hour middle school collaboration on Common Core planning for 2015 – 2016 school year: 5/27/15</li> </ul> <p> High School - Participation in weekly Professional Development Lead meetings</p> <ul style="list-style-type: none"> <li>o Facilitated weekly Monday Geometry meetings since September</li> <li>o 2 all day planning meetings for Geometry</li> </ul> |
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| Table 3 Action steps funded by LCAP (Supplemental Dollars): | <p><b>1.9S</b> 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.</p>  | Qualitative Findings: | <p> Workshops were provided for students in collaboration with Lawrence Hall of Science (LHS)</p> <ul style="list-style-type: none"> <li>● Designed to serve unduplicated students by providing non-traditional science and math opportunities through increased instructional time every other Saturday of 4 hours a day</li> <li>● Students were recruited from Rosa Parks, Oxford, Thousand Oaks, Malcolm X, and John Muir. Recruitment was based on formative math assessments, a students' economic status, and teacher recommendations</li> <li>● 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</li> <li>● Sample Program Components:             <ul style="list-style-type: none"> <li>o Rosa Parks, 2/28/15                 <ul style="list-style-type: none"> <li>▪ Included assembly about how the body works</li> <li>▪ Engineering station included an activity where they designed and built 5 different interactions of the same chair for their "client" based on the client's needs</li> </ul> </li> <li>o Rosa Parks, 3/28/15                 <ul style="list-style-type: none"> <li>▪ 10-15 different learning stations with the theme "What's Matter?"</li> <li>▪ Engineering station included building anti-gravity machines to get paperclips to float using magnets</li> <li>▪ Design challenge included building a track that would take a marble the longest time to reach the bottom using recyclables</li> </ul> </li> <li>o Malcolm X, 4/4/14                 <ul style="list-style-type: none"> <li>▪ 10-15 different learning stations with the theme "What's Matter?"</li> <li>▪ Engineering station included designing boats that could float while carrying "passengers" (dominoes) and move forward without tipping over from the force of wind</li> </ul> </li> </ul> </li> </ul> |
|   | <p><b>1.10S</b> Oversee high-risk students to increase access to college and career readiness, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an Intervention Counselor/counselor at BHS and an Intervention Teacher at BTA. (Only BHS was funded with Supplemental Dollars while this evaluation looks at both programs.)</p> |                       | <p> 100% of students served were from unduplicated families</p> <p> Following a pregnancy leave, the 1.0 BHS Intervention Coordinator focused primarily on working with students in emotional, behavioral, and academic crisis situations or headed in that direction to facilitate them back onto track for college and career readiness. Students identified to work with the Intervention Coordinator / Counselor were students identified from:</p> <ul style="list-style-type: none"> <li>● The Cohort for Prioritized Intervention (CPI), a group identified for needing support to address behavior</li> <li>● The Middle to High School Transition Rubric, students identified through a combination of the ASI and Transition Rubric</li> </ul>   |



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|  | <p><b>1.10S</b> Oversee high-risk students to increase access to college and career readiness, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an Intervention Counselor/counselor at BHS and an Intervention Teacher at BTA. (Only BHS was funded with Supplemental Dollars while this evaluation looks at both programs.)</p> | Qualitative Findings: | <p>Duties included:</p> <ul style="list-style-type: none"> <li>● Oversight of the Intervention Team which works collaboratively to identify and support students in need together with On Campus Intervention (OCI)</li> <li>● Monitoring student behavioral, health and achievement data to properly provide the supports and interventions necessary to be successfully</li> <li>● Cross-reference student performance and behavioral health to assure that the existing interventions matched the student need</li> <li>● Coordination with secondary intervention programs such as Bridge, RISE, Y-Scholars, Scholars to Cal and others to ensure a career / college pathway</li> <li>● Coordination of the transition between BHS and BTA <ul style="list-style-type: none"> <li>○ consistent review of CPI students' credits and referral of students to BTA for credit deficiency</li> </ul> </li> </ul> <p> The 1.0 BTA Intervention TSA worked with all BTA students but focused primarily on students in emotional, behavioral, and academic crisis situations or headed in that direction to facilitate them back onto track for college and career readiness</p> <ul style="list-style-type: none"> <li>● "High risk" students make up 95% of the population with several challenging circumstances, including homelessness (over 1/3<sup>rd</sup> of the population), recent or ongoing experience in juvenile or adult justice institutions including probation, juvenile hall and group homes, exposure to ongoing complex traumatic stress, drug use, abuse and addiction</li> <li>● Enrolled several students concurrently in Berkeley City College (BCC) through the Persist Program, in concert with the Mayor's office, which is a basic skills initiative program</li> <li>● Supported students with regular and improved attendance to access college prep courses regularly</li> <li>● Interventions included alternatives to discipline and suspension, one on one mediations, facilitating restorative circles, connecting students to mental health counseling, drug use prevention counseling and groups, outside mentors through Berkeley Youth Alternatives to be eligible for college</li> <li>● Interfaced with probation officers, police, guardians, social welfare persons, marriage-family counselors, resource teachers, school psychologists, attorneys, and child protective services agents, to assist our students begin or continue on paths towards academic success</li> <li>● Participated and facilitated the Behavioral Intervention Support Team (BIST) meetings where colleagues meet weekly to collaborate on how best to support certain students while sharing key information about their situations, needs, and challenges</li> </ul> <p> Both BHS and BTA Counselors worked in conjunction with the academic counselors to monitor student enrollment meetings, transcript review and assuring the course schedule matches the student need.</p> |
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|  | <p><b>1.12S</b> Provide English Language Arts / Literacy intervention through small group instruction and teacher coaching/lesson modeling with a Literacy Teacher Leader for each K-5 school.</p> | <p>Qualitative Findings:</p> | <p> 1:1 and small group intervention literacy classes at all 11 elementary schools run by the 11 district Literacy Teacher Leaders</p> <ul style="list-style-type: none"> <li>● During the observation period, 80% of the over 300 elementary students served were unduplicated students (20% were English Learners). (Final numbers found in Table 2).</li> <li>● Of the students observed, 40% were African-American and 27% Latino</li> <li>● All literacy coaches have been trained in LLI and all but two have been trained in Reading Recovery</li> <li>● Each year, a Reading Recovery training class is offered to teachers <ul style="list-style-type: none"> <li>● Graduate level course, limit of 12 teachers per class</li> <li>● 30 classes a year at 2.75 hours per class plus 5 full days in August</li> <li>● Required number of hours to practice with students during RR year</li> <li>● There are site visits and coaching by RR teacher leaders</li> </ul> </li> <li>● Every trimester, the Literacy Teacher Leaders meet with each grade-level team for an entire day of literacy collaboration and planning</li> <li>● Reading Recovery is offered at 10 out of 11 sites (LeConte currently does not provide Reading Recovery in Spanish) <ul style="list-style-type: none"> <li>● Intensive and short term work is provided by the Literacy Coach for the most struggling students 1:1 with a priority in 1<sup>st</sup> grade</li> <li>● Reading Recovery and LLI are offered both during and after school to assure all targeted students are able to receive the intervention</li> </ul> </li> <li>● Small group intervention with students of like skills at all 11 sites</li> <li>● All sites exclusively use Leveled Literacy Intervention (LLI) Program and 53 teachers (43 during the year and 11 during the summer) have been trained in LLI. These Monthly LLI trainings for teachers are provided to increase capacity at school sites. <ul style="list-style-type: none"> <li>● Teachers in training teach an intervention group throughout the time they are in training using a practicum model.</li> <li>● Training includes modeling of a methodology or lesson with students and a debrief</li> </ul> </li> <li>● Thousand Oaks and LeConte currently use Sistema de Intervencion de Lectura (SIL), a comprehensive reading intervention program designed to support students struggling in various aspects of literacy <ul style="list-style-type: none"> <li>● Monthly SIL trainings for Two-Way Immersion (TWI) and bilingual teachers</li> <li>● LLI in Spanish purchased recently for implementation in 2015 – 2016 for Spanish Bilingual and TWI programs at Thousand Oaks and LeConte</li> </ul> </li> <li>● Literacy Teacher Leaders also run professional development for teachers at the site and district level to support TCRWP implementation and on-going review of Literacy results. In 2014-15, they introduced the new CCSS-aligned Units of Study in Writing and in 2015-16 they will be introducing the new CCSS-aligned Units of Study for Reading.</li> </ul> |
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| <p>Table 3 Action steps funded by LCAP (Supplemental Dollars):</p> | <p><b>1.15S</b> Expand AVID (Advancement via Individual Determination), which now includes 70% eligible students, to increase access to postsecondary education.</p> | <p>Qualitative Findings:</p> | <ul style="list-style-type: none"> <li> Continued Advancement via Individual Determination, (AVID) in grades 7-10 and expanded to grade 11               <ul style="list-style-type: none"> <li>● 77% of the 164 students in AVID are unduplicated</li> <li>● There are very few English Learners in AVID and the majority of the students served are Socio-Economically Disadvantaged or “Unduplicated” (one of the AVID qualifiers.)</li> <li>● 39% of the AVID students are African-American and 42% are Latino</li> <li>● Extensive progress monitoring around college and career readiness</li> <li>● Regular activities to learn about college entrance requirements and practicing relevant skills</li> </ul> </li> <li> Middle School               <ul style="list-style-type: none"> <li>● Research project exploring potential majors, narrowing down colleges based on varied preferences and admission requirements/data (financial aid availability, % admitted, etc.), and writing a formal letter of inquiry to their desired college</li> <li>● Exposed to college environments and students in a variety of ways such as working with a Latina sorority, Black Student Union and Incentive Awards Program as well as having numerous discussions with tutors and college visits</li> <li>● Through the tutorial process, students have come to appreciate higher level inquiry and focused thinking in ways that have changed their self concept and are beginning to really see themselves as scholars</li> </ul> </li> <li> Berkeley High School: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> Grades               <ul style="list-style-type: none"> <li>● While the number of students is small, those 9th and 10 graders participating in the program have made great strides with their note-taking, goal-setting, and organization. They have also become more confident and outspoken through presentations and formal academic conversations about college, financial aid, and current events.</li> <li>● The 11th graders have done intensive SAT prep and have all taken the SAT test. They have researched possible majors, careers, and with that information have created lists of colleges they want to apply to. They are currently working on their personal statements and have at least one quality essay completed by the end of the year.</li> </ul> </li> <li> This was a growth year in establishing a consistent leadership system for the oversight of AVID throughout the district. The Berkeley AVID program is growing AVID directors both at the District and site levels.</li> </ul> |
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| <p>Table 3 Action steps funded by LCAP (Supplemental Dollars):</p> | <p><b>1.16S</b> Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.</p> | <p>Qualitative Findings:</p> | <ul style="list-style-type: none"> <li> Expanded MS Bridge program to include 7<sup>th</sup> grade as well as 6<sup>th</sup> grade <ul style="list-style-type: none"> <li>● The Bridge Summer of 2014 program was held at all three middle schools. 80% of the incoming 6th Grade Bridge students attending the summer program and parents attended the first day introductory program. .</li> <li>● In the summer of 2015, the Bridge summer program was offered earlier in the Summer and Bridge students from all grade levels were invited to attend alongside students enrolled in AVID and long-term English Learners.</li> <li>● The Middle School-year focus was on supporting participating students in developing study and life skills that will help them be successful in school (organization, time management, homework help) foster leadership qualities, and be college and career ready. The Bridge teachers at all three middle schools met with the students after-school and checked in with them using a variety of different social media.</li> </ul> </li> <li> Teachers reporting a need for a more consistent structure and expectations across grade-level Bridge classes and across all three middle schools. Principals reported difficulty in hiring due to the .2 FTE after-school structure of Bridge. For 15-16, sites are looking at providing a more consistent model.</li> <li> Continued BHS Bridge program - See Appendix for further information <ul style="list-style-type: none"> <li>● 83% of Bridge students are in the unduplicated subgroup. Less than 10 of the students who are English Learners.</li> <li>● The Bridge program served approximately 150 students this year, in 5 cohorts, one cohort at each grade level, 9<sup>th</sup> – 12<sup>th</sup> grades, and the original cohort who are in their first year of college <ul style="list-style-type: none"> <li>o 9<sup>th</sup> grade area of focus: Transition between middle and high, technology at BHS, student skills necessary for success, team building, parent connections to campus and communications.</li> <li>o 10<sup>th</sup> grade area of focus: CAHSEE, PSAT preparation, CSU/UC eligibility, college trips, AP/IB prep</li> <li>o 11<sup>th</sup> grade area of focus: AP skills, SAT/ACT preparation, college preparedness, leadership skills/mentoring, and financial literacy</li> <li>o 12<sup>th</sup> grade area of focus : personal statements, college applications, financial aid and scholarships, SAT/ACT tests</li> </ul> </li> <li>● Recruited BHS alumni attending local colleges to serve as mentors, tutors, and role models for their after school classes</li> <li>● Interviewed students attribute academic success and access to information and resources to the role that the Bridge teachers play in their lives</li> </ul> </li> </ul> |
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Table 4: Actions and Services – Findings and Recommendations

|   | Action Steps  |                                     | Evaluation Findings  |
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| Table 4 Action steps funded by LCAP (Supplemental Dollars): | <p>1.4S and 1.6S Improve districtwide best practices in three-tier model of <b>literacy</b> and <b>math</b> instruction and intervention by providing Rtl<sup>2</sup> teacher leaders to monitor and provide services to students performing below grade level in Literacy and / or Math. (As identified using the Teacher's College Reading and Writing Assessments, Math Grades as well as teacher formative assessments and a collaborative Student Study Team.)</p> | Evaluation Findings and Next Steps: | <p><b>Findings:</b> This year, the RTI2 services and students served varied by site and program. As a result, students receiving interventions showed varied growth depending on the intervention program they were assigned to. With the transition of leadership and lack of qualified candidates for a District RTI2 Coordinator, the RTI2 teacher leaders did not meet as often.</p> <p><b>Recommendations for 15-16:</b> Systematize the RTI2 case-management protocols to include a systematized approach to case-management. It is recommended that there is a coordination of services (cos) team to include the Principal, RTI teacher, Family Engagement Coordinator, Literacy Coach, Counselor, Beh. Health, Special Ed. / Mild Mod., English Learners and the After-School Program coordinator. The COS should also monitor multiple measures including Literacy, Math, Attendance, Health and Behavior with any students receiving interventions entered into Illuminate for on-going monitoring of services. Finally, to assure that RTI2 teachers meet on a regular basis as a team, the Professional Development Coordinator needs to facilitate the monthly RTI2 meetings .</p>   |
|   | <p>1.5S Support math teachers with the transition to new Common Core math standards and implementation of new international math pathway at the high schools by providing district level coaches to lead workshops, facilitate planning, and coaching.</p>  |                                     | <p><b>Findings:</b> This is the second year of Common Core Implementation at the Elementary and Middle School. There was a high-level of participation in the grade level and content area Math meetings. Elementary teachers reported feeling more comfortable with the transition to ASOU whereas Middle School Math teachers expressed varying opinions regarding the transition to ASOR. Both groups agreed that the Coach and Math teacher leaders were an essential support during this transition. The MS Math teachers also found the materials from the Silicon Valley Math Initiative (SVMI) were more helpful than the new state Digital Library. Because this was a transition year, there were no reportable assessments for K-8. As a result, there were a differing measures used for Math intervention groups. This was a identifying areas of strength or growth in the implementation of the Common Core Curriculum. In High School, while the common assessments existed, less than 65% of teachers utilized the results.</p> <p><b>Recommendations for 15-16:</b> The limitations set because of the lack of assessments resulted in an authentic conversation about what a quality assessment would look like. These powerful conversations need to continue around the formative assessments but it is very important that the common assessments are developed collaboratively. reported in <i>Illuminate</i> and are used regularly to identify what students know and are able to do. This is also a baseline year for the Smarter Balanced Assessments (SBA) results. It is recommended that the SBA results <u>NOT</u> be used in isolation but rather as one of the many measures used to ensure that students are receiving instruction that includes all Mathematical Practices. In High-School, it is also essential that new interim and summative CCSS assessments are used to monitor student progress and inform instruction.</p> |

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| Table 4 Action steps funded by LCAP (Supplemental Dollars): | <p><b>1.9S</b> 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.</p>  | Evaluation Findings and Next Steps: | <p><b>Findings:</b> The Super Science Saturdays served targeted students at the two target elementary schools (offering the program to students at five different schools.). The population of students served mirrored the intended population. Student's who regularly participated in the program (attending 4 or more sessions) demonstrated an accelerated level of growth in both their Math and Science grades. The students overwhelmingly enjoyed the program and those interviewed expressed an increased interest in Math and Science. Students who were not able to participate were primarily limited by transportation or by the participation of their adult family member. (A few shared that their parent / guardian worked during the weekends and/or they had to provide care for others in the house).</p> <p><b>Recommendations for 15-16:</b> As the program expands, if funding and coordination allow, the opportunities for targeted students should expand to each of the eleven elementary schools. During these developmental years when the program is only offered to select schools,, there lies a unique opportunity to measure control group performance. As a result, this year, BREA will look at the growth of a students in the program in comparison to similar students at a school where the program is not offered. Research will include multiple measures and will include the new Math Assessment as well as the SBA Claims and the students' Science grade. In addition, to ensure that students and family members who would most benefit from the program are invited to participate, the on-going and persistent involvement of the Family Liasions and Coordinated School Services team is essential. To ensure that the coordinators can monitor student achievement data, it is recommended that they be trained in <i>Illuminate</i> and that attendance as well as progress be monitored using the <i>Illuminate</i> reporting tools (including the ability for coordinators to monitor students' Math and Science grades.)</p> |
|   | <p><b>1.10S</b> Oversee high-risk students to increase access to college and career readiness, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an Intervention Counselor/counselor at BHS and an Intervention Teacher at BTA. (Only BHS was funded with Supplemental Dollars while this evaluation looks at both programs.)</p> |                                     | <p><b>Findings:</b> At Berkeley High School, the capacity to serve the students identified in both the Transition to 9<sup>th</sup> Grade and the Cohort for Prioritized Interventions (a group identified for attendance and behavioral intervention) lacks sufficient resources when it comes to support. Teachers and the Counselor reported that students in these groups that also have a secondary intervention (Bridge, RISE, Y-Scholars, etc.) made greater academic progress than those without.</p> <p>At BTA, the impact of the intervention coordinator on a students' college and career readiness was not easily discernable. Students at BTA made intermittent academic progress in their English and Math courses yet the graduation data shows that 19 of the 65 students (29%) enrolled in Grade 12 at the end of the year graduated. In addition, to recover necessary credits, many of the students were enrolled in more than one English Language Arts and/or Math course at the same time (some provided through Cyber High), some with report card grades and others with credits earned.</p>  |

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| Table 4 Action steps funded by LCAP (Supplemental Dollars): | <b>1.10S</b> Oversee high-risk students to increase access to college and career readiness, and provide appropriate academic support programs with Intervention Support and mentors for these students by providing an Intervention Counselor/counselor at BHS and an Intervention Teacher at BTA. (Only BHS was funded with Supplemental Dollars while this evaluation looks at both programs.) | Evaluation Findings and Next Steps: | <p><b>Recommendations for 15-16:</b> While the BHS Intervention Counselor was able to meet with each student to review progress, greater impact would be made if these students could receive more intensive support from mentors who report to the Intervention Counselor or utilizing a Case Manager model that further identifies the highest risk students in the group. In addition, this would allow for a second layer of support to ensure each of these students receives both a primary and secondary intervention.</p> <p>The BTA Intervention model was discontinued for 2015-16. Additional information about BTA will be provided in a presentation from the BTA Principal. If another intervention model is implemented at BTA, it is recommended that a specific list of students needing the most intensive intervention is monitored regularly and this data provided in <i>Illuminate</i> to assure regular district-level reporting.</p>  |
|   | <b>1.12S</b> Provide English Language Arts / Literacy intervention through small group instruction and teacher coaching/lesson modeling with a Literacy Teacher Leader for each K-5 school.  |                                     | <p><b>Findings:</b> The Literacy Coaches in every elementary school team taught in classrooms, provided the most intensive interventions for students and monitor student progress toward grade level proficiency. In general, students reading achievement is growing over-time (see Appendix) except for African-American students. This first year of LCAP funding provided a full-time Literacy Coach at each site thus provided more consistency in TCRWP, intensive LLI and Reading Recovery interventions as well as the coaching and lesson modeling needed. These lessons and interventions as well as the introduction of the Common Core aligned writing texts provided the necessary foundation for a CCSS-aligned Reader's and Writer's Workshop. Every Friday, the coaches devoted a key portion of the day to a collaborative Professional Learning Community. The coaches (and schools) have been adapting to the new challenges of the new CCSS while building on each child's strengths as a reader. As a result, the coaches are deeply engaged in finding reasonable solutions to calls for more data-based, standards-based instruction while providing the necessary alignment to what works best for teachers and students.</p> <p><b>Recommendations for 15-16:</b> To ensure that there is consistent implementation of TCRWP and LLI and Reading Recovery Interventions, it is necessary to further systematize the ongoing process of monitoring student Reading, Writing and Spelling data on an ongoing basis. It is also essential that the Literacy Coach work with the RT12 and EL teacher leaders to assure that there is a coordinated approach to meeting student literacy needs. It is essential that the Literacy Coach continue their close involvement with students and their work; shared responsibility for student progress; access to new knowledge about learning and teaching; focused and timely feedback on individual performance and on aspects of classroom or school practice around literacy. Finally, the data shows that this focused approach is especially needed for African-American students in the area of reading. The coaches will be working with their sites this year to further coordinate reading intervention to assure that every student needing the intervention receives it.</p> |

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| <p>Table 4 Action steps funded by LCAP (Supplemental Dollars):</p> | <p><b>1.15S</b> Expand AVID (Advancement via Individual Determination), which now includes 70% eligible students, to increase access to postsecondary education.</p> | <p>Evaluation Findings and Next Steps:</p> | <p><b>Findings:</b> Students are selected into the AVID program after completing an application and participating in an interview process. The AVID contract is the next step for the process and if students' grades go below a C, they should be placed on a probationary contract. The AVID program at the middle and high schools is directly tied to the AVID <i>Strategies for Success</i> guide. Students have an AVID Binder, do Cornell notes, participate in team-building, time-management and goal-setting as specific examples of the program. In high-school, as the students matriculate grade levels, they are expressing a readiness and confidence to enter college. The AVID program at the high-school is not as large and this is a concern as the AVID program expands. There are many factors that contribute to this: the students at BHS only have a six-period day and have to miss courses required for college to participate in the AVID elective; the students in the program make that personal connection with the teacher but many students are missing out due to other commitments they have in high-school. All AVID teachers are required to attend training throughout the year and another requirement for AVID is measuring the on-going success of the students in the program while also sharing the AVID skills with all teachers.</p> <p><b>Recommendations for 15-16:</b> It is the long-term goal of the AVID Directors and teachers to grow the AVID program so that it becomes schoolwide. To do this, the following things need to be in place:</p> <ul style="list-style-type: none"> <li>● The AVID elective courses must feature well-trained teachers and tutors, enrolling large numbers of AVID students who meet the selection criteria. The school's AVID annual site review should reflect a multi-year approach to develop multiple sections of the AVID elective to serve a larger portion of the site's AVID-eligible students.</li> <li>● The AVID annual plan needs to reflect a multi-year approach to schoolwide implementation, and the site team needs to meet regularly to review the implementation of the eleven essential AVID standards.</li> <li>● All AVID Essentials are at "routine" use at the minimum, with the site plan reflecting strategies to move key essentials to the "institutionalization" level.</li> <li>● The school features multiple AVID elective teachers chosen from a variety of academic disciplines.</li> <li>● The site team plan indicates that the school will expand the use of AVID tutors schoolwide through peer tutoring efforts and broader use of the college tutors.</li> <li>● The site plan indicates that the school will have trained, within four years, at least 50% of the teachers, through a combination of Summer Institute and AVID Path trainings.</li> <li>● The site has built capacity so that key teacher leaders are fully trained over a number of years at Summer Institutes and are prepared to become AVID staff developers on site</li> <li>● The site's administrators, especially the principal, are active members of the site team.</li> </ul> |
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| <p>Table 4 Action steps funded by LCAP (Supplemental Dollars):</p> | <p><b>1.16S</b> Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.</p> | <p>Evaluation Findings and Next Steps:</p> | <p><b><i>Middle School Bridge</i></b><br/> <b><u>Findings:</u></b> The Bridge Program at the Middle School expanded to 7th grade this year. The students in the Bridge program are primarily African-American students with just a few Latino students enrolled. The program has found its greatest success at Longfellow where the Bridge teacher looped with her students to the 7th grade. The program is still developing at all three middle schools and the teachers and site principals expressed a desire for a more consistent program across the schools.. The summer Bridge program for 2015 was unique in that students in Bridge, AVID and long-term English Learners were able to attend summer school together. The teachers and principals also expressed a concern about students having to choose between Bridge and AVID.</p> <p><b><u>Recommendations for 15-16:</u></b> Students in 7th and 8th grade should be able to participate in BOTH Bridge and AVID. The identification process should include both the student academic needs as well as their social-emotional needs. The students need a solid foundation for Bridge and then need the opportunity to reap the benefits of the organizational and academic skills of AVID while also receiving the mentoring and support after-school from the Bridge program. The Middle School Bridge program needs further consistency of implementation between schools and to further develop the community building aspect of program to better serve the African-American students enrolled. This year a .2 FTE District TSA will be assigned to supporting the MS Bridge teachers, helping to systematize the program and work with the teachers to use data on an on-going basis.</p> <p><b><i>High School Bridge</i></b><br/> <b><u>Findings:</u></b> The high-school Bridge program has had continued success over-time. There are now two cohorts of graduating Bridge students and at each cohort graduation, the teachers, students, families and mentors expressed the profound difference that Bridge has made in the students' life. This year, the Bridge program received a grant from the City of Berkeley to provide additional support to students and to assure that the connection with the graduating cohorts continues. The Bridge Coordinator, teachers and mentors go above and beyond their "instructional" day to maintain contact with the students through text, email and other social media outlets. This student to teacher connection is the what brings the students to the Bridge program after-school and what inspires the students to be the best that they can be.</p> <p><b><u>Recommendations for 15-16:</u></b> The Bridge program needs to continue in all grades with support for the teachers and mentors through the multiple funding sources they receive. As the Bridge program grows it's cohorts, it is important to maintain the connection with the graduating students. As such, it is important that as the program grows and cohorts graduate, that those who attend local college and universities have the opportunity to stay connected with BHS as a mentor or tutor.</p> |
|--|--|--|---|

**Appendix A: Common Educational Terms Used in this Evaluation**

|   |  |
|---|--|
| <p><b>A-G:</b> The <b>A-G</b> / College Entrance <b>Requirements</b> are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). In Berkeley, tracking A-G courses has been invalid due to inconsistent course labeling at the high-school. (This is being reviewed for 15-16)</p> <p><b>AVID:</b> (Advancement via Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education for "students in the middle".</p> <p><b>BHS:</b> Berkeley High School</p> <p><b>BREA:</b> Berkeley Research, Evaluation and Assessment</p> <p><b>BTA:</b> Berkeley Technology Academy (continuation school)</p> <p><b>CAASPP:</b> The California Assessment of Student Performance and Progress. The assessments that comprise the 2015 CAASPP administration are a mix of online and paper-pencil assessments. The online component contains the Smarter Balanced English language arts/literacy (ELA) and mathematics tests.</p> <p><b>CCSS / Common Core:</b> An education initiative detailing what K-12 students should know at the end of each grade (the Common Core State Standards).</p> <p><b>EAP:</b> (Early Assessment Program) The EAP was developed by the California State Universities (CSU) in collaboration with the California Department of Education (CDE) and the State Board of Education to exempt students from entry level courses.</p> <p><b>ELD:</b> (English Language Development) Direct instruction for English Learners (ELs)</p> <p><b>Eureka Math:</b> The current Common-Core Mathematics program used in Elementary School (A Story of Units - ASOU) and Middle School (A Story of Ratios- ASOR)</p> <p><b>High School Bridge:</b> Provides year round academic support and case management for 30 targeted students per grade 9-12</p> <p><b>Intervention Coordinator:</b> Ensures that high risk students are provided intensive academic and behavioral support through individual student case management</p> <p><b>IMP:</b> The Interactive Mathematics Program (IMP) is a four-year, problem-based mathematics curriculum for high schools This program will transition to the Common-Core International Pathway beginning in 9th grade at BHS.</p> <p><b>Literacy Coach:</b> Provides reading recovery for the lowest performing first graders, small group intervention for 2<sup>nd</sup> – 5<sup>th</sup> graders and coaching for teachers in TCRWP.</p> | <p><b>LCAP:</b> Local Control and Accountability Plan- a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities</p> <p><b>LLI:</b> (Leveled Literacy Intervention). A small-group intensive intervention program.</p> <p><b>Middle School Bridge:</b> Provides academic support and case management to identified students with a focus on African-American and Latino Students.</p> <p><b>N:</b> The number of students in the group being measured. If the N is less than 10, measuring performance is considered statistically invalid.</p> <p><b>Reading Recovery:</b> Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for the most low-achieving students.</p> <p><b>RISE:</b> (Responsibility, Integrity, Strength, and Empowerment) Berkeley High School program that provides tutoring and counseling for struggling students</p> <p><b>RtI<sup>2</sup>:</b> Response to Intervention and Instruction. <b>RtI<sup>2</sup> Coach:</b> Guides each school's RtI2 program which includes universal screening, diagnostics, interventions, and progress monitoring of students</p> <p><b>SED:</b> (Socio-Economically Disadvantaged) Students who are either low income (on Free or Reduced Lunch or have parents who did not graduate high-school</p> <p><b>STEM:</b> Science, Technology, Engineering, and Mathematics</p> <p><b>Subgroups:</b> The Berkeley LCAP addressed the following student subgroups: students with disabilities are African-American or Latino, Socio-Economically Disadvantaged as well as students who are low income, English learners and/or foster youth.</p> <p><b>Super Science Saturday:</b> Targeted instruction in science, technology and math during out of school time in a supportive and fun setting for high risk students.</p> <p><b>SUPPLEMENTAL FUNDING:</b> Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate, The count must be "unduplicated", meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.</p> <p><b>TCRWP:</b> (Teacher's College Reading and Writing Project) English Language Arts curriculum for grades K-5</p> <p><b>TSA:</b> Teacher on Special Assignment</p> <p><b>Y-Scholars:</b> Supports high school students by improving their academic skills, developing their character strengths, and assisting them in making informed decisions.</p> |
|---|--|

**Appendix B - Early Assessment Program and College-Going trends over-time**

Students who intend to enroll at a California State University (CSU) or a California Community College (CCC) were encouraged to release their results by selecting the “bubble” at the end of the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment. The CAASPP results can be released to the CSU or CCC only through this process. Students who choose at the time of testing not to release their results, but decide later to do so, will be required to provide a copy of their CAASPP Student Score Report to the specific CSU campus or participating CCC.

**Description of the Early Assessment Program (EAP)**

The EAP was developed by the CSU in collaboration with the California Department of Education (CDE) and the State Board of Education and is accepted by participating CCC campuses as well as the CSU and is being explored by the University of California (UC) system. All grade eleven students who participate in the English and mathematics CAASPP examination will achieve a performance level that will be used for the EAP.

*Achievement Levels* - The Achievement levels identify a student’s ability to perform college-level work in these subject areas and will provide valuable information on skills that can be developed while still enrolled in high school.

Achievement Level 4 - Students who are identified at Achievement Level 4 in English or mathematics will be classified as ready for college-level coursework and will be exempt from taking the CSU English Placement Test (EPT) or Entry Level Mathematics (ELM) exam. These students will be able to register in college degree-bearing courses upon entering the CSU or participating CCC.

Achievement Level 3 - Students who are identified at Achievement Level 3 in English or mathematics will be classified as Conditionally Ready and will be encouraged to take an approved English or mathematics class in the senior year and earn a grade of “C” or higher to be exempt from placement testing after admission to the CSU. Students who successfully fulfill the condition will also be able to enroll in college degree-bearing courses. Individual CCC campuses may implement requirements for students to demonstrate readiness. The following are approved senior-year courses for the CSU:

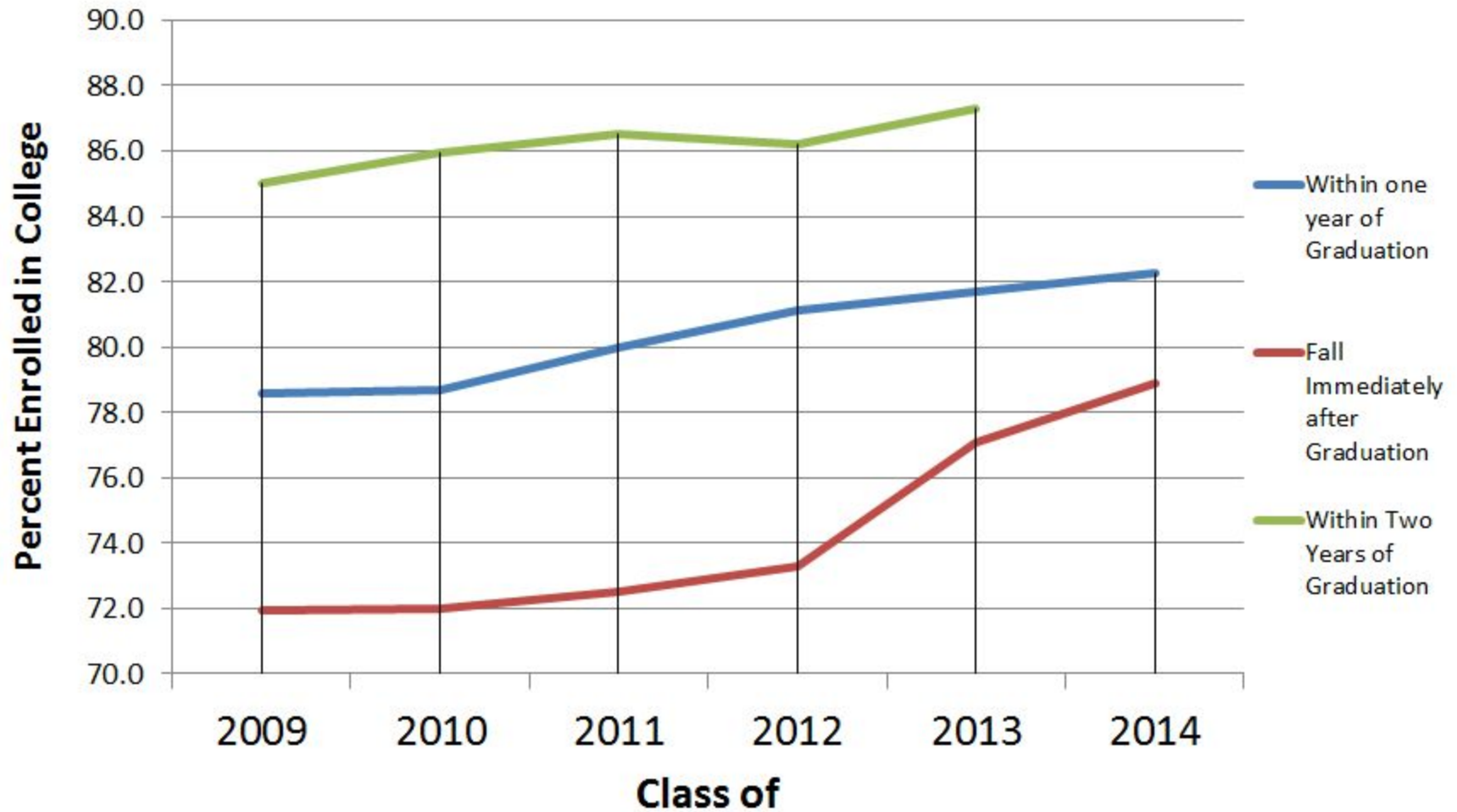
**English:**

- Expository Reading and Writing Course
- Advanced Placement English
- International Baccalaureate English
- English courses approved for extra honors credit by the University of California (so indicated on the University of California Course Management Portal—formerly known as UC Doorways)

**Mathematics**

- Mathematics courses that have a pre-requisite of Algebra II
- Mathematics courses that have a pre-requisite of Integrated Math III
- Mathematics courses that have been approved by the CSU Entry Level Math Development Committee

## Cumulative College Enrollment



Appendix B - College-Going trends over-time**Where Students Are Enrolled the Fall After Graduation**

| <b>Class of</b>             | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Total In the Class</b>   | <b>827</b>  | <b>718</b>  | <b>800</b>  | <b>783</b>  | <b>715</b>  | <b>721</b>  |
| <b>Percent Enrolled</b>     | <b>71.9</b> | <b>72.0</b> | <b>72.5</b> | <b>73.3</b> | <b>77.1</b> | <b>78.9</b> |
| <b>Percent in Public</b>    | <b>57.9</b> | <b>56.5</b> | <b>52.3</b> | <b>54.3</b> | <b>59.3</b> | <b>61.6</b> |
| <b>Percent in Private</b>   | <b>14.0</b> | <b>15.5</b> | <b>20.3</b> | <b>19.0</b> | <b>17.8</b> | <b>17.3</b> |
| <b>Percent in 4-Year</b>    | <b>43.5</b> | <b>44.0</b> | <b>46.1</b> | <b>49.4</b> | <b>50.3</b> | <b>54.8</b> |
| <b>Percent in 2-Year</b>    | <b>28.4</b> | <b>28.0</b> | <b>26.4</b> | <b>23.9</b> | <b>26.7</b> | <b>24.1</b> |
| <b>Percent In-State</b>     | <b>57.8</b> | <b>55.2</b> | <b>53.9</b> | <b>52.5</b> | <b>58.6</b> | <b>60.9</b> |
| <b>Percent Out-Of-State</b> | <b>14.1</b> | <b>16.9</b> | <b>18.6</b> | <b>20.8</b> | <b>18.5</b> | <b>18.0</b> |

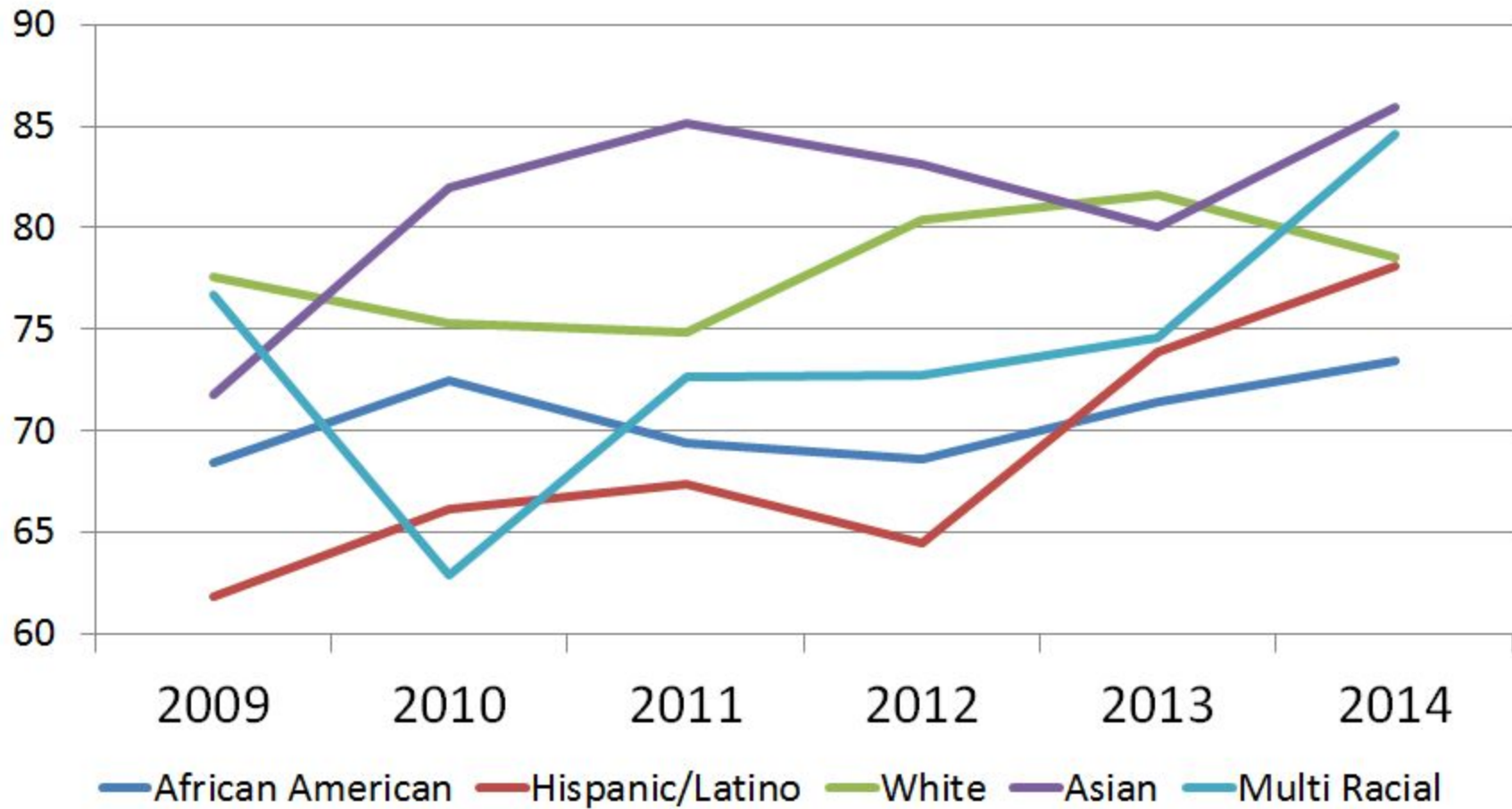
Appendix B - College-Going trends over-time

## Where Students Are Enrolled in College at Any Time During the First Two Years After High School

| <b>Class of</b>             | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Total In the Class</b>   | <b>827</b>  | <b>718</b>  | <b>800</b>  | <b>783</b>  | <b>715</b>  |
| <b>Percent Enrolled</b>     | <b>85.0</b> | <b>85.9</b> | <b>86.5</b> | <b>86.2</b> | <b>87.3</b> |
| <b>Percent in Public</b>    | <b>68.8</b> | <b>67.7</b> | <b>63.6</b> | <b>65.5</b> | <b>67.6</b> |
| <b>Percent in Private</b>   | <b>16.2</b> | <b>18.2</b> | <b>22.9</b> | <b>20.7</b> | <b>19.7</b> |
| <b>Percent in 4-Year</b>    | <b>47.0</b> | <b>48.5</b> | <b>50.3</b> | <b>52.1</b> | <b>55.0</b> |
| <b>Percent in 2-Year</b>    | <b>38.0</b> | <b>37.5</b> | <b>36.3</b> | <b>34.1</b> | <b>32.3</b> |
| <b>Percent In-State</b>     | <b>68.3</b> | <b>66.4</b> | <b>65.1</b> | <b>63.1</b> | <b>66.7</b> |
| <b>Percent Out-Of-State</b> | <b>16.7</b> | <b>19.5</b> | <b>21.4</b> | <b>23.1</b> | <b>20.6</b> |

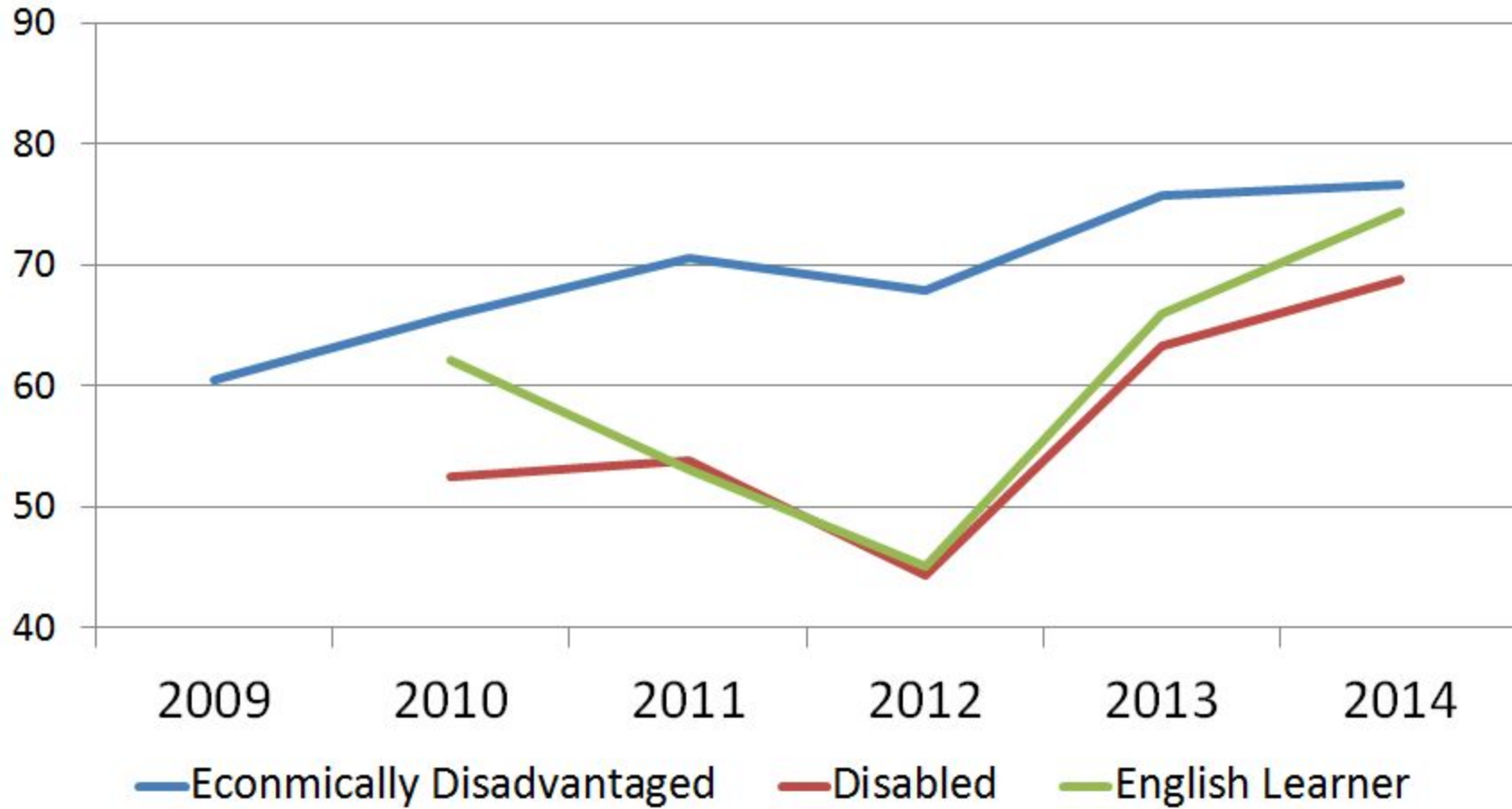
Appendix B - College-Going trends over-time

## College Enrollment in Fall Immediately After High School



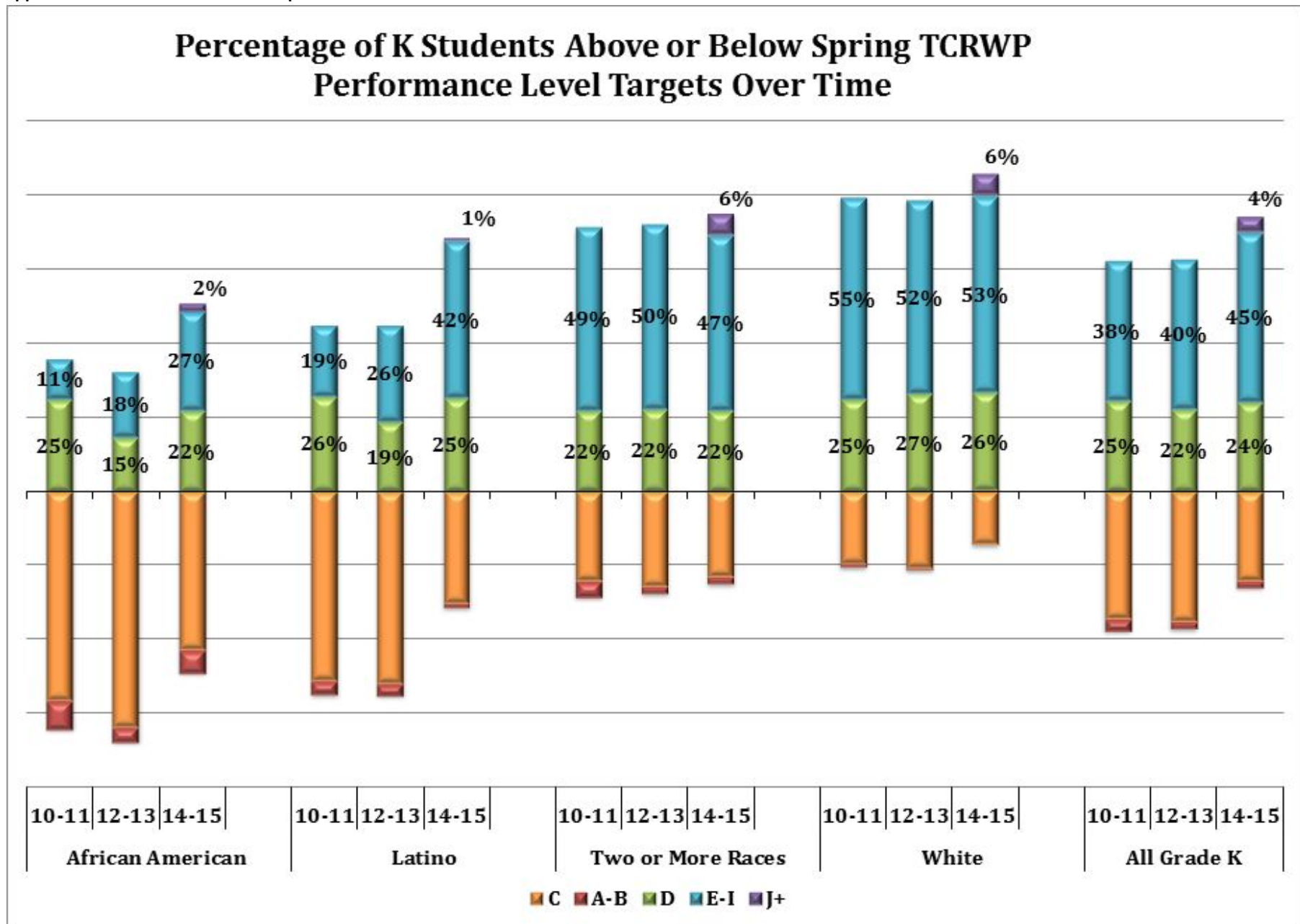
Appendix B - College-Going trends over-time

## College Enrollment in Fall Immediately After High School

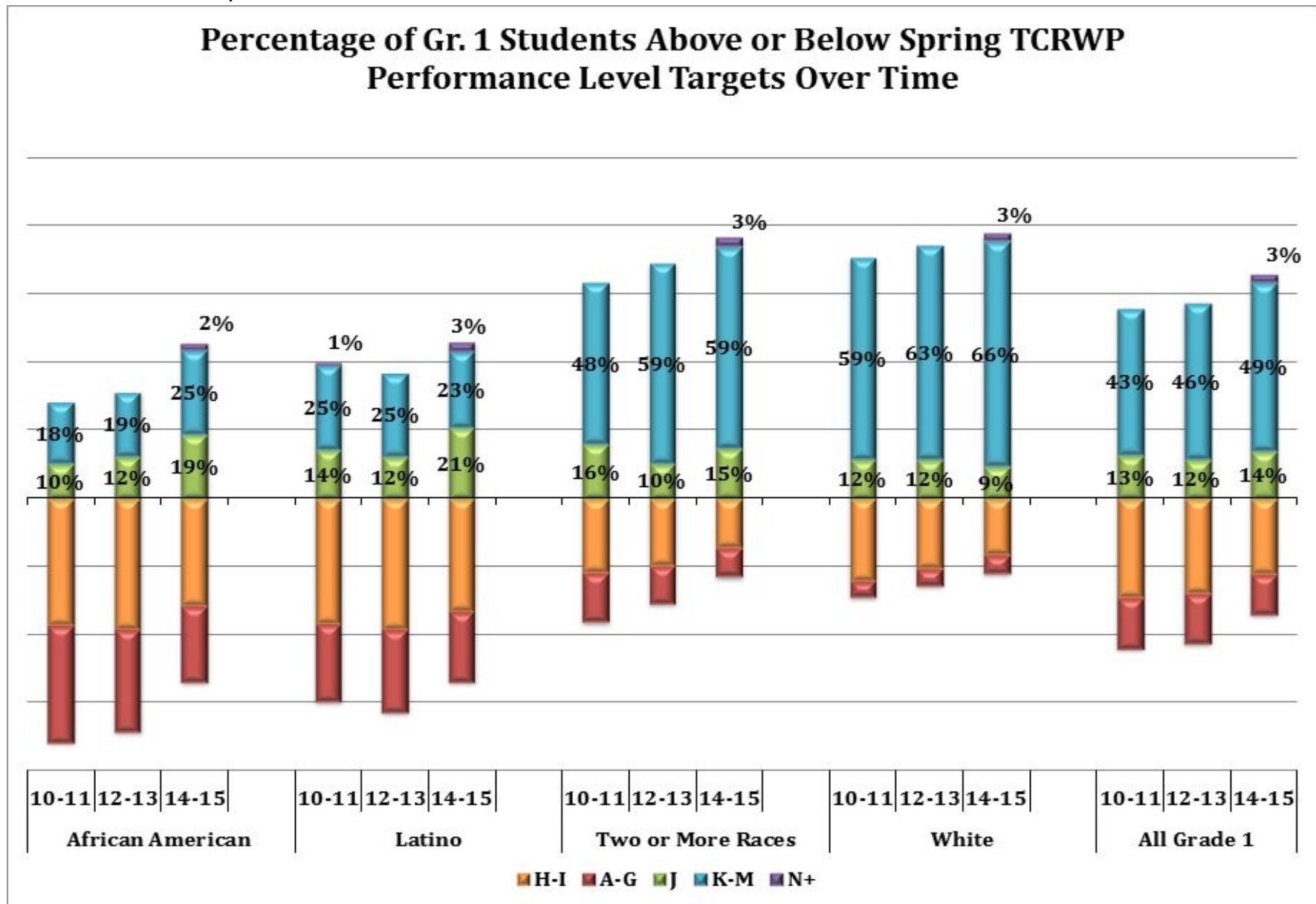




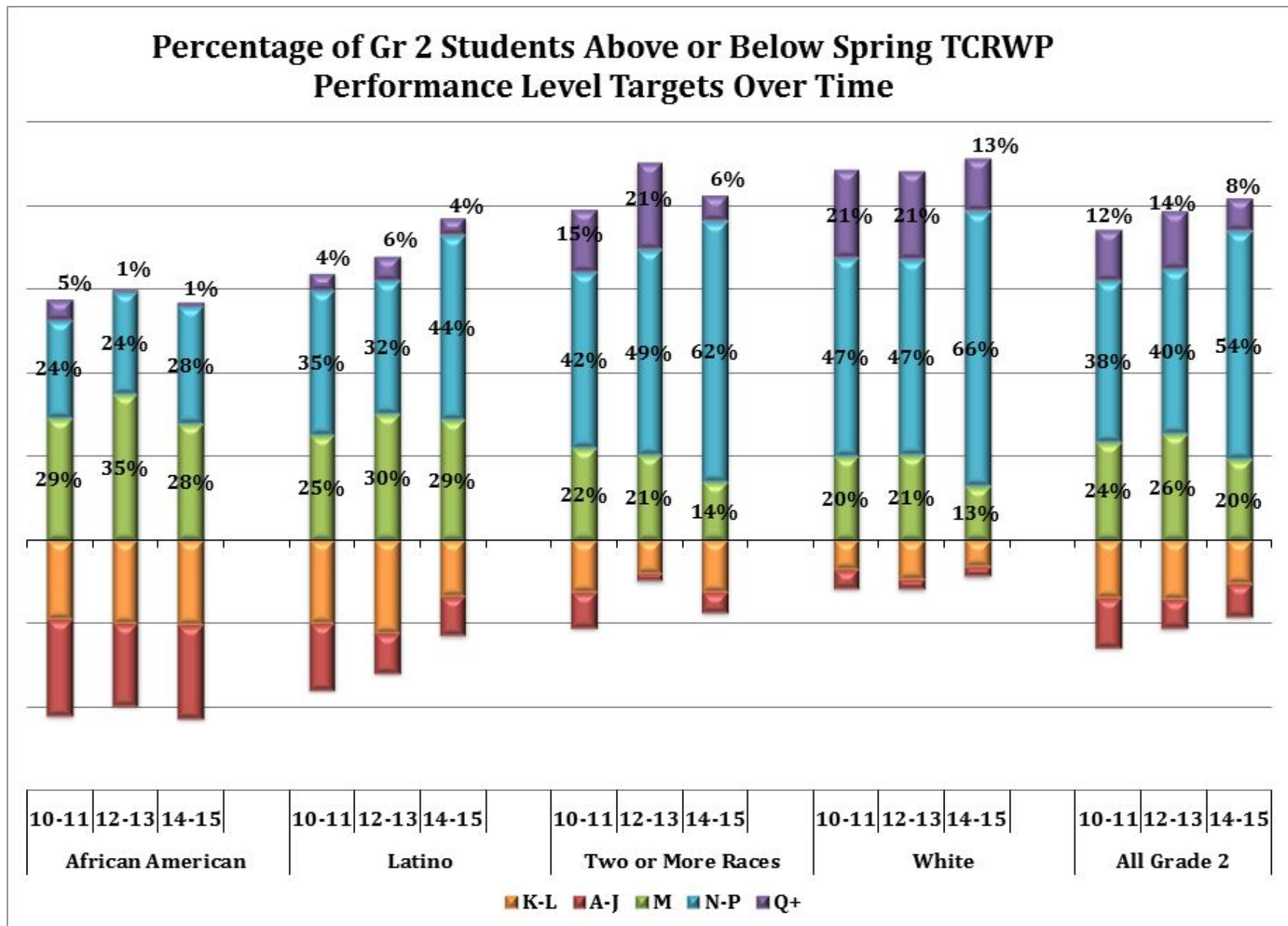
Appendix C: TCRWP Book Levels - A picture over-time



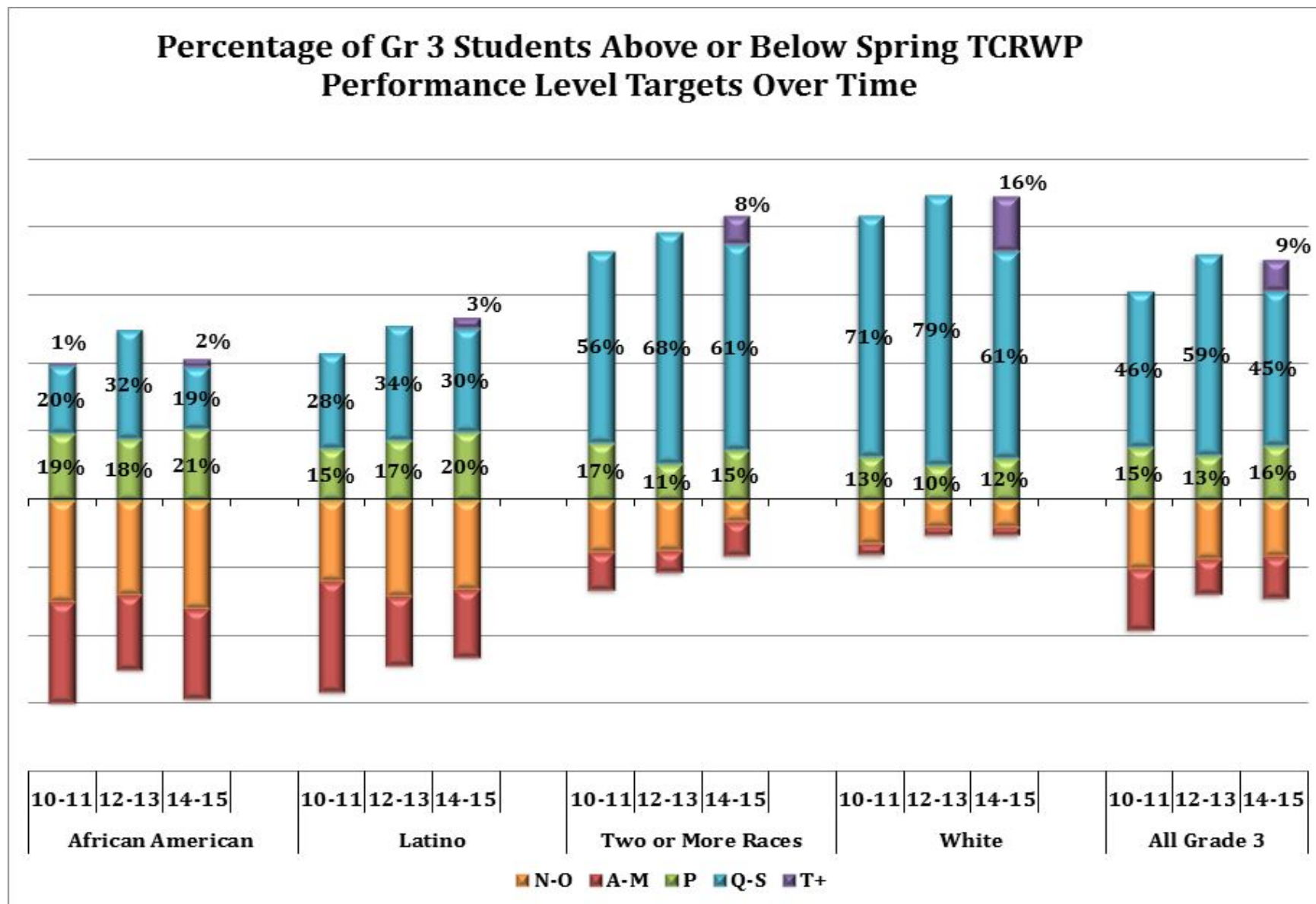
Appendix C: TCRWP Book Levels - A picture over-time



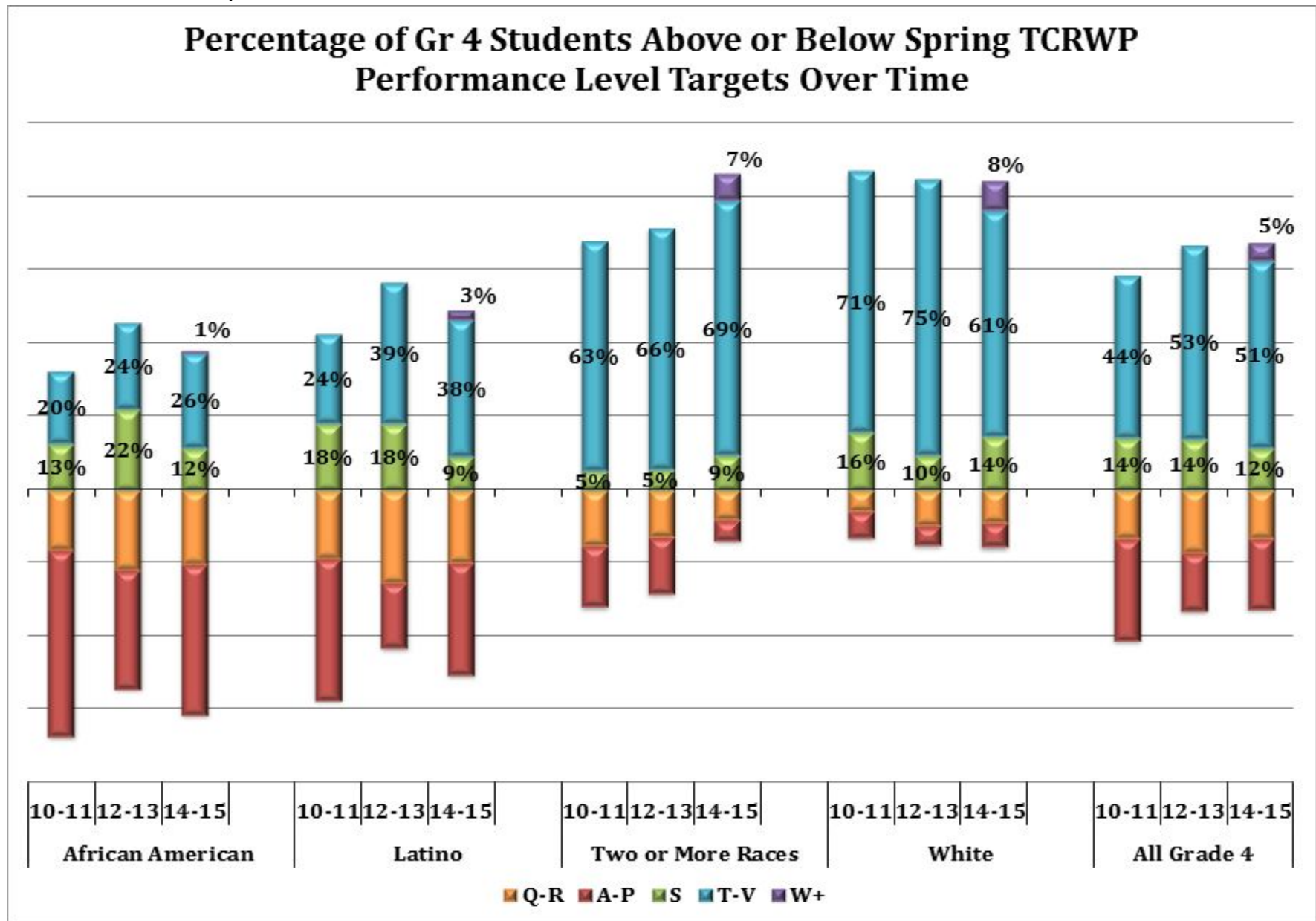
Appendix C: TCRWP Book Levels - A picture over-time



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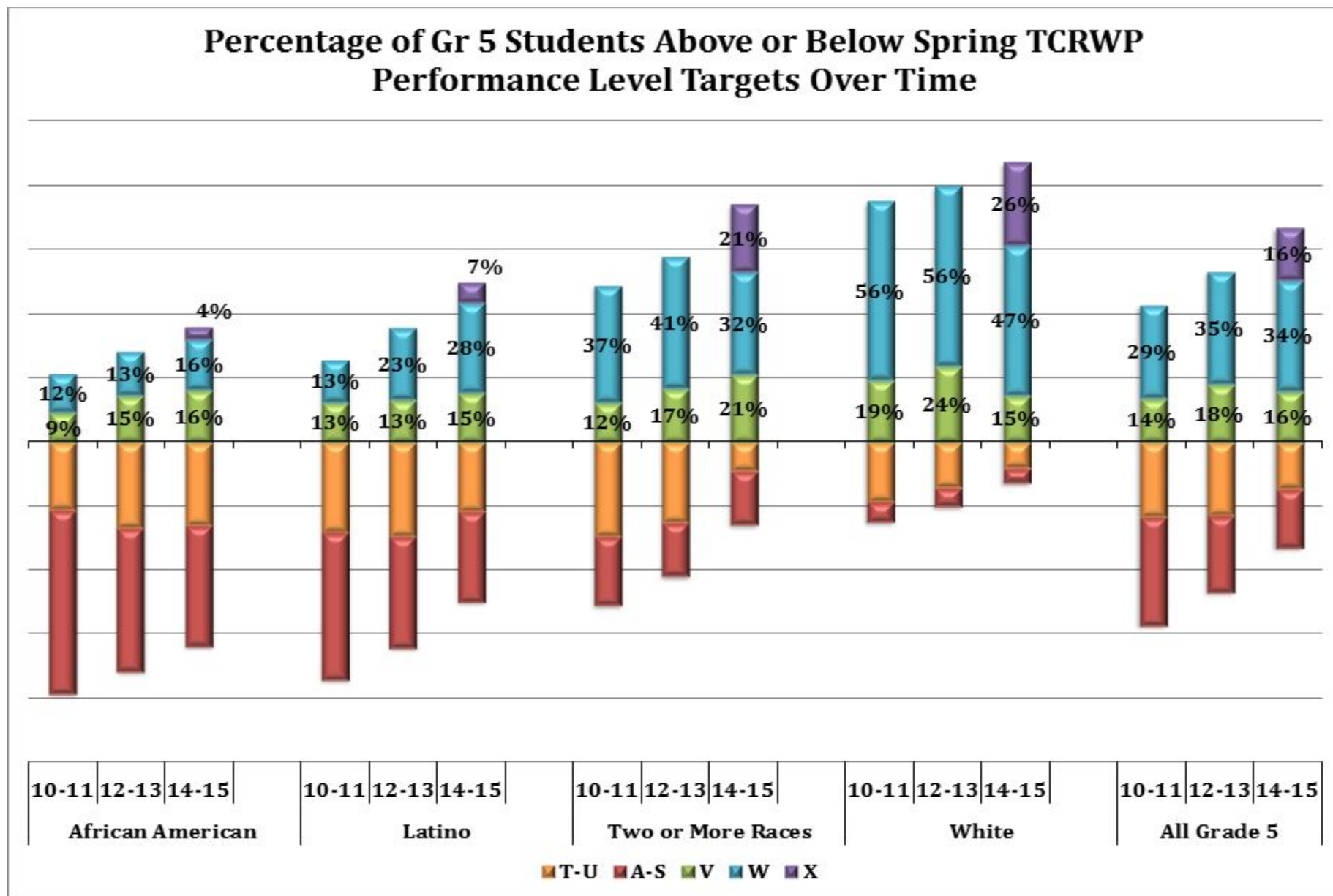


Appendix C: TCRWP Book Levels - A picture over-time





Appendix C: TCRWP Book Levels - A picture over-time



**Appendix D: BHS Bridge Program**

**BHS Bridge 2014-2015 - Overview** The Bridge Program has evolved from a summer enrichment class to a four-year academic skill building and college preparation program. Bridge teachers and mentors facilitate a rare and supportive level of home/school communication via daily, weekly, and monthly updates that include text messaging, emails, parent phone calls, and parent meetings. The program provides and coordinates academic tutoring, Saturday classes, college field trips, summer enrichment sessions, and parent workshops. Bridge teachers are piloting and developing systems and supports for monitoring cohort graduates in their first year in college.

### Current Student Enrollment & Staffing

| Cohort | Grade         | # of Students | Bridge Teacher    | Bridge College Mentor     |
|--------|---------------|---------------|-------------------|---------------------------|
| 5      | 9th           | 32            | Jessie Luxford    | Erica Gratton             |
| 4      | 10th          | 30            | Kate Rennie       | Jacqueline Navidad-Franco |
| 3      | 11th          | 30            | Jessie Luxford    | Erica Gratton             |
| 2      | 12th          | 25            | Kimberley D'Adamo | Ailene Ortiz              |
| 1      | Class of 2014 | 29            | Jessie Luxford    | Erica Gratton             |
| Total  |               | 146           |                   |                           |

**Areas of Emphasis by Year/Grade Level** While student support, monitoring, case management, and family communications are constants throughout the four-year cycle, the program emphasizes particular areas at each grade level along a progression parallel to the college pathway.

|   |  |   |  |
|---|--|---|--|
| <b>9<sup>th</sup> Grade Bridge (Cohort 5)</b> <ul style="list-style-type: none"> <li>● Transition between middle school &amp; high school</li> <li>● Technology at BHS</li> <li>● Student skills necessary for success</li> <li>● Team building</li> <li>● Parent connections to campus &amp; communications</li> </ul> | <b>10<sup>th</sup> Grade Bridge (Cohort 4)</b> <ul style="list-style-type: none"> <li>● CAHSEE &amp; PSAT preparation</li> <li>● CSU/UC eligibility</li> <li>● College trips</li> <li>● AP/IB/Honors prep</li> </ul> | <div> <p>"I am continually impressed with the level of support in all areas that Bridge Students receive! With the exception of EL I do not think that there is any other program at BHS that does such deep work with students or nurtures partnerships with students families and teachers. Absolutely addresses the equity gap - if only we could have more cohorts!" BHS Teacher</p> </div> |  |
| <b>11th Grade Bridge</b> <ul style="list-style-type: none"> <li>● AP Skills</li> <li>● SAT/ACT Preparation</li> <li>● College preparedness</li> <li>● Financial Literacy</li> <li>● Leadership / Mentoring</li> </ul>   | <b>12th Grade Bridge (Cohort 2)</b> <ul style="list-style-type: none"> <li>● Personal statements</li> <li>● College applications</li> <li>● Financial aid and scholarships</li> <li>● SAT/ACT tests</li> </ul>       | <b>Class of 2014 (Cohort 1)</b> <ul style="list-style-type: none"> <li>● Maintain academic excellence</li> <li>● Monitor and manage financial aid and scholarships</li> <li>● Strengthen self-advocacy, resilience and time-management skills</li> </ul>  |  |

## Bridge Student Expectations

- Remain academically eligible to attend a UC/CSU
- Earn As, Bs and occasionally a C—no Ds or Fs
- Aim to be a role-model and peer leader
- Exceptional attendance and behavior
- Added requirements: Attend all summer sessions, college preparation practice-(PSAT, ACT/SAT classes), and teachers' tutoring hours, join an extracurricular activity, develop leadership skills, volunteer in the community, pass the CAHSEE on' 1st attempt

| <h3>CSU Eligibility</h3> <table><tr><th>Cohort</th><th>Bridge Students</th></tr><tr><td>2</td><td>80%</td></tr><tr><td>1</td><td>79%</td></tr></table>   |                 |      | Cohort | Bridge Students | 2    | 80%        | 1   | 79% | <h3>Graduation Eligibility</h3> <table><tr><th>Cohort</th><th>Bridge Students</th></tr><tr><td>2</td><td>100%</td></tr><tr><td>1</td><td>100%</td></tr></table> |      |      | Cohort     | Bridge Students | 2    | 100%                 | 1   | 100% | <p>"I didn't use to get all Bs and As. I was never close to my teachers before but I realized from so much pressure how important it really was to have a relationship with them. I got more organized. I like this program so much because I have the support I need that I didn't have before. The teachers showed me how important high school is and how I have to get my act together to succeed." -Student</p> |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
|--|-----------------|------|--------|-----------------|------|------------|-----|-----|---|------|------|------------|-----------------|------|----------------------|-----|------|--|-----|------|----------------------|-----|------|------------|-----|-----|----------------------|-----|-----|--|--|--|--|--|--|
| Cohort   | Bridge Students |      |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 2  | 80%             |      |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 1  | 79%             |      |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| Cohort   | Bridge Students |      |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 2  | 100%            |      |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 1  | 100%            |      |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| <h3>CAHSEE Data</h3> <table><tr><th>Cohort</th><th>English</th><th>Math</th></tr><tr><td>4 (Latino)</td><td>67%</td><td>89%</td></tr><tr><td>4 (African American)</td><td>100%</td><td>100%</td></tr><tr><td>3 (Latino)</td><td>80%</td><td>100%</td></tr><tr><td>3 (African American)</td><td>89%</td><td>89%</td></tr><tr><td>2 (Latino)</td><td>77%</td><td>100%</td></tr><tr><td>2 (African American)</td><td>86%</td><td>100%</td></tr><tr><td>1 (Latino)</td><td>94%</td><td>75%</td></tr><tr><td>1 (African American)</td><td>91%</td><td>91%</td></tr></table> |                 |      | Cohort | English         | Math | 4 (Latino) | 67% | 89% | 4 (African American)  | 100% | 100% | 3 (Latino) | 80%             | 100% | 3 (African American) | 89% | 89%  | 2 (Latino)   | 77% | 100% | 2 (African American) | 86% | 100% | 1 (Latino) | 94% | 75% | 1 (African American) | 91% | 91% | <p>"The multifaceted Bridge program is doing a remarkable job of preparing our students for post-secondary success. Bridge students build habits of success and are realizing their true potential to achieve post-secondary accomplishments." - Skyler Barton (College Advisor)</p> |  |  | <p>"I recommended two of my students to Bridge because I knew that they needed consistent adult accountability, a supportive after school learning environment people who believed in them. I knew the boys were off track in terms of college and advocated for them to be in this program because it is one of few where I see such passion, dedication and follow through between, student, adult, teacher and family. "Jasdeep Mahli, <b>Intervention Counselor/Coordinator/ AC</b> Berkeley High School</p> |  |  |
| Cohort   | English         | Math |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 4 (Latino)   | 67%             | 89%  |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 4 (African American)   | 100%            | 100% |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 3 (Latino)   | 80%             | 100% |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 3 (African American)   | 89%             | 89%  |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 2 (Latino)   | 77%             | 100% |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 2 (African American)   | 86%             | 100% |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 1 (Latino)   | 94%             | 75%  |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |
| 1 (African American)   | 91%             | 91%  |        |                 |      |            |     |     |   |      |      |            |                 |      |                      |     |      |  |     |      |                      |     |      |            |     |     |                      |     |     |  |  |  |  |  |  |



## Cohort 1 College Information

19 of 29 students in Cohort 1 applied to a 4-year college and 100% of these students were accepted to more than one college.

82% of Cohort 1 are currently enrolled in postsecondary education.

| Type                | %  |
|---------------------|----|
| Attending College   | 82 |
| 4 Year College      | 48 |
| 2 Year College      | 31 |
| Vocational Training | 3  |
| Employed            | 18 |

## Cohort 2 College Information

80% (20 of 25 students) in Cohort 2 applied to a 4-year college.

Currently, 100% of students in Cohort 2, who applied to a 4-year, have been accepted.

"Bridge has helped me as a parent to bridge the gap between my lack of knowledge about the high school requirements and my daughter's needs." -Parent

"I know that my child is safe and has positive adults around her. I have a connection to all the teachers through the Bridge program and they know my child on a personal level." Parent

## AP, IB and Honors Courses

### Course Enrollment AP, IB and Honors Courses Semester 1, 2014-2015

- 74% of Cohort 2 enrolled in 1 or more AP, IB or Honors course
- 93% of Cohort 3 enrolled in 1 or more AP, IB or Honors course

### Course Enrollment Semester 1, 2013-2014

- 62 % of Cohort 1 enrolled in 1 or more AP, IB or Honors course
- 63% of Cohort 2 enrolled in 1 or more AP, IB or Honors course

### Semester 1, 2012-2013

- 81% of Cohort 1 enrolled in 1 or more AP IB or Honors course

## Cohort 2 College Acceptance



## Cohort 1 College Attendance

