

End of the Year Newsletter

WHAT PARTS OF THE INTERVENTION COUNSELING JOB DO YOU



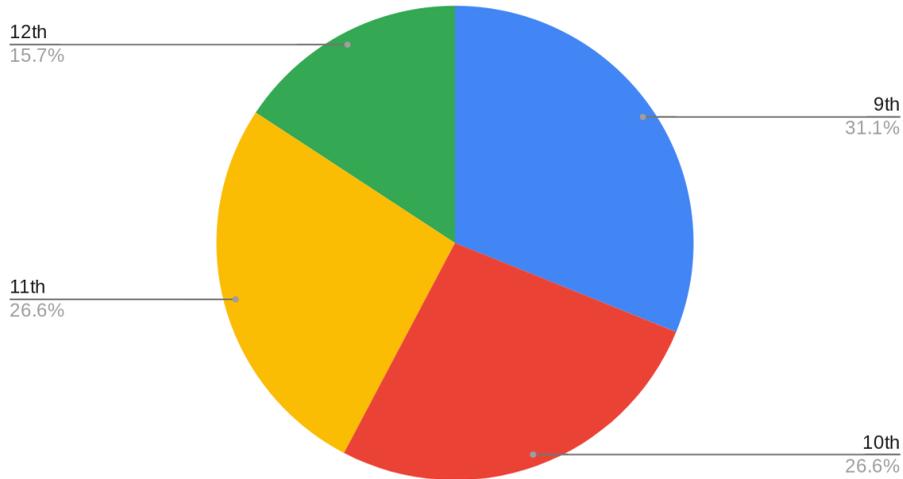
- The ability to loop with kids and watch 4 years of growth
- Being somebody's go to- "one and done" family
- Working with kids who get in fights and supporting their re-entry to school
- Love advocating for students of color/ not apologizing for putting them at the center
- Being authentic in our role/not censoring self
- Community building/ Collaborating with staff and students
- Love the teamwork and independence of the job
- One of the three of us has the answer to our problems with kids
- Working with Students of Color/ students in need/ high ASI
- Supporting families in accessing school resources and supports

Congratulations to all of us for making it to the end of the year with our sanity (mostly) intact! Distance Learning has changed so much about how we serve our students and the ways in which we function as a team. Typically the end of year newsletter is full of amazing photos from field trips but obviously this wasn't possible. We did begin to provide in person support to the students most in need, and made the most of the time freed up with not having to do field trips, with focusing on systemic changes and also updating facets of the intervention counseling program in response to feedback from teachers. We also as a team were gifted with the time to reflect on the work we do and recommit ourselves to the why that brought us into this challenging but important work (see above). We can also safely say that despite the distance, what has come through in our communication with the students is that they feel connected and supported by their teachers and cannot wait to return to campus! This is a testament to the hard work, dedication and care you all have shown. Our team appreciates it immensely!

2nd SEMESTER DATA

The intervention counseling team is serving a total of 286 focal students! The non-focal student caseload reached over 107 students bringing the total number of students served to over 393 students!

Grade Breakdown for Focal Students

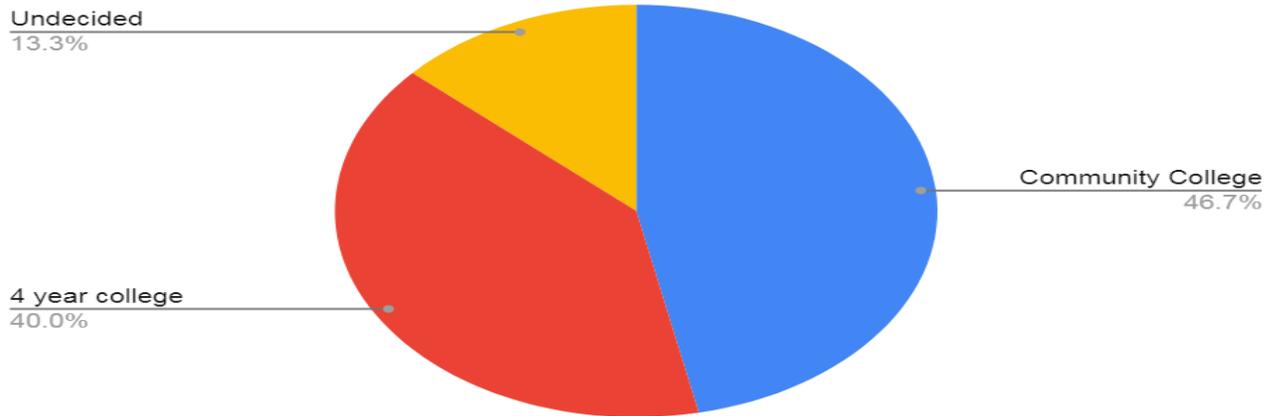


By the numbers:

- ★ The intervention counselors provided students with direct contact via Zoom, in person sessions, text, and email (when texting was unavailable).
 - Each focal student received an **average of 17 contacts during the 2nd semester.**
 - Family and Guardian contacts: 303 contacts
 - 107 non focal students received **1318** direct contacts.
 - In person contacts (via Zoom and In person) **made up 16%** of the direct contacts
 - Total Direct Service Contact to focal students: **4746**
 - **Total Number of contacts provided: 6,064 contacts**

All of our 12th grade focal students at Berkeley high are graduating and most are continuing to pursue their education goals. We attribute a lot of this success with our focus on dual enrollment. We are very thankful that Ms. Malhi and Mr. Byndloss teach BCC classes at Berkeley high that we encourage our focal students to take advantage of. The Spring Class had 6 focal students enrolled and this summer we have at least 5 enrolled in various classes throughout the Peralta system. Ms. Malhi is currently enrolling students for her Fall Counseling 57 class, which we have had over two dozen focal students request!

College Enrollment For Focal Students



The Bigger picture

We were inspired by the collective focus on equity and anti-racism work in PD and wanted to make the best of our time. We met as a team towards the beginning of the semester as it became clear we would not be returning to campus full time and made a conscious decision to focus as much as possible on systems work. Jessie joined the **Reallocation of MEET** funding which was a mental health peer education program. On the committee they met with representatives from the City of Berkeley to discuss possibilities for funds with an emphasis on gaps in mental health services. The conversation is ongoing and next year there will be an independent needs and services review taking place.

Jessie also joined students in **Reimagining the School Resource Officer** position. On this committee a number of stakeholders (students, staff, parents etc.) were tasked with reimagining the role of the school resource officer and our relationship with the Berkeley police department to address safety concerns while also creating pathways for a police free campus that ensures school safety without employing an armed School Resource Officer and without interruption to the safety needs of the students of BHS and BTA. The presentation can be viewed [here](#) at 1:30:36 which outlines our findings. Jasdeep continued to co lead the **Green Dot** program which trains students as ambassadors and equips them with tools to interrupt bullying, sexual harassment and dating violence. She also co lead a student group on **Peer consent education**. Nashwa and Jasdeep also took part in the **Educators Advisory Committee** to advocate for Berkeley High's programs that are funded under the LCAP plan. Intervention counseling, restorative Justice coordinators, OCI staff, and LEAP classes are some of the programs currently funded under the plan. We also were a part of the **COST team** and really enjoyed working with staff from across campus to identify and support students struggling with distance learning. We look forward to continuing this work next year.

Whats Changing:

We are also making some changes to the intervention counseling program based on staff and student feedback we have received over the years. We have seen the impact of gentrification on our caseload and committed ourselves to being intentional with the caseload to ensure that we are purposeful in prioritizing our services to unduplicated students, whom we are funded to serve. While we are still using the ASI and transition rubric completed by middle school staff to identify the focal students, starting this year, we reserved up to 30 spots for incoming freshmen who are in the Umoja Program at Longfellow, HOPE students, and MLP students. The most consistent feedback from staff we have received is the need to add focal students. This year we offered U9 teachers to nominate students at the end of 9th grade who the Hive felt would benefit from the intervention counseling program. After much review, this felt like the most effective way to catch students who may have enrolled from out of district, came late in the year, or whose circumstances/ needs may have changed after coming to high school. This still allows us to meet our data and benchmark requirements to maintain our funding while also responding to the needs of our community. Next year, we will be taking on 7 new focal students as 10th graders based on the recommendations of the U9 team!

Whats Next:

We continue to love our jobs even with the challenges of providing intervention support remotely, but are very excited to return in person next year! We will be bringing back the community building blanket in the Fall for our 9th graders, working on funding the return of our field trips and career exploration work, inviting interns on our team to expand our ability to serve nonfocal students, and incorporate the LCAP goals into our program! We also want to take this moment to wish two members of our intervention and greater OCI family well into their next adventures: David Luu and David An! We love you both and are so excited for your next chapter:) As always we strive to do better and more every year. We welcome your collaboration, partnership, and any feedback or questions!

Thank you for all you do,

Jasdeep, Jessie and Nashwa

