

GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

An increasing percentage of English learners will make annual progress in learning English.

- By June 2016 BUSD will continue to meet or exceed state target for AMAO One. BUSD's performance in 14-15 was 63.4% which is higher than 14-15 target 60.5% and higher than the 15-16 target which is 62%.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3122(a)(3)(A)(i)]

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

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**GOAL Goal 2B: AMAO 2 - English Proficiency**

An increasing percentage of English learners will make annual progress in learning English.

• By June 2016 BUSD will continue to meet or exceed state target for AMAO Two B. In BUSD's performance of EL's less than five years in 14-15 was 26.5% which is higher than the 14-15 target 24.2%. The target for 15-16 is 25.5%.

EL's more than five years by June 2016, BUSD performance for 14-15 was 59.0%, target for 14-15 was 50.9% and the target 15-16 52.8%.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3122(a)(3)(A)(ii)]

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

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**GOAL Goal 2C: AMAO 3 - Mathematics**

By June 2016, the percentage of English learners attaining proficiency in Mathematics will increase by 5%, as measured by local assessments and/or benchmarks, in order to move toward state-defined expectations for proficiency in Mathematics.

The percentage of 9-12 EL students meeting proficiency on CAHSEE mathematics will increase by 3 percent by June 2016.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

Filing Cabinet Count	0	Budgeted:	\$35,000.00
		Actual:	\$35,000.00

**STRATEGY Implementation of CC Math Curriculum**

Teachers will implement the new common core aligned math curriculum with an emphasis on direct services to support English learners.

Filing Cabinet Count	0	Budgeted	\$35,000.00
		Actual	\$35,000.00

**ACTION STEP Analyze EL Math instruction direct services**

K-8 Math Coach and K-8 ELD Coach will observe math instruction for English Learners in the classrooms and conduct an instructional needs assessment, which will be used to develop the English learner Professional Development Plan. Additionally, all K-8 Instructional Leaders will be formally trained in Professional Learning Communities by Solution Tree beginning August 15 2015

Status	In Progress 06/26/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2015 - 06/12/2016	Budgeted	\$35,000.00
		Actual	\$35,000.00

Persons Responsible Pat Saddler

**ACTION STEP On-going monitoring- Math progress of EL students**

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GOAL **Goal 2C: AMAO 3 - Mathematics**

STRATEGY **Implementation of CC Math Curriculum**

ACTION STEP **On-going monitoring- Math progress of EL students**

The data results from the district math assessments will be analyzed by the district coaches and classroom teachers to determine trends and gaps in the English learners level of mastery of the ccss math standards.

Status	Completed 06/30/2015	Filing Cabinet Count	0
Start-End Dates	08/24/2014 - 06/12/2015		
Persons Responsible	Pat Saddler		

STRATEGY **CCSS Aligned Curriculum**

Identify new curriculum aligned to CCSSM that includes strategies for ELs. (K-8)

Filing Cabinet Count	0
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ACTION STEP **Materials Review**

Review existing CCSSM aligned materials for strategies to support English Learners.

Status	Not Begun 02/24/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

ACTION STEP **New Curriculum Pilot**

Select one or more curriculums to pilot K-8, for English Learners.

Status	Not Begun 02/24/2014	Filing Cabinet Count	0
Start-End Dates	02/02/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

ACTION STEP **Develop Academic Language List for Mathematics**

Develop CCSSM aligned mathematics academic vocabulary list to support English Learners in the core.

Status	Not Begun 02/24/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

ACTION STEP **Assessment Analysis**

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GOAL **Goal 2C: AMAO 3 - Mathematics**

STRATEGY **CCSS Aligned Curriculum**

ACTION STEP **Assessment Analysis**

Review assessments aligned to selected pilot curriculum for validity and quality for English Learners.

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Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015		
Persons Responsible	Pat Saddler		

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ACTION STEP **Assess Academic Language**

Assess English Learner students in academic language proficiency as part of ongoing district assessments

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Status	Not Begun 02/24/2014	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

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STRATEGY **Implement K-5 Interventions**

Improve interventions for elementary students not meeting grade level expectations.

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Filing Cabinet Count 0

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ACTION STEP **Provide Intervention Training**

Train additional staff on adopted K-5 intervention materials. (Do The Math)

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Status	Completed 06/30/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 01/01/2015		

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ACTION STEP **Monitor Student Progress**

Use RTI2 process to monitor and identify students needing interventions in mathematics.

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Status	In Progress 06/30/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 07/31/2015		

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ACTION STEP **RTI2 Teacher Leaders**

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GOAL **Goal 2C: AMAO 3 - Mathematics**

STRATEGY **Implement K-5 Interventions**

ACTION STEP **RTI2 Teacher Leaders**

Support sites in developing intervention schedules.

RTI2 teacher leaders will meet twice a month to review intervention data and discuss student progress. Additionally, they will be trained in Professional Learning Communities and Effective RTI2 Team Strategies

Status	In Progress	06/30/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2013 - 06/30/2016			
Persons Responsible	Pat Saddler			

ACTION STEP **Implement Interventions**

Provide before, during, and after school intervention options for students not meeting local math assessment targets.

Status	In Progress	07/20/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2015 - 06/30/2016			

STRATEGY **Select and Implement 6-8 Interventions**

Select CCSSM aligned intervention materials for students in grades 6-8 and implement before and after school interventions..

Filing Cabinet Count 0

ACTION STEP **Review and Select Math Intervention Materials**

Review and select CCSSM aligned Grade 6-8 intervention materials

Status	Completed	07/20/2015	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 12/01/2014			

ACTION STEP **Identify 6-8 Students Not Making Progress**

Run reports at each quarter to identify students not making sufficient progress on local assessments.

Status	Completed	07/20/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 06/30/2015			

ACTION STEP **Monitor Report Cards**

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**GOAL Goal 2C: AMAO 3 - Mathematics**

**STRATEGY Select and Implement 6-8 Interventions**

**ACTION STEP Monitor Report Cards**

Identify students each semester not making grade level expectations of 3/3 on report card.

Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2015 - 06/30/2015		

**ACTION STEP Provide interventions for 6-8 students**

Place identified students in before or after school intervention classes for 6 weeks, monitor progress and release as ready.

Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2015		

**STRATEGY Increased CAHSEE Support Systems**

Increase academic intervention supports at high school for ELs to ensure CAHSEE passing and increased proficiency.

Filing Cabinet Count	0
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**ACTION STEP Frontload CAHSEE Supports**

Enroll all EL students in a CAHSEE prep class in 10th grade before 10th grade CAHSEE assessment to frontload mathematics concepts.

Status	Not Begun 02/25/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2015 - 05/01/2016		
Persons Responsible	Pat Saddler		

**ACTION STEP Newcomer Support Materials**

Identify support materials to provide increased understanding of mathematics concepts for newcomer ELs.

Status	Not Begun 02/25/2014	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

**ACTION STEP CAHSEE Prep Classes**

GOAL **Goal 2C: AMAO 3 - Mathematics**

STRATEGY **Increased CAHSEE Support Systems**

ACTION STEP **CAHSEE Prep Classes**

Provide CAHSEE preparation courses for all 11th grade English Learner students who did not pass CAHSEE in mathematics in 10th grade.

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Status	Not Begun 02/25/2014	Filing Cabinet Count	0
Start-End Dates	08/25/2014 - 06/01/2016		
Persons Responsible	Pat Saddler		

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**GOAL Goal 2C: AMAO 3 - Reading/Language Arts**

An increasing percentage of English learners will attain proficiency in Reading/Language Arts annually.

· By June, 2016, the percentage of English learners in Grades K-12 attaining proficiency in Reading/Language Arts will increase by 5%, as measured by the new district California Common Core aligned reading and writing assessment in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

Filing Cabinet Count 0

**STRATEGY Improved Core and Supports for ELA**

Increase RTI2 implementation for English Learners, including Tier I Core Instruction, Tier II and III supports, and monitoring K-8 in ELA by June 2016.

Filing Cabinet Count 0

**ACTION STEP Create RTI Systems**

Formalize RTI2 Tier I, II, and III best practices K-8 through RTI leadership team.

Status	Not Begun 02/25/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

**ACTION STEP RTI2 Professional Development**

Share and train all teachers of English Learners and administrators on the RTI2 manual and best practices developed by RTI Leadership Team.

Status	Not Begun 02/25/2014	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

**ACTION STEP Strengthen RTI in ELA**

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**GOAL Goal 2C: AMAO 3 - Reading/Language Arts**

**STRATEGY Improved Core and Supports for ELA**

**ACTION STEP Strengthen RTI in ELA**

Increase RTI2 Tier I, II, and III supports at all levels to ensure ELs are monitored and making progress.

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Status	Not Begun 02/25/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

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**STRATEGY Align ELA Assessments to CCSSELA**

Review and realign TCRWP and other local assessment expectations to ensure all students are expected to meet rigorous goals.

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Filing Cabinet Count	0
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**ACTION STEP Realign TCRWP Levels**

Develop new expectations for English learners based on TCRWP reading levels aligned with new CCSSELA rigor.

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Status	Not Begun 02/25/2014	Filing Cabinet Count	0
Start-End Dates	09/01/2015 - 06/01/2016		
Persons Responsible	Pat Saddler		

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**ACTION STEP Develop New CCSSELA Assessments 6-12**

Develop local ELA assessment aligned with CCSSELA that assess English Learners depth of understanding of the new standards.

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Status	Not Begun 02/25/2014	Filing Cabinet Count	0
Start-End Dates	09/01/2015 - 06/30/2016		
Persons Responsible	Pat Saddler		

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**ACTION STEP Revise Local Writing Assessments**

Review existing local writing assessments and revise to align with CCSS to specifically assess the progression of English learners' writing fluency.

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Status	In Progress 06/30/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2015 - 06/30/2016		
Persons Responsible	Pat Saddler		

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GOAL **Goal 2C: AMAO 3 - Reading/Language Arts**

STRATEGY **Improve ELA and ALD for all grades**

Improve delivery of ELD and/or ALD to all ELs to improve academic language across all disciplines for students who are not meeting grade level proficiency in ELA.

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Filing Cabinet Count 0

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ACTION STEP **ELD Support Staff**

Provide additional ELD support staff to monitor implementation of ELD program.

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Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 06/30/2015		

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ACTION STEP **ELD Training**

Train additional staff on Systematic ELD and Constructing Meaning.

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Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2015		

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ACTION STEP **CCSS and ELD Standards Training**

Provide training on new CCSS and ELD standards.

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Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2015		

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STRATEGY **Improve Monitoring of ELs**

Improve monitoring of all ELs on EL and ELA assessments through RTI process.

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Filing Cabinet Count 0

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ACTION STEP **Develop Monitoring Reports**

Develop Illuminate reports by school site on a quarterly basis that show EL student progress on ADEPT, TCRWP, and BEAR assessments.

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Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 12/01/2014		

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ACTION STEP **Provide EL Reports**

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**GOAL Goal 2C: AMAO 3 - Reading/Language Arts**

**STRATEGY Improve Monitoring of ELs**

**ACTION STEP Provide EL Reports**

Provide quarterly data to schools on progress of ELs at each site.

Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 06/30/2015		

**ACTION STEP Annual Progress Review**

Annually review district progress on EL achievement.

Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2015		

**STRATEGY Increase ALD in All Subject Areas**

Increase Academic Language Development supports for ELs in all subject areas.

Filing Cabinet Count	0
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**ACTION STEP ALD Guide Development**

Develop an Academic Language Development Guide to support long term ELs at the Secondary level in English Language Arts and Mathematics.

Status	Not Begun 02/26/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

**ACTION STEP Pilot Language Labs**

Language Labs will provide supplemental ELD instruction, in schools with large numbers of ELs.

Status	Not Begun 02/26/2014	Filing Cabinet Count	0
Start-End Dates	09/01/2014 - 06/30/2016		
Persons Responsible	Patricia Stewart		

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GOAL **Goal 2C: AMAO 3 - Reading/Language Arts**

STRATEGY **Provide Tutoring, Mentoring, and Support Classes**

Identify EL students not meeting local writing goals and provide support classes/tutoring/mentoring.

Filing Cabinet Count 0

**ACTION STEP Monitor Report Cards**

Monitor grades in English for all EL students to identify those in need of supports

Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2015		

**ACTION STEP Identify Student Needing Supports**

Identify students each semester not meeting expectations on local writing assessments.

Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	08/01/2014 - 06/30/2015		

**ACTION STEP Provide Tutoring/Mentoring**

Provide tutors/mentors to below grade level EL students to support oral and written language development.

Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2015		

**ACTION STEP Provide Support Classes**

Provide before or after school interventions for EL students receiving a D or F on semester report card.

Status	Completed 07/20/2015	Filing Cabinet Count	0
Start-End Dates	01/01/2014 - 06/30/2015		

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**GOAL Goal 2D: High Quality Professional Development**

The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

- By June 2016 85% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June 1, 2016 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.

[Required Activity: Elementary and Secondary Education Act, Section 3116(b)(4)]

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

**STRATEGY II-SIG 14: Professional Development**

All staff will receive high quality professional development that is aligned to Common Core State Standards and the District's English Language Development instructional plan.

Filing Cabinet Count	0
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**ACTION STEP ELD Instruction Professional Development**

Teachers will participate in training to develop their skills to implement instructional strategies during daily direct instruction that targets English learners.

Status	Not Begun 07/11/2014	Filing Cabinet Count	0
Start-End Dates	08/24/2014 - 06/12/2015		
Persons Responsible	Pat Saddler		

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**GOAL Goal 2D: High Quality Professional Development**

**STRATEGY EL Professional Development**

By June of 2016, all District Administrators and 85% of Mathematics and English Language Arts Teachers will be provided Professional Development to improve teaching and learning that will include strategies that are specifically targeted to English Learners.

Filing Cabinet Count 0

**ACTION STEP Teacher English Learner Professional Development**

Designated EL Coaches at each school site will provide ongoing English Learner Professional Development at Monthly Site Professional Development Meetings. EL Coaches will provide monthly feedback and data gathered from observations to the Office of Professional Development and the District English Learner Coach.

Status	Not Begun 08/11/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

**ACTION STEP English Learner Professional Development for Admin**

By June of 2016, all Site-level Administrators will receive Professional Development led by the District English Learner Coach. This training will happen at monthly Principals Meetings, and the District EL Coach will provide data and feedback from site observations.

Status	Not Begun 08/11/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2016		
Persons Responsible	Pat Saddler		

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GOAL **Goal 2E: Parent and Community Participation**

The LEA will promote the involvement of parents and community members in the education of English learners.

- By June, 2016 the LEA will improve and increase parent outreach strategies so that 85% of parents are active participants in the education of their children.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(c)(2)]

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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GOAL **Goal 2F: Parental Notification**

By June 2016, Berkeley Unified will continue to provide all required communications to parents in a timely manner.

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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GOAL **Goal 5A: Increase Graduation Rates**

By June 2016, BUSD will continue to increase the Hispanic Graduation rate, providing continued targeted services. Results from our analysis of graduation rates indicate that BUSD is 90%, meeting the state graduation requirements for all students although the EL subgroup is only meeting 73% graduation rate.

Based on these data, our district goal is to increase the overall graduation rate by 1%.

Our district goal for English learners is to increase the graduation rate by 2%.

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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**GOAL Goal 2G - Services for Immigrant Students**

By June of 2016, the district will continue to provide supplemental support for immigrant students in three Newcomer Classes.

Filing Cabinet Count 0

**STRATEGY Support Newcomer Classes**

Immigrant funds will continue to be used for additional instructional support at the Newcomer classes at Elementary, Middle and High-school.

Filing Cabinet Count 0

**ACTION STEP Instructional Support for Immigrant Students**

By June, 2016 provide supplemental instructional support for Immigrant Students at the Elementary, Middle and High-school level.

Status	Not Begun 08/11/2014	Filing Cabinet Count	0
Start-End Dates	08/10/2014 - 06/30/2016		
Timeline Notes	District EL Coach will visit Newcomer Classes twice a year and provide information and feedback to the Office of Programs.		
Tags	T3Y4		
Persons Responsible	Pat Saddler		

<b>TOTAL PLAN FUNDS:</b>	<b>\$138,644.00</b>
Budgeted	\$40,000.00
Actual	\$40,000.00