

Title III LEA Plan Performance Goal 2

All limited English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 01-61143

LEA Name: Berkeley Unified School District Title III Improvement Status: Year 2

Fiscal Year: 2016-17

EL Amount Eligibility: \$90,427 **Immigrant Amount Eligibility:** \$ 26,916

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

• A. Required Content	Implement programs and activities in accordance with Title III DETAILS FOR SPECIFIC ACTIONS CAN BE FOUND IN TH 2016-19 LCAP: <ul style="list-style-type: none"> • Provide support for English Learners to make progress learning English and achieve academic standards • Provide daily English Language Development Instruction using Systematic ELD, Constructing Meaning and English 3-D • Increase opportunities to learn specifically for unduplicated students which includes English Learners • Update the EL Master to identify Integrated and Designated instructional practices
	Use the subgrant funds to meet all accountability measures <ul style="list-style-type: none"> • Title III in conjunction with Supplemental and District funds are used to support and implement programs and activities: <ul style="list-style-type: none"> ➤ Site EL Teachers, District Lead EL Teacher, and classified support staff ➤ Materials for Integrated, Transitional and Designated ELD Instruction
	Hold the school sites accountable <ul style="list-style-type: none"> • LCAP and SPSA goals target EL student achievement by monitoring: <ul style="list-style-type: none"> ➤ Reclassification numbers ➤ District Assessments, CELDT and CAASP assessments ➤ Documentation of Parent Engagement activities
	Promote parental and community participation in programs for ELs <ul style="list-style-type: none"> • Encourage parent support and participation at the site and district level through: PIQE, ELAC, DELAC and LPAC • Provide written translation of all district materials and oral translation at all parent meetings at the district office and school sites

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	Provide high quality language instruction <ul style="list-style-type: none"> BUSD is in the adoption process for Middle School ELA/ELD Materials BUSD has an EL Teacher at all TK-12 Sites where they provide small group el instruction Provide ongoing testing and monitoring of EL's Extended Learning 	Ed Services Staff Site Admin Teachers Paraprofessionals	Salary Benefits Materials	\$914,647. \$17,123. \$143,000	Title III Supplemental Common Core
	Provide high quality professional development <ul style="list-style-type: none"> District EL TSA and PD Coordinator will provide Profession Development – Systematic ELD and Constructing Meaning Teachers also receive PD in Integrated and Designated ELD in Core Content areas (Math, Science and ELA/Hisotry) 	Ed Services Staff Trainers Site Principals Teachers	Salary Benefits Materials PD Services	\$150,000 \$37,000 \$12,000.	Title III Supplemental Common Core
C. Required for Year 2	Goal 2 Improvement Plan Addendum* (IPA) for items A-B: Please describe the factors contributing to failure to meet desired accountability measures.				
D. Required for Year 4	Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet desired accountability measures.				
	Please describe all required modifications to curriculum, program, and method of instruction.				

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students Professional Development on ELD – Designated and Integrated materials and strategies. Professional Development on small group intervention strategies for Teachers and Paraprofessionals Family Literacy Project with the Berkeley Adult School Afterschool academic Tutors from local colleges *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities	Ed Services Staff	Professional development	\$24,000.	Title III Local Tax
		Site Principals	Providers	\$17,000.	
		District EL TSA	Teacher hourly Classified	\$32,000.	
		EL Teachers	hourly Materials and supplies	\$20,300.	
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$1,944	
		EL Estimated Costs Total:		\$95,275	

Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families Will provide instructional technology for usage in the Newcomer Classes at Middle and High School Academic Tutoring during the school day and after school Family EL Classes *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities	District EL	Chromebooks	\$10,000.	Title III Local Tax
		TSA	Professional development	\$8,000.	
		Site Principals	Provider	\$5000.	
		EL Teachers	Certificated Salaries Classified Salaries	\$3100.	
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$532.78	
		Immigrant Estimated Costs Total:		\$26,639	

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

Directions: Using the template, provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III LEAs in Years 2, 4, or 4+ must submit a copy of this Needs Assessment with the submission of the LEA Plan Goal 2 Update that includes the appropriate sections of the Improvement Plan Addendum (IPA).

Cover Sheet for Needs Assessment

Date submitted: June 30, 2016	Date Reviewed:
Name of COE Lead:	Title III Status: <input type="checkbox"/> + Y2 <input type="checkbox"/> Y4 <input type="checkbox"/> Y4+

Part A: Initial LEA, student demographics, and Title III contact information

Name of LEA Lead: Dr. Pat Saddler	Contact Person: Dr. Pat Saddler
LEA (or Consortium Lead) CDS Code: 41-69039	Telephone: 510-644-6202
Region #:	E-mail: patriciasaddler@berkeley.net
Grade Span of LEA: TK -12	Program Improvement (PI): <input type="checkbox"/> X Yes <input type="checkbox"/> No
Number of Students Enrolled in LEA: 9783	If YES, number of years in PI: 2
Number of EL Students: 1042	Consortium: <input type="checkbox"/> Yes <input type="checkbox"/> x No
Title III LEP Funding Amount: \$90,427	If YES, list the consortium members and CDS Codes for each:
Number of Immigrant Students: 334	
Immigrant Funding Amount: \$26,916	

Part B: Student Achievement Accountability History (as applicable)

Check AMAO(s) failed in 2011-12	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	<input checked="" type="checkbox"/> x AMAO 3 – ELA <input checked="" type="checkbox"/> x AMAO 3 – Math
Check AMAO(s) failed in 2012-13	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	<input checked="" type="checkbox"/> x AMAO 3 – ELA <input checked="" type="checkbox"/> x AMAO 3 – Math
Check AMAO(s) failed in 2013-14	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	x <input type="checkbox"/> AMAO 3 – ELA* <input type="checkbox"/> x AMAO 3 – Math* *HS only
Check AMAO(s) failed in 2014-15	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	<input type="checkbox"/> AMAO 3 – CAASP Participation Rate <input type="checkbox"/> AMAO 3 – Grad. Rate* *HS only

Needs Assessment Template

1. Identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAOs.

- a. Describe findings from student data analyses of the CELDT, CAASPP results and participation rates, attendance rates, graduation rates (as applicable), state data tools (e.g., ELSSA), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, LCAP Metrics) to measure EL student English proficiency, academic achievement in English language arts and mathematics, and findings derived from other data analyses as they relate to the AMAOs.

An analysis of district preliminary CAASPP scores indicated that district-wide improvement is needed in English Language Arts and Mathematics. On the 2015 CAASP, 24% of students who are socioeconomically disadvantaged and 24% of the students who are English Learners met or exceeded standards in English Language Arts in grades 3-8, and 32% of students who are socioeconomically disadvantaged and 5% of the students who are English Learners met or exceeded standards in English Language Arts. In mathematics, 34% of students who are socioeconomically disadvantaged and 18% of the students who are English Learners met or exceeded standards in grades 3-8, and 16% of students who are socioeconomically disadvantaged and 13% of the students who are English Learners met or exceeded standards.

b. Describe findings from EL program design and implementation analyses of the strengths and weaknesses in the program related to the AMAOs in the current LEA Plan Goal 2, the prior Year 2 Title III IPA (as applicable), and any other appropriate documents (e.g. the LEA's EL Master Plan). The program dimensions listed below are areas of implementation to consider in reviewing current plans.

Area of Implementation	Evidence Reviewed	Findings: Strengths & Weaknesses	Next Steps
Instructional Program Design for English learners (including language programs)	CAASPP Scores Reclassification TCRWP Scores ADEPT STAR Assessments	+ TCRWP Workshop-Reading/writing + LLI (Leveled Literacy Groups) + Systematic ELD/Constructing Meaning - Lack of consistency in ELA/ELD instruction	Update EL Masterplan Adopt new Middle School ELA/ELD materials Continue to develop Leveled Literacy Groups into middle school
Implementation of Instructional Services and Methods (including language programs)	CAASPP Scores Reclassification TCRWP Scores ADEPT STAR Assessment	- ELD/ELA materials not consistently used + LLI (Leveled Literacy Groups) + Reading Recovery	Provide more PD on the ELD: integrated versus designated Standards and how they can be taught through the Core Subjects
Professional Learning	PD offered 2015-16	- Not all teachers TK – 12 participated in the training + PD offered teachers a variety of equity based instructional strategies that can be utilized to better differentiate learning	District EL TSA to support EL Instruction and monitoring Provide more PD opportunities and District/Site support on building a systemic progress monitoring tool for EL's
Parent and Community Participation	Parent Engagement Activities log Parent Survey	- Parents participate in site and district committees + District programs for parent education	Parent Support and education opportunities (PIQE, Latino Parent Affinity Group) Translation ELAC/SGC/DELAC/ELPAC
Services for Immigrant Students (if LEA receives Title III Immigrant Funds)	CAASPP Scores TCRWP Scores CELDT ADEPT	+ Middle school Newcomer Class + High School Newcomer Class - Elementary Newcomer class needed	Provide professional development on strategies for Newcomers Create support for elementary newcomer students