

## Berkeley Unified School District Curriculum and Instruction School Plan for State and Federal Funding: EIA/ELL

Written by Heidi Ramirez-Weber, EL Lead teacher; input from BHS ELAC and BHS administrator in charge of English Learners, Jorge Melogoza

### BHS EL demographics and data analysis 2010-2011

#### Who are the English Learners? (Glossary at end of report)

There are currently 277 English learners at BHS about 8% of BHS. They speak 32 different languages. 52% are Spanish Speakers. Arabic and Urdu are the next biggest groups of students. 43 of them have IEPs. 105, or 1/3 are in the EL Newcomer Program (explained on page 6) and 172 or 2/3 are fully integrated in all of the small learning communities, with more in AC, BIHS, and CP Academy. They do not receive ELD or SDAIE (unless they are in the 9th grade Academic Language Development class. There are 27 students in this pilot class. It is on average the best attended ECO funded class.)

#### ELs in the different learning communities 2010-11

AC	Total in program	9 <sup>th</sup> <sub>h</sub>	10 <sup>th</sup>	11 <sup>th</sup>	12	% of program
AC	55	14	16	12	13	4.1
AHA	18	5	6	4	3	7.6
BIHS	32	8	9	8	7	3.5
CAS	17	3	6	6	2	7.4
CEC (Sped all day class)	1		1			
CPAcademy	24	5	6	5	7	10.1
Green	13	4	5	3	1	5.0
LA	2	2				9.5
Independent Study Program	5	1		2	2	3.4
INE (Sped literacy class)	6	2	3		1	0.3

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**Who are Long Term English Learners?**

The EL students causing the greatest concern for BHS are those who have been in US schools for over 5 years (usually since Kindergarten) and have not met reclassification criteria; They are often called Long Term English Learners (LTELs). They are no longer making yearly progress on the CELDT, hovering at levels 3 & 4. And, they are not becoming proficient in English Language Arts based on the CST and CAHSEE, and have a disproportionately high course failure rate. BUSD has failed to meet the state's criteria for EL progress for three consecutive years (AMAO 3, CST proficiency rate).

**How Are LTELs doing academically?**

- The first semester 85% of LTELs failed at least one class.
- Though BHS only has 8% Els of the BHS population, the percentage of LTELs who failed a class is 2 1/2 times more.
- 1/3 of LTELs are failing their English class.
- 1/3 of LTELs are failing 3 or more classes and in danger of dropping out.

<b>Long Term ELs in all of the learning communities</b>	<b>149</b>
AC	37
AHA	16
BIHS	22
CAS	14
CEC	1
CP	19
Green	12
LA	2
Independent Study	5
INE	6

<b>Berkeley High School LTEL Data</b>				
		Total Students	Total EL Students	Total Latino EL
D / F R e p o r t F a c t o r y	Failing one or more mainstream class:	F 733	147	85
	Failing mainstream English	F 292	55 EL	33
	Failing 3 or more core classes (Highest risk of drop-out)	F 283	59 EL	44

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**How are we meeting LTEL needs (or not)?**

When doing a round of "Walk-Through" observations at the beginning of the year in mainstream classes at BHS with LTEL students in them, the EL Lead teacher, district ELD coach, and the BHS VP in charge of ELs found that EL students were not asked to speak or write. They were not asked to use academic language. Teachers had not created engagement opportunities. There were not language objectives included in any lesson. SDAIE strategies were not being used for the most part.

Later in the fall semester the district ELD Coach shadowed a LTEL for a day and found that LTEls aren't being asked to use academic language or even conversational language in class:

<p>Total number of minutes speaking during 250 minutes of class time:</p> <ul style="list-style-type: none"> <li>To teacher: 1</li> <li>To classmates on task: 1</li> <li>To classmates off task: 6</li> </ul> <p>Number of times responded to question or prompt</p> <ul style="list-style-type: none"> <li>To teacher: 4 (nodded or shook head 3 times; said, "yeah" once)</li> <li>To partner or work group: 0</li> </ul> <p>Number of times raised hand: 0</p> <p>Total number of minutes out of class: 23 (tardy and bathroom pass)</p> <p>Number of minutes reading:</p> <ul style="list-style-type: none"> <li>Silently: 6</li> <li>Aloud: 0</li> </ul> <p>Total time sitting in class silently: 221 minutes</p>	<ul style="list-style-type: none"> <li>On task: 45 minutes (about 20%)</li> <li>Waiting: 156 minutes (about 70%)</li> <li>Off task: 20 minutes (about 10%)</li> </ul> <p>Demeanor in class: minimally compliant, polite, passive, silent</p> <p>Demeanor during passing period: friendly, upbeat, jovial, helpful, talkative</p> <p>Words his teachers used to describe him: shy, doesn't care, doesn't try, won't participate</p> <p>Teacher behavior/teaching strategies used:</p> <p>Total SDAIE strategies observed: 0</p> <p>Total sheltering techniques: 0</p> <p>Total engagement strategies: 0</p> <p>Total differentiation strategies: 1 (Choice of task)</p> <p>Flexible grouping: 0</p> <p>Partner work: 2 times (no accountability)</p> <p>Teacher "checked in" with student: 4 times</p>
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### What are the issues?

1. Once long-term EL students reach level 3 on the CELDT, they are mainstreamed into English language arts classes with no affective ELD instruction, SDAIE, or other support. This happens at BHS, middle school and the elementary level.
2. Long term ELs tend to lack confidence in their academic ability and feel discouraged by school. They appear disconnected and apathetic towards learning. They tend not to speak in class, but can use conversational English and so "pass" with out being noticed as needing academic language development. They are typically illiterate in their home language and their parents often have low educational levels. They don't reclassify and there are more in 9<sup>th</sup> grade and fewer in 12<sup>th</sup> grade to suggest that they drop out of high school.
3. According to Laurie Olsen, LTEL expert, core academic teachers require on-going training and coaching in academic language development and "SDAIE techniques across the curriculum." CLAD is not enough.
4. There is inconsistent use of the district ELD Benchmarks for monitoring progress and providing appropriate strategies to target language and literacy needs of EL students in the mainstream.
5. Parents are concerned and feel helpless when their children struggle academically in mainstream courses. They often request more information about the instructional program and how to advocate for their children within the schooling process. EL parents would like their children to be more included in conversations about exams, reclassification criteria, and setting short term and long term goals.

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### **What are the solutions?**

In order to increase the language proficiency and academic achievement of our ELs at BHS, we must improve our system in these areas:

- 1) Provide all students with academic language development (ALD) through content SDAIE instruction as well as appropriate interventions based on formative assessments;
- 2) Create an intentional, systematic focus on linguistic, academic, and social/emotional needs of the two distinct EL populations: LTELs and Newcomers---starting with the adoption of Academic Language teaching and learning as a WASC Area of Critical Academic Need.
- 3) Implement and monitor a full and consistent standards-based ELD for ELs at proficiency levels 1-5 for Newcomers and improve the quality of the Newcomer Program---especially working with the Spanish for Native Speakers teachers to have EL students access core academic content in L1 and L2 and have academic language learning in both L1 and L2.
- 4) Continue to work with parents, students, and staff to create a long term 3-5 year EL Plan for BHS.

### **What are essential components the administration should prioritize to serve this large population of low-performing ELs?**

- 1) On going training and coaching for all BHS teachers and staff in SDAIE across the curriculum and academic language teaching (Constructing Meaning)
- 2) An ALD course for all 9th grade LTELs in addition to their English class **See syllabus attached**
- 3) A position to support and monitor the Long Term EL services and students
- 4) Use of the Academic Learning Plan (ALP) for all ELs to monitor progress on reclassification and other academic and personal goals with their advisor—a tool to have regular “data chats” about their progress.. **See attached ALP draft**
- 5) The use of the Equitable Access to Content form by all teachers who have EL students who may be in danger of failing an EL student. **See attached draft**
- 6) Have one Spanish speaking counselor for all of the Newcomers next year, with a proposal that all ELs have one counselor in the future.
- 7) BHS staff requires timely and accurate information about the EL students at the moment of enrollment to place them in appropriately classes. CELDT, Newcomer, LTEL information needs to accessible on Power school.

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### Background Information on ELs:

#### \*What does the "EL" label tell you?

Students with this label are Below Basic or below grade level in English and not proficient in English and so have a lot of language and academic needs. EL students have had this label since they started in BUSD. In the registration process, on their Home School Language Survey, the family wrote that the home language was other than English, and then the student was given the CELDT, California English Language Development Test. Students who over all score 1-4 on the CELDT are classified as EL.

**\*What is the EL Newcomer Program?** At BHS if an EL student is a recent arrival, s/he can be a part of the EL Newcomer Program. For the most part, they have education in their own language and many have studied English and other language in their country. It is a Structured English Immersion Program (SEI) This year there are 105 ELs in the Newcomer Program. A Newcomer EL student is learning a new language: reading, writing, speaking, and listening academic English, as well as acculturating to U.S. school culture and expectations. According to Jim Cummins, a prominent researcher in language learning, "progress to grade-appropriate academic language performance usually requires 5+ years of L2 academic learning, " as opposed to learning another language for social or conversational goals. Newcomer EL students are in ELD classes for two hours, and are in Specially-Designed Academic Classes SDIAE for their core subjects. A teacher who has special training and a specific credential called a CLAD or Cross-cultural Language and Acquisition and Development credential teaches SDAIE classes in math, history, science, and English. In addition, many of EL Newcomers take a 7<sup>th</sup> period tutorial for academic support. Our goal in the Newcomer Program is to mainstream students as soon as possible and choose .

About 10-12 EL Newcomers mainstream every year as expected. They meet the district goal of improving one CELDT level every year. The Newcomer program Equity goal is for a second year in a row is to improve the passing rate of the CAHSEE ELA test for students at level 3 and 4 who are 11<sup>th</sup> and 12<sup>th</sup> graders.

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### What was our process to study data and come to these conclusions?

Last year, "The state mandated a review of EL data (ELSSA) to develop an EL Improvement Plan BHS convened an EL Committee to conduct a self-assessment of EL services and data of BHS ELs."

This year we continued that work with a meeting at the high school this year to envision the possibilities for ELs at BHS with teachers and administrators from BHS, King, Longfellow, our Board President, our new district ELD Coach, and the guidance of Laurie Olsen, Long Term EL expert and a National Equity Project coach,

### Our outcomes for the meeting were:

- 1) Envision & evaluate alternative models to better serve English Learners at BHS
- 2) Identify potential support for & constraints on EL program improvement
- 3) Develop our next steps

### We discussed these Guiding Questions:

1) How can we create a rigorous academic program at BHS that prepares all non-native English speakers for college and post-secondary careers? What steps do we hope to take toward this goal tonight?

2) How successful are the current EL programs at BHS? Which students & families are being well served and which are not? What new program models might we consider, and what are their strengths & weaknesses? **See program description rubric attached.**

• Presentation: current BHS EL program, data on current EL student achievement, overview of possible program models\

3) What is the level of site, district & community support that currently exists for creating a rigorous academic program at BHS that prepares all non-native English speakers for college & post-secondary careers? What challenges & constraints might we encounter? What potential stakeholders, allies & resources currently exist, and which are most essential to be brought into the decision making?

--2009-10 BHS ELLSA Committee: Maggie Heredia-Perez (VP/Admin) Patricia Stewart (EL Newcomer Home-school Liaison) Sherene Randle (AC/Eng Chair)  
Rachel Chodorow-Reich (AC/History/SDAIE) Warren Hahn (Math/SDAIE) Valeria Gonzalez (BHS student & board member)  
Phil Provost (SpEd/Literacy) Susan Jones (IHS/Eng) Myron Berkman (ELD/SDAIE) Alison Kelly (EL Coach/District Rep)  
Beatriz Leyva-Cutler (Board Member) Jessica Quindel (Math) Heidi Ramirez-Weber (EL Newcomer Lead Teacher)

--2010-11 Envisioning EL Program participants: Beatriz Leyva-Cutler (Board President) Jorge Melgoza (BHS EL Administrator) Alejandro Ramos (Longfellow VP)

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Patty Rathwell (King Lead teacher) Marcela Taylor and Janelle Bugarini (BHS Spanish for Native Speakers/AP Spanish teachers  
Heather Tugwell (District ELD Coach) Heidi Ramirez-Weber ( BHS EL Lead Teacher) Ken Yale (National Equity Project Coach)

**Overview of BHS EL School Plan for 2011-2012**

- Goals:** 1. Provide optimal instruction to ensure that EL students learn English at an accelerated rate (reading, writing, listening, and speaking).  
 2. Ensure that EL students have access to and learn academic content required for graduation.  
 3. Prepare EL students for a career path that supports their post secondary goals, creating a college going culture for EL students, and supporting EL students in developing a positive self-concept.  
 4. Provide on going training, coaching and professional development to BHS staff regarding EL student needs, available resources, instructional needs, the EL Newcomer Program and the three types of students: EL Newcomers, mainstream EL students or Long Term ELs (LTELs) in the six Learning Communities, and reclassified (R-FEP) students.  
 5. Ensure that EL parents and families are informed about parental rights and participate in the EL Program, the English Learner Advisory Committee (ELAC), and their advisory role to the Principal and School Site Council (SCC).

**Budget and Funding:**

EIA/ELL money projected total: \$78,120*; \$12,000 projected carryover (State money to only be used for EL students)	*Carry-Over Priorities for EIA/ELL from ELAC: 1. . Bilingual tutors \$7,000.00 2. PD for teachers \$5,000.00 Total Projected Carryover Money: \$12,000
.60 FTE EL Lead Teacher	
.47 FTE EL Bilingual Home School Liaison (combined with the .53 BSEP .53 Bilingual Home School Liaison to make a full time position)	
BSEP Grant: approximately \$ 51,400 in BSEP budget as of 4-11-11 meeting pending SSC and board approval.	

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<p>.53 FTE Bilingual Home School Liaison Bilingual Academic Tutors/Youth Advisors (See attached grant )</p>	
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**Relationship to School Wide Action Plan/WASC Plan**

**EL specific:**

Curriculum Task 18, page 12

Curriculum Task 19, page 13

Staff Climate and Culture, Task 8 on page 38-39

Decision Making Model ELAC page 69

Appendix 1 Categorical Program Monitoring 71

**Spanish Speaking Parent Resource Center Home school Liaison:**

Communication Task 8 page 52 (see attached)

**Other:**

Curriculum Tasks 1, 3, 4-11, 13-17 pages 4-11

Ninth Grade Program Tasks 1, 2, 3 pages 16-17

Attendance Task 4, 5, 6, pages 33-34

Student Support Task 3, 4, 6, 7, 8 pages 40-41

School Governance Structure Task 8, 9 page 42 and student support Task 2, 4, 5 pg 43-44

Communication Task 3, 4, 5, 6, 7, 11 pages 50-53

Small School Conversion Process Task 1, 2, 4, page 56-57

Professional Development Tasks 1-3 page 60

WASC Midterm Report 72

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<b>GOAL # 1</b> <b>Provide optimal instruction to ensure that EL students learn English at an accelerated rate (reading, writing, listening, and speaking).</b>	
<b>Student groups and grade levels to participate in this goal:</b> EL Newcomers 9-12 EL Mainstreamed in Small Learning Communities 9-12	<b>Outcome:</b> 1. English language proficiency 2. Move towards mainstream standards in ELA 3. Learn the necessary English to fully participate in grade level content classes
<b>Means of evaluating progress toward this goal:</b> 1. Gain one level in CELDT every year 2. Master ELD Benchmarks: an ongoing process (see attached) 3. Meet the criteria for Reclassification: A. CST/ELA: Basic or above B. Grades of C or better C. CELDT: an overall score of 4-5 4. Monitor grades and attendance 5. Pass CAHSEE 6. Meet graduation requirements 7. Meet UC/CSU eligibility criteria 8. Use the Academic Learning Plan (ALP) as a mechanism for monitoring all the above	

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<p align="center">Actions to be Taken to Reach This Goal<sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date<sup>2</sup> Completion Date</p>	<p align="center">Persons involved</p>	<p align="center">Relationship to Site/WASC Plan Goals:</p>
<p>1. Continue and improve the Structured English Immersion (SEI) program for EL Newcomer students (with double period ELD classes and SDAIE classes in English, Science, Math and History that ensures) that ELs meet the districts content and performance standards for their respective grades levels in a reasonable amount of time. ( Use program rubric).</p> <p>2. Cap ELD and SDAIE classes at 20 ( if Teacher Leader Team/administration approved)</p> <p>3. Continue to improve, implement, and expand an ALD (Academic Language Development) course as an ELD/literacy intervention for long-term/mainstreamed 9th grade English learners at CELDT levels 3-5. (Funding through Expanded Course Offerings 2010-11)</p> <p>The Proposal: Over half of our English Learners (63%) at BHS are mainstreamed into core English classes without ELD/ALD support in order to reach grade level expectations, reclassify as RFEP (fluent English Proficient), pass CAHSEE, and receive a high school diploma. The majority of these students (149) were born in Berkeley or have</p>	<p>1. yearly</p> <p>2. Yearly</p> <p>3. 2011-12</p>	<p>1. EL teacher leader, ELD and SDAIE teachers, EL Clerk/Home school Liaison, Parent Resource Center Home School Liaison, tutors/youth advisors, counselors, administration, ELAC, SCC, ELD Coach</p> <p>2. Teacher Leaders, ELAC, counselors, administration</p> <p>3. ALD teacher, EL teacher leader, EL Clerk/Home school Liaison, counselors, administration, ELAC, Teacher Leaders, Administration, ELD Coach</p>	<p>1. Curriculum Tasks 1, 4-11, 13- 19 pages 4-13; Staff Climate/ Culture Task 8 pages 38, Communication Task 8 page 52; ELAC page 69; Appendices 1, 2 pages 71-72</p> <p>2. Curriculum Task 5 page 5</p> <p>3. Curriculum Tasks 4, 10, 11, 13-16, 18, 19 pages 4-13; Ninth Grade Program Task 2, pages 17; Attendance Task 2, 4, 5, 6 pages 32-34; Appendices 1, 2 pages 71-72</p>

<sup>1</sup>

<sup>2</sup>

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<p>attended Berkeley schools since Kindergarten. We refer to these students at long-term ELs who have not received the appropriate instruction to successfully master English. We are proposing a .2 FTE for a 0 or 7th period class that meets five days a week, entitled Academic Language Development (ALD) to provide intensive academic writing instruction. This ALD course would be aligned with ELA state content standards in speaking and writing applications (genres). The ALD course would develop accurate oral fluency that bridges to accurate written fluency, emphasizing academic vocabulary, syntax, grammar, and mechanics through the writing process.</p> <p>The ALD course served as a pilot in 2010-2011 with the greatest attendance rate of all the ECO funded classes. The long term goal is to serve all students performing far below basic and below basic in writing, both mainstream ELs and English native speakers.</p> <p>4. Provide an extended day for our EL Newcomers through period 7 classes: 7th period EL Tutorial (In Goal 2, #5: Math Support Class for ELs, and CAHSEE prep class) (CPM VII-EL: 13.1 Teaching and Learning, see attached as Appendix 3)</p> <p><b>EL Tutorial:</b> Now instead of students just finishing their homework on any subject, we have created "Interactive-tutoring" based on the AVID or Advancement Via Individual Determination program. A tutor who has also tutored in the ELD class is now directly teaching small groups of students created by math class and level. In small groups, students take on the role have guided practice and examples to learn new math concepts. AVID tutorials focus on "inquiry as the vehicle for learning"</p>	<p>4. Yearly</p>	<p>4. EL lead teacher, counselors, EL Home School Liaison/EL Clerk, EL Tutorial teacher, EL CAHSEE teacher, Bilingual tutors</p>	<p>4. Curriculum Tasks 14, 17-19 pages 10-13; Ninth Grade Program Task 1 page 16; Appendices 1, 2 pages 71-72</p>
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<p>where tutors guide students to solutions. Many of the small groups function in Spanish and English with a Spanish speaking tutor. <b>In our tutorial there are about 27 students and 4-5 tutors every day.</b> Tutors are UC students and bilingual. <b>Tutors are funded mostly through BSEP.</b></p> <p>5. Provide intensive English classes at BHS or at BCC (Berkeley City College) during summer school for EL Newcomers to let them access language learning and UC/CSU (P) English classes. If funding is available.</p> <p>6. Design and implement an ALP (Academic Learning Plan) for all ELs at BHS. Identify an ALP advisor to work with ELs. Train ALP advisor to use the ALP. The ALP will be designed by the EL student to include short term and long-term goals, which address ELD Benchmarks, CELDT and CAHSEE scores, grades, attendance records and reclassification criteria. The ALP will also include the course schedule and intervention services to appropriately support both linguistic and academic progress as well as ensure state-mandated requirements. A long term goal is for the ALP to be stored on Power School so that teachers can access the information in order to monitor and support the goals for ELs. The ALP Advisor will work collaboratively with counselors to design course schedules for ELs and advocate for highly qualified teachers.</p> <p>As part of the district's improvement plan for EL services, the ALP will provide a mechanism for ensuring appropriate instructional support for ELs (K-12) that can be queried as a report on a regular</p>	<p>5. Yearly</p> <p>6. 2011-12</p>	<p>5. EL lead teacher, counselors, EL Home School Liaison/EL Clerk</p> <p>6. ELD, SADIE, mainstream teachers, EL lead teacher, EL Home School Liaison/EL Clerk. Parent Resource Center Home School Liaison, ELD Coach, ELadvisors</p>	<p>5. Curriculum Tasks 14, 17-19 pages 10-13; Ninth Grade Program Task 1, 3 pages 16-17; Appendices 1, 2 pages 71-72</p> <p>6. Curriculum Task 4, 14, 16, 18, 19, pages 5-13 Small school conversion Task 4 page 57 Appendices 1, 2 pages 71-72</p>
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<p>functions will be included in the ELD Benchmarks in order to be consistent with K-8 ELD Benchmarks as a district wide monitoring tool.</p> <p>10. Maintain the following positions in the EL Newcomer Program: Coordination of the program is funded with EIA money by spending .6 FTE on the EL Lead Teacher, .47 FTE on a Spanish Speaking EL Bilingual Home school Liaison and 1.0 FTE for a Spanish speaking Parent Resource Center Home School Liaison. This is to ensure that many duties related to federal and state compliance issues are addressed adequately. The duties of each of these positions is listed below:</p> <p><b>EL Lead Teacher Duties (funded at .6 FTE):</b></p> <ul style="list-style-type: none"> <li>• 1. Oversee assessment of incoming EL students</li> <li>• 2. Oversee placement of incoming EL students</li> <li>• 3. Coordinate annual assessment (CELDT) of all ELs</li> <li>• 4. Complete Reclassification paperwork for eligible ELs</li> <li>• 5. Prepare for and oversee regular ELAC parent meeting, officer meetings and documents ELAC mandatory topics</li> <li>• 6. Supervise budget records for EIA, BSEP and BHSDG</li> </ul> <p>7. Coach ELD, SDAIE and mainstream teachers</p> <p>8. Coordinate EL PD and work with ELD, SDAIE and mainstream teachers, and the ELD Coach to improve teaching and learning for EL students; Support PD in AC especially, and all SLCs.</p> <p>9. Serve as the EL Teacher Leader on the Teacher Leader Team .</p> <p>10. Serve as a liaison between students and counselors, administrators, registrar and teachers</p> <ul style="list-style-type: none"> <li>• 11. Facilitate parent meetings with teachers and counselors</li> <li>• 12. Work with Special Ed to identify and support EL-Special Ed students' and their IEPs</li> <li>• 13. Complete R30 State Language Census Data reports</li> </ul>	<p>10. Yearly</p>	<p>10. ELAC, Parent Resource Center Home school Liaison, EL lead teacher, EL Home School Liaison/EL Clerk, administration, SCC</p>	<p>10. All of the Tasks above and Appendices</p>
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<ul style="list-style-type: none"> <li>• 14. Prepare documents for the EL plan, OCR Compliance Reports, and Categorical Program Monitoring as needed</li> <li>• 15. Recruit/hire/place/evaluate and manage bilingual EL tutors</li> <li>• 16. Articulate with middle schools for appropriate scheduling/placement of incoming 9<sup>th</sup> graders</li> <li>• 17. Write, monitor and evaluate BSEP proposals</li> <li>• 18. Monitor and support progress of ELs in ELD/SDAIE classes and oversee movement between levels</li> <li>• 19. Monitor progress of ELs in mainstream classes and provide additional and appropriate services as necessary and possible; support data gathering for ALPs, and train ALP advisors</li> <li>• 20. Monitor and support progress towards ELs passing CAHSEE; EL Newcomer Equity Goal</li> <li>• 21. Coordinate special EL activities such as the Yearbook, Field Trip, and Awards Night, and Dance/Talent Show</li> <li>• 22. Monitor ELs progress towards graduation and college requirements and work with counselors as needed.</li> </ul> <p>23. Plan with EL team for improving services at BHS for ELs.</p> <p>24. Plan PD for the EL program, be on the AC PD team for planning AC PD, attend the PD leader meetings weekly.</p> <p><b>Bilingual EL Home School liaison .47 FTE:</b></p> <ol style="list-style-type: none"> <li>1. Manages EL student records in Office, Spreadsheet and Cumulative record folder</li> <li>2. Conducts initial and annual CELDT assessments in English</li> <li>3. Conducts initial primary language assessments (e.g. QIA in Spanish)</li> <li>4. Orients new students to the school</li> <li>5. Maintains databases of ELs students' test scores, support services, progress on transcripts, teachers CLAD status, etc.</li> <li>6. Manages the tutor time sheets and keeps a spreadsheet of spending.</li> <li>7. See other job duties in the BSEP grant for EL Home School Liaison and in #11 below.</li> </ol> <p><b>1.0 FTE Spanish Speaking Parent Resource Center Home School Liaison (paid with EIA/SCE money)</b></p>			
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<p>Bilingual in Spanish and English, this position focuses on meeting the needs of and serving as advocate for the Spanish-speaking community at BHS. This position ensures that Spanish-speaking students and their families are well served and aware of the resources available to them. This position builds successful relationships between the school, families, and community organizations. In addition, through the ALP process, this position monitors and supports R-FEP students according to the EL Master Plan.</p> <p>11. Since additional money is needed beyond EIA money, a BSEP Grant for 2010-2011 is necessary to maintain the following EL Program positions <b>.53 EL Bilingual Home-School Liaison</b> This is to ensure that many duties related to federal and state compliance issues are addressed adequately. The duties of each of these positions is listed below: (see full BSEP grant attached as Appendix 4)</p> <p>"The goals of this project are to raise the achievement level, increase the rate of graduation for EL, help ELs continue their language learning, and promote over-all success in college."</p> <p><b>The .53 EL Bilingual Home-School Liaison responsibilities are:</b> This most essential part of this grant consists of hiring a .53 FTE classified Home-School Liaison to <b>work with all EL students and their families as an advocate for EL students and to provide link between school and EL students' homes.</b></p> <p>The EL Home School Liaison helps create support and access in Spanish for the 15% or 549 Latino student population at BHS in all the Small Learning Communities (not all EL students).</p>	<p>11. Yearly</p>	<p>11..EL teacher leader, EL Clerk/Home school Liaison, Parent Resource Center Home School Liaison, ELAC, BSEP Committee, SCC, administration</p>	<p>11. Curriculum Task, 4, 14, 18, 19 page 5-13; Student Support Task 9 page 42; Communication Task 8 page 52; ELAC page 69; Appendixes 1, 2 pages 71-72</p>
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<p>Only found in the two Home School Liaison's job descriptions are to translate and communicate in Spanish. Very often it is the EL Home-School Liaison communicates in Spanish with students and families who are EL who are not EL students as well—helping in the front office or in meetings with all counselors or other staff. The EL Home School Liaison translates at school events and information nights for EL and non-EL students and their families. Additional duties: Provide interpretation for parents meeting with administrators, counselors, teachers, etc. Translate materials as needed for parent meetings, teachers, registrar, and counselors. Make calls and attend meetings with parents. Track academic progress of ELs and refer to support services as needed. Provide weekly advising to a caseload of students and work with Parent Resource Center to arrange home visits. The EL Home School Liaison is an important position for all of the BHS community.</p> <p>12. EL Website: <a href="http://www.bhseil.com/">http://www.bhseil.com/</a> Created with Mouse Squad assistance.</p>	<p>12. Started in 2008 and on going</p>	<p>12. EL Newcomer students, EL Lead Teacher, Technology Lead teacher</p>	<p>12. Communication Task 3 page 50</p>
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<b>GOAL # 2</b> <b>Ensure that EL students have access to and learn academic content required for graduation.</b>	
<b>Student groups and grade levels to participate in this goal:</b> EL Newcomers 9-12 EL Mainstreamed in Small Learning Communities 9-12 Reclassified Students (R-FEP)	<b>Outcome:</b> 1. Pass the math and English CAHSEE 2. Improve D/F grades in math, starting with SDAIE math classes 3. Have a GPA of 2.0 or better 4. Attend classes regularly 5. Meet all graduation requirements (page 6 course catalog)
<b>Means of evaluating progress toward this goal:</b> 1. Meet the criteria for Reclassification: A. CST/ELA: Basic or above B. Grades of C or better C. CELDT: an overall score of 4-5 2. Monitor grades and attendance 3. Pass CAHSEE Math & English (score 350 or above) 4. Meet graduation requirements 5. Meet UC/CSU eligibility criteria 6. Use the ALP as a mechanism for monitoring all the above.	

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<p align="center">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Persons involved</p>	<p align="center">Relationship to Site/WASC Plan Goals:</p>
<p>1. Through the ALP Process use ELD Benchmarks, grades, attendance, CAHSEE scores and other assessments to assess, monitor and support English Learners' academic progress.</p> <p>2. Including the ALD the ALP process, and the Equitable Access to Content for English Learners at BHS form for each EL in danger of failing: design and implement an intervention plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable <b>especially for EL mainstream students within each SLC to provide for academic success.</b></p> <p>3. Provide an extended day for our EL Newcomers through period 7 classes: 7th period EL Tutorial, Math Support Class for ELs, and CAHSEE prep class</p> <p><b>EL Tutorial:</b> Now instead of students just finishing their homework on any subject, we have created "Interactive-tutoring" based on the AVID or Advancement Via Individual Determination program. A tutor who has also tutored in the math class is now directly teaching small groups of students created by math class and level. In small groups, students take on the role have guided practice and examples to learn new math concepts. AVID tutorials focus on "inquiry as the vehicle for learning" where tutors guide students to solutions. Many of the small groups function in Spanish and English with a Spanish speaking tutor. <b>In our tutorial there are</b></p>	<p>1. Ongoing</p> <p>2. 2011-2012</p> <p>3. Yearly</p>	<p>1. ELD, SADIE, mainstream teachers, EL lead teacher, EL Home School Liaison/EL Clerk SLC Teacher Leaders, administration, English teachers, and advisors</p> <p>2. SLC Teacher Leaders, ELD, EL lead teacher, administration, ELD Coach, ELAC, SCC</p> <p>3. EL lead teacher, counselors, EL Home School Liaison/EL Clerk, EL Tutorial teacher, EL CAHSEE teacher EL Lead teacher, Bilingual tutors</p>	<p>1. Curriculum Task 4, 14, 16, 18, 19, pages 5-13 Small school conversion Task 4 page 57 Appendices 1, 2 pages 71-72</p> <p>2. Curriculum Task 4, 14, 16, 18, 19, pages 5-13 Small school conversion Task 4 page 57 Appendices 1, 2 pages 71-72</p> <p>3. . Curriculum Tasks 14, 17-19 pages 10-13; Ninth Grade Program Task 1 page 16; Appendices 1, 2 pages 71-72</p>

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<p>about 27 students and 4-5 tutors every day. Tutors are UC students and bilingual. Tutors are funded mostly through BSEP.</p> <p><b>EL CAHSEE Intervention Class:</b>          EL students make up a large percentage of students who struggle to pass the CAHSEE by their senior year. A 7<sup>th</sup> period class with both an hourly wage teacher and two tutors per day for an average class size of 25 will be offered for the entire school year. Curriculum will include both direct instruction as well as CAHSEE Revolution. CAHSEE pretests in Datawise, CDE release questions will be among the sources used in instruction. In 08-09 this 7<sup>th</sup> period intervention was one of the most attended after-school interventions.</p> <p>6. *Funding is available on a per student/per hour basis and this program should be self-funded.</p> <p>1) 1 teacher for 36 weeks x 5 hours = 180 hrs. @ \$40/hr = \$6400          2 tutors for 36 weeks x 5 hours = 360 hrs. @ \$20/hr = \$7200          (BHS CAHSEE plan for 2009-2010) If funded--it wasn't in 2009-11</p> <p><b>4. Bilingual Classroom Tutors help EL students have access to core curriculum in their first language and assist in EL student's academic language learning in classes.</b> EL students must practice reading, writing, speaking, and listening in one-on-one, pairs, and small groups that are active, participatory, and project based learning. Teachers who teach EL students need tutor support in their classrooms for non-traditional or SDIAE teaching. Bilingual tutors are necessary because concepts transfer from the student's first language to English. Tutors help make that transfer possible. In addition, they tutor EL students outside of the classroom and work in all content areas. (Funded mostly through BSEP)</p>	<p>4. Yearly</p>	<p>4. EL lead teacher, counselors, EL Home School Liaison/EL Clerk, EL Tutorial teacher, EL CAHSEE teacher EL Lead teacher, Bilingual tutors</p>	<p>4. . Curriculum Tasks 14, 17-19 pages 10-13; Ninth Grade Program Task 1 page 16; Appendices 1, 2 pages 71-72</p>
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<p><b>5. "Challenges Youth Advisors":</b>                  This third part of this grant is aimed specifically at the most at-risk EL students. These greatest "At-risk" EL students are those who are have attendance problems, or who have a G.P.A of less than 2.0. They are at risk of dropping out of school and failing to graduate. These students have a variety of reasons for not doing well and having a one-on-one advisor to mentor them is one kind of support they need to change their direction and improve. (Funded mostly through BSEP)</p> <p>6. Provide L1 academic support in class and after school to provide access to content. Begin to work during PD time with the Spanish for Native Speakers teachers next year to have Academic Language in both ELD and SNS for EL students who are Spanish Speaking with a long term goal of having ELs who are literate in Spanish take a core class in Spanish too.</p> <p>7. Monitor and support reclassified students (R-FEP) according to state law for two years after reclassification. Design a similar ALP page on Power School to ensure R-FEPs are maintaining grade level status or beyond.</p> <p>8. Schedule EL students for summer school, night school, and BCC and Cyber high to recover credits or accelerate if behind in certain credits after immigrating, or a 5 year high school in order to be able to pass the CAHSEE.</p>	<p>5. Yearly</p> <p>6. On going</p> <p>7. On going</p> <p>8. On going</p> <p>9. Started in 2008 and on going</p>	<p>5. EL lead teacher, counselors, EL Home School Liaison/EL Clerk, EL Tutorial teacher, EL CAHSEE teacher EL Lead teacher, Bilingual tutors</p> <p>6. Bilingual tutors, Youth advisors, EL Home School Liaison/EL Clerk, Parent Resource Center Home School Liaison, Bilingual teachers and other bilingual staff, Spanish for Native Speakers teachers.</p> <p>7. same as #6</p> <p>8. Counselors with the support of the EL Lead teacher, EL Home School Liaison/EL Clerk</p> <p>9. EL Newcomer students, EL Lead Teacher, Technology Lead teacher</p>	<p>5. . Curriculum Tasks 14, 17-19 pages 10-13; Ninth Grade Program Task 1 page 16; Appendices 1, 2 pages 71-72</p> <p>6. . Curriculum Tasks 14, 17-19 pages 10-13; Ninth Grade Program Task 1 page 16; Appendices 1, 2 pages 71-72</p> <p>7.same as #6</p> <p>8. Same as #6.</p> <p>8. Communication Task 3 page 50</p>
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9. EL Website: <a href="http://www.bhse.com/">http://www.bhse.com/</a> created with Mouse Squad assistance.			
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<b>GOAL # 3</b> <b>Prepare EL students for a career path that supports their post secondary goals, creating a college going culture for EL students, and supporting EL students in developing a positive self-concept.</b>	
<b>Student groups and grade levels to participate in this goal:</b> EL Newcomers 9-12 EL Mainstreamed in Small Learning Communities 9-12 R-FEPs 9-12	<b>Outcome:</b> 1. Improve D/F grades in math, starting with SDAIE math classes 2. Be CSU/UC eligible 3. Be private college eligible (less need for SAT scores) 4. Set and meet goals and deadlines for the college process 5. Have a GPA of 3.0 or better 6. Attend classes regularly 7. Advocate with teachers and school staff 8. Becomes a part of the larger BHS community and SLCs 9. Accesses BHS resources in English and his/her language* if needed or requested. *BHS does not have 15% of BHS students representing one language group as EL, but we do have 227 EL students who speak 28 different languages. At BHS. 50% of ELs are Spanish speakers and 549 Spanish speakers at BHS total. 10. Have opportunities to feel challenged 11. High expectations with appropriate support to achieve them 12. Faith in their capacity --that spirit and commitment to push students to believe in themselves 13. Community --consciously nurtured so that they can become a community of learners helping each other to succeed. (#10-13 from CPA and Susannah Bell's speech as teacher of the year honored by the Berkeley Public Education Foundation spring 2009)
<b>Means of evaluating progress toward this goal:</b> 1. Monitor grades in math, starting with SDAIE math classes	

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| <ol style="list-style-type: none"><li>2. Meet UC/CSU eligibility criteria</li><li>3. Monitor EL student grades and attendance</li><li>4. Pass CAHSEE Math &amp; English (score 350 or above)</li><li>5. Monitor ELD Benchmark 6. Monitor PSAT, and A.P. data</li><li>7. Evaluate student experience/perception survey 8. Use the ALP as a mechanism for monitoring all the above.</li></ol> |  |
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<p align="center">Actions to be Taken to Reach This Goal<sup>3</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date<sup>4</sup> Completion Date</p>	<p align="center">Persons involved</p>	<p align="center">Relationship to Site/WASC Plan Goals:</p>
<p>1-9. The same as actions 1-7 in GOAL #2.</p> <p>8. Support EL students in participating in the Outsider's Club a BCC College and Career readiness transition class created by Dave Stevens</p> <p>9. Direct ELs to the appropriate support services on campus to give them more access. (e.g. College and Career Center, Health Center, Counselors etc.)</p> <p>10. Provide opportunities for EL students to fully participate in the larger school community, participate in extra-curricular activities, and create relationships outside of the EL Newcomer program and take student leadership positions. (e.g. The Yemeni Youth Club, Earphone English Club, The Scholarship/AB540 Club, peer tutoring, sports teams, Leadership, Mouse Squad, the Principal's Advisory Group, SCC, etc.)</p> <p>11. Re-create an EL student group, named "Cultural Unity" to teach,</p>	<p>1.-9. same as 1-9 in Goal #2</p> <p>8. Yearly</p> <p>9. Yearly</p> <p>10. On going</p> <p>11. 2011-12</p>	<p>1.-7 The same as 1-9 in Goal #2.</p> <p>8. Counselors, EL Lead teacher, EL Home school Liaison, Outsider's Club Teacher</p> <p>9. Counselors, EL Lead teacher, EL Home school Liaison. Parent Resource Center Home School Liaison</p> <p>10. All BHS Staff</p> <p>11. EL mainstream and EL</p>	<p>1.-9.The same as 1-9 in Goal #2.</p> <p>8. Curriculum Task 4, 14, 18, 19 page 5-13; Appendices 1, 2 pages 71-72</p> <p>9. Curriculum Task 18, 19 page 5-13; Appendices 1, 2 pages 71-72</p> <p>10. Curriculum Task 18, 19 page 5-13; Student Climate/ Culture Task 3, 4 page 40; Appendices 1, 2 pages 71-72</p> <p>11. Curriculum Task 18, 19 page 5-13; Student</p>

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<p>lead, and become peer advocates for other ELs. The main topics are the acculturation process, goal setting, the college process and other post secondary opportunities, as well as issues of discrimination that ELs face on campus and in their communities.</p>		<p>Newcomer Students, ELD and SDAIE teachers, EL Lead teacher, EL Home school Liaison. Parent Resource Center Home School Liaison, Cultural Unity</p>	<p>Climate/ Culture Task 3, 4 page 40; Appendices 1, 2 pages 71-72</p>
<p>12. Create a student experience/perception survey</p>	<p>12. 2011-12</p>	<p>12. Cultural Unity, EL and R-FEP students, EL Lead teacher, EL Home school Liaison. Parent Resource Center Home School Liaison</p>	<p>12. Student Climate/ Culture Task 7 page 38, Communication Task 4 page 53</p>
<p>13. Participate in Know Your Rights Training by the Asian Law Caucus for all EL Newcomers, their teachers, and participate in a train the trainer KYR workshops for some EL Newcomer Leaders to be able to train next year classes. We started this process spring 2010.</p>	<p>13. yearly</p>	<p>13. Asian Law Caucus, EL Lead teacher, ELD teachers, EL Newcomers</p>	<p>13. Curriculum Task 18, 19 page 5-13; Student Climate/ Culture Task 3, 4 page 40; Student Support Task 2 page 42; Appendices 1, 2 pages 71-72</p>
<p>14. AB540 Scholarship Club sponsored by the RISE program at U.C. Berkeley. This afterschool club meets every Friday after school for students with out Social Security Numbers. Students met with their U.C. Berkeley writing coach and mentor to work on college personal statements, applications, and most importantly scholarships to be able to pay for their college educations. This project uses the E4FC scholarship list and is also sponsored by this group. E4FC is Educators for Fair Consideration. The scholarship link is: <a href="http://e4fc.org/images/E4FC_Scholarships_NOSSN_090823.doc">http://e4fc.org/images/E4FC_Scholarships_NOSSN_090823.doc</a></p>	<p>14. yearly</p>	<p>14. EL lead teacher</p>	

<b>GOAL # 4</b> Provide training and professional development to BHS staff regarding EL student needs, available resources, instructional needs, the EL Newcomer Program and the three types of students: EL Newcomers, mainstream EL students or LTELs in all SLCs, and R-FEP reclassified students.	
<b>Groups participating in this goal</b> teachers, staff, students, administrators	<b>Outcome:</b> 1. Increase the knowledge of EL needs, including state requirements, identification and reclassification criteria. 2. Improve instructional practice to better serve the needs of ELs. 3. All staff becomes advocates for ELs, referring them to appropriate services on and off campus. 4. Develop positive rapport with ELs who are culturally and linguistically diverse. 5. Provide more access to BHS resources for EL students.
<b>Means of evaluating progress toward this goal:</b> 1. Utilize the SIOP tool and other classroom observation protocols 2. Monitor and analyze ELD Benchmarks 3. Monitor and analyze EL student grades and attendance	

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| <ol style="list-style-type: none"><li>4. Monitor and analyze <i>Graduation rates/dropout data</i></li><li>5. Participate and analyze staff perception survey about EL students and service</li><li>6. Use the ALP as a mechanism for monitoring 2-4 above.</li></ol> |  |
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<p align="center">Actions to be Taken to Reach This Goal<sup>5</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date<sup>6</sup> Completion Date</p>	<p align="center">Persons involved</p>	<p align="center">Relationship to Site/WASC Plan Goals:</p>
<p>1. Ensure all English Learner students are appropriately identified in a timely manner (2020 Strategy 3. Action Step A, page 3)</p>	<p>1. On going</p>	<p>1. EL Lead teacher, counselors, registrar, EL Home school/EL Clerk</p>	<p>1. Curriculum Tasks 18,19 pages 10-13; Appendices 1, 2 pages 71-72</p>
<p>2. Place new EL students in the appropriate ELD classes in the Newcomer Program, or ALD classes, documented on the ALP.</p>	<p>2. On going</p>	<p>2. Counselors, EL Lead teacher, EL Home school/EL Clerk</p>	<p>2. Curriculum Tasks 18,19 pages 10-13; Appendices 1, 2 pages 71-72</p>
<p>3. Provide all BHS staff with an EL list (CELDT scores , home language, school entry date, CST scores, etc.) or access to the ALP on Powerschool.</p>	<p>3. Every semester</p>	<p>2. Counselors, EL Lead teacher, EL Home school/EL Clerk</p>	<p>3. Curriculum Tasks 18,19 pages 10-13; Appendices 1, 2 pages 71-72</p>
<p>4. Transcripts read from previous schools and translated upon arrival for EL Newcomers</p>	<p>4. On going</p>	<p>4. Counselors, registrar, EL Lead teacher, EL Home school/EL Clerk, administration</p>	<p>4. Curriculum Tasks 18,19 pages 10-13; Appendices 1, 2 pages 71-72</p>
<p>5. Provide comprehensive school support for ELs beginning with the admissions process, through program placement, and monitoring after reclassification. Assign an ALP advisor to every EL at BHS. (2020 Strategy 3. Action Step B, page 3)</p>	<p>5. On going</p>	<p>5. All BHS staff, SCC, ELAC</p>	<p>5. &amp; 6. Curriculum Tasks 4, 7, 8, 9, 10, 13, 14, 17, 18, 19 pages 4-13; Ninth Grade Program Task 2 page 17; Attendance Task 4 page 33; Staff Climate/ Culture Task 7 pages 38-39; ELAC page 69; Appendices 1, 2</p>
<p>6. Train all ALP Advisors and counselors to work with EL students and understand their needs, placement, and schedules.</p>	<p>6. On going</p>	<p>6. Counselors, EL Lead</p>	

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<p>English Learners" in Oakland.</p> <p>---We sent two teachers from AC, two from BIHS, EL lead teacher, Life Academy/Af. American studies teacher to the Constructing Meaning Training for three days of initial training. Two of those teachers will go to the week long CM training to become trainers this summer and be ready to train BHS teachers next year.</p> <p>---The district ELD Coach and BHS lead teacher are proposing a three day CM training for 50 teachers at BHS the week after school is out. And then on-going training until all BHS teachers are trained.</p> <p>---Three BHS teachers, Board President, district ELD Coach, district Equity coach (Pamela Small Harris), to Seal of Biliteracy workshop by Laurie Olsen and Californian's Together</p> <p>--2009-10 : we sent eight SDAIE and mainstream teachers to SIOP and other conferences.</p> <p>--Provide 6 days of SIOP training (3 during the summer &amp; 3 during the school year) to a cohort of 30 BHS teachers each year. (proposal attached) SIOP will become the adopted model for SDAIE instruction at BHS so that all teachers incorporate language and content objectives as well as utilize research-based techniques to effectively teach ELs through content instruction. (Appendix 3) ---</p> <p>--Provide a one day conference on May 27<sup>th</sup> Long-Term English Learners "Long Term English Learners: Directions for Policy, Program and Practice "Presented by Dr. Laurie Olsen, Researcher and author of new publication on California's Long Term English Learners And Dr. Tatyana Kleyn, Professor and researcher from City University of New York PLUS Presentations from consultants, district and school site program and instructional specialists developing new directions for Long Term English Learners Targeted for: State, County, School and District Leadership Teams</p> <p>Almansor Court Banquets and Restaurants 700 S. Almansor Street, Alhambra, CA. 91801 626-570-4600</p> <p>9. Create a EL Newcomer PD Plan for 2011-12, including PD with the Native Speakers program, the SDAIE teachers, and PD for AC</p> <p>10. Provide greater support to school personnel in honoring, affirming, and integrating ELs' home culture into the school community to support a positive acculturation process.</p> <p>11. Create a Staff experience/perception survey about ELs.</p>	<p>9. yearly</p> <p>10. On going</p> <p>11 2009-2010</p>	<p>9. EL teacher leader, ELD and SDAIE teachers, PD Leaders, EL administrator</p> <p>10. EL Lead teacher, SCC, ELAC</p> <p>11. EL Lead teacher, ELD teachers, Cultural Unity</p>	<p>9. Same as #8.</p> <p>10. Curriculum Tasks 18, 19 pages 4-13</p> <p>11. Staff Climate/ Culture Task 1, 6 page 36-37; Communications Task 4 page 53; Appendixes 1, 2 pages 71-72</p>
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<b>GOAL # 5</b> <b>Ensure that EL parents and families are informed about parental rights and participate in the EL Program, the English Learner Advisory Committee, and their advisory role to the Principal and School Governance Council.</b>	
<b>Groups participating in this goal (e.g., students, parents, teachers, administrators):</b>  Students, parents, teachers, staff, administrators	<b>Outcome:</b> 1. Increase the knowledge of EL/R-FEP needs, including state requirements, identification and reclassification criteria, and support strategies. 3. Improve communication and provide more access to BHS resources with Parents and families of EL and R-FEP students, especially in Spanish. 4. Develop positive rapport with EL parents and families who are culturally and linguistically diverse. 5. Support ELAC as a strong advisory group to the principal, SGC, and school board.
<b>Means of evaluating progress toward this goal:</b> 1. Maintain ELAC/DELAC sign in sheets and minutes 2. Maintain EL Parent Contact Log 3. Record ELAC Parent Leadership meetings minutes 4. Record any other record of EL parent involvement in SLCs or whole school meetings. 5. Implement Parent Experience/Perception Survey	



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<p>Career Center, Health Center, Vice Principals etc.)</p> <p>6. Design and implement a EL/R-FEP Parent Experience/Perception Survey</p> <p>7. Work collaboratively with the Family Resource Center to produce a series of videos in Spanish to inform EL parents about school systems, such as course options, enrollment process, reclassification, testing, and college eligibility requirements.... others?</p> <p>8. Involve ELAC parents in coordinating parent information workshops, analyzing student data, and advising the principal and SGC regarding EL services and budget allocations.</p> <p>9. EL Website: <a href="http://www.bhsel.com/">http://www.bhsel.com/</a> created with Mouse Squad assistance. Will available in Spanish in the future and some other languages: Arabic, Urdu, and Chinese.</p>	<p>6. 2010-2011</p> <p>7. Spring 2010-2011</p> <p>8. ongoing</p> <p>9. Started in 2008 and on going</p>	<p>6. Counselors, EL Lead teacher, EL Home School Liaison, Parent Resource Center Home School Liaison, ELAC</p> <p>7. EL Coach, EL Lead teacher, Family Resource Center</p> <p>8. EL Lead teacher, EL clerk/home school liaison, ELAC, ELAC leaders</p> <p>9. EL Newcomer students, EL Lead Teacher, Technology Lead teacher</p>	<p>ELAC page 69; Appendices 1, 2 pages 71-72</p> <p>6. Student Support Task 6-9; Communication Task 4, 11 page 51, 53</p> <p>7. Communication Task 4, 5,6, 7, 8, 10 page 51-53</p> <p>8. page 69</p> <p>9. Communication Task 3 page 50</p>
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### **Appendices:**

1. **EL Glossary**
2. **Academic Language Plan (ALP) draft**
3. **Equitable Access to Content form draft**
4. **Program Description Rubric**
5. **EL Demographics 2010-11**
6. **Revised ELD Benchmarks**
7. **Constructing Meaning Flyer**
8. **EL Master List**
9. **EL BSEP Grant**
10. **Seal of Biliteracy pathway**
11. ***Reparable Harm* by Laurie Olsen summary**

### **English Learner Glossary:**

**20/20 Plan** = City, community, and school district collaboration and plan to close the achievement gap by the year 2020

**AB540** = CA state law that says college students without a social security number can sign a confidential waiver and get in-state-tuition. An AB540 student is another way of saying an undocumented student. We have an AB540 Scholarship club at BHS.

**ALD** = Academic Learning Development A pilot ALD course as a period 7 class, with a plan to expand services to all struggling writers at BHS, including ELs and SELs (Standard English Learners).

**ALP**=Academic Learning Plan is a form that will be on Power School, used by staff, students, and parents to monitor and evaluate EL students' progress.

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**AMO** = Annual Measurable Objectives, state/district goals

**AVID** = Advancement Via Individual Determination program.

**BCC** = Berkeley City College

**CAHSEE**=California High School Exit Exam

**CAHSEE Revolution** = a curriculum for CAHSEE with an online component.

**CELDT** = California English Language Development Test—an in initial, and annual test of reading, writing, listening, speaking for all students who register and say that their first language is other than English.

**CDE**= California Department of Education [www.cde.ca.gov](http://www.cde.ca.gov)

**CST** = California Standards Test; an annual state test.

**Cyber High**= On-line courses for credit recovery.

**DELAC** = District English Learner Advisory Council

**EL** = English Learners are students below basic in English reading, writing, listening and speaking. In the EL Newcomer program and mainstreamed into SLCs. The majority are Long-Term ELs.

**ELD** = English Language Development (the name of the EL Newcomer English classes—ELD 1-ELD 4 at BHS)

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**ELD Benchmarks** = Summative and formative assessment tool for all EL students--to know what teaching and learning opportunities to offer to EL students in ELD, SDIAE and mainstream classes. A list of other skills and concepts EL students can work on as stepping-stones to ELA standards. A go-to guide for differentiation possibilities for EL students.

**ELD Coach** = BUSD district position working from the State and Federal Programs and with all schools

**EL Newcomers**= EL students who have recently immigrated up to 4 years in the country.

**ELSSA**= English Learner Subgroup Self-Assessment. The state mandated a review of EL data.

**IPA** = Improvement Plan Addendum. Document for improvement of EL services sent to the school board this year after each school site did their ELSSA.

**L1** = EL student's first language

**Language Objectives**: Based on the ELD Benchmarks and State ELD and English Language Arts Standards, for teachers and EL students to know what to cover, review, and master for the lesson, project, activity, unit, or year.

**Long-Term ELs** = EL students causing the greatest concern for BHS are those who have been in US schools longer than 4 years and have not met reclassification criteria. They are no longer making yearly progress on the CELDT, hovering at levels 3 & 4. And, they are not becoming proficient in English Language Arts and/or Mathematics based on the CST and CAHSEE. Some of these students have been here since kindergarten.

**Mainstream/ed** = EL students not in the EL Newcomer program. Could have come through the Newcomer program (12-15 EL students a year do mainstream from ELD 4 or SDAIE English), but the majority are Long-Term ELs and so came to BHS with

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the EL label.

**PD** = professional development

**Reclassified-Fluent English Proficient or R-FEP**= students who have to be monitored and supported for two years after reclassification.

**Reclassification Criteria** = CST/ELA: Basic or above, Grades of C or better, CELDT: an overall score of 4-5

**SEI** = Structured English Immersion program. All EL Newcomer classes—both ELD and SDAIE classes are labeled SEI. The label SEI does not affect CSU/UC status as a class. In fact, 12/19 SEI classes are CSU/UC approved. The classes that do not fulfill A-G requirements are ELD 1-3, Freshman History, EL Tutorial, and the EL CAHSEE classes, which meet graduation requirements.

**SDAIE** = Specially Designed Academic Instruction in English. Math, science, history, English classes with authorized, trained teachers who know how to teach Newcomers their subject with a variety of strategies, who teach content and language objectives.

**SIOP** = Sheltered Instructional Observation Protocol; a research-based and validated system for evaluating EL teaching and learning, and PD for ELD, SDAIE, and mainstream teachers with EL students. SIOP® Developed by Dr. Jana Echevarría, Dr. Mary Ellen Vogt, and Dr. Deborah Short, [www.siopinstitute.net/classroom.html](http://www.siopinstitute.net/classroom.html); [www.cal.org/siop/](http://www.cal.org/siop/)

**SLC(s)** = Small Learning Communities (AHA, CAS, Community Partnerships, Green Academy, AC, BIHS)

**SPSA** = Single Plan for Student Achievement, CDE template for school wide action plans

**Berkeley Unified School District  
State and Federal Programs  
FY 2011 - 2012 Budget Projections**

			Benefits Rate	7091 EIA/ELL	7090 EIA/SCE	GRAND TOTAL
	<b>School : BHS</b>	<b>Obj #</b>				
A	<b>CERT. TCHERS MONTHLY</b>			<b>0.600</b>	<b>-</b>	<b>0.600</b>
	Site TSA - EL Lead Teacher (1.00 FTE)	1102		\$ 33,480		\$ 33,480
	(0.60 = ELL, 0.40 = GF)					-
	<b>Subtotal</b>			\$ 33,480	\$ -	\$ 33,480
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.08250	2,762	-	2,762
	Medicare	3301	0.01450	485	-	485
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	3,905	-	3,905
	SUI	3501	0.00828	277	-	277
	WCOMP	3601	0.02450	820	-	820
	Retiree Benefits	3701	0.03000	1,004	-	1,004
	<b>Total</b>			\$ 42,735	\$ -	\$ 42,735
B	<b>CERT. COUNSELORS</b>	1202				-
	<b>Subtotal</b>			\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.08250	-	-	-
	Medicare	3301	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-
	SUI	3501	0.00828	-	-	-
	WCOMP	3601	0.02450	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	<b>Total</b>			\$ -	\$ -	\$ -
C1	<b>SUB TCHERS</b>	1116				-
C2	<b>SUB TCHERS</b>	1116				-
	<b>Subtotal</b>			\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS	3101	0.08250	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00828	-	-	-
	WCOMP	3601	0.02450	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	<b>Total</b>		15.98%	\$ -	\$ -	\$ -
D	<b>STIPEND</b>	1117				-
E	<b>CURR. DEVELOPMENT</b>	1116				-
F1	<b>TEACHER HOURLY</b>	1116				-
F2	<b>CERT. TEACHER HOURLY</b>	1116				-
	<b>Subtotal</b>			\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS	3101	0.08250	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00828	-	-	-
	WCOMP	3601	0.02450	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	<b>Total</b>		15.98%	\$ -	\$ -	\$ -
G	<b>CLASSIFIED SAL MONTHLY</b>			0.470		0.470
	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				-
I	Home School Liaison (0.47 = ELL, 0.53 = BSEP)	2902		16,280		16,280
J	After School Coordinator	2402				-
K	School Svc Assistant	2902			1.00	1.00
L1	Parent Liaison (1.0 FTE, SCE = 1.0)	2902			34,140	34,140
L2	Parent Liaison (1.0 FTE)	2902			0.20	0.20
	(0.20 = SCE, District BSEP 0.27, Site BSEP = 0.53)	2902			8,200	8,200
	<b>Subtotal</b>			\$ 16,280	\$ 42,341	\$ 58,621
	<b>Fringe Benefits :</b>					
	PERS	3202	0.10707	1,743	4,533	6,277
	PERS REDUCTION	3802	0.01927	314	816	1,130
	OASDI (FICA)	3312	0.06200	1,009	2,625	3,635
	Medicare	3302	0.01450	236	614	850
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	6,118	8,591	14,709
	SUI	3502	0.00828	135	351	485
	WCOMP	3602	0.02450	399	1,037	1,436
	Retiree Benefits	3702	0.03000	488	1,270	1,759
	<b>Total</b>			\$ 26,723	\$ 62,179	\$ 88,902

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State and Federal Programs  
FY 2011 - 2012 Budget Projections**

			Benefits Rate	7091 EIA/ELL	7090 EIA/SCE	GRAND TOTAL
	<b>School : BHS</b>	Obj #				
	<u><b>CLASSIFIED SAL HOURLY</b></u>					
M	Instructional Aide	2116				-
N1	Tutors	2146		7,600		7,600
N2	Work - Study Tutors	2156				-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison	2916				-
R	School Service Assistant	2916				-
S	Program Assistant	2916				-
	<b>Subtotal</b>			\$ 7,600	\$ -	\$ 7,600
	<b>Fringe Benefits :</b>					
	OASDI (FICA)	3312	0.06200	471	-	471
	Medicare	3302	0.01450	110	-	110
	SUI	3502	0.00828	63	-	63
	WCOMP	3602	0.02450	186	-	186
	Retiree Benefits	3702	0.03000	228	-	228
	<b>Total</b>		13.93%	\$ 8,659	\$ -	\$ 8,659
	<u><b>BOOKS / SUPPLIES / MTLs</b></u>					
T1	Instructional Materials	4300				\$ -
T2	Office Supplies	4350		\$ -		-
T3	Library Materials	4200				-
U	Parent Involvement (ELAC meetings)					-
	<b>Total</b>			\$ -	\$ -	\$ -
	<u><b>TRAVEL &amp; OUTSIDE SERVICES</b></u>					
V	Travel / Conference	5200			\$ -	\$ -
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y1	Rental (Professional Deve. Facility)	5600				-
Y2	Field Trips / Transportation	5711				-
Z1	Professional Svcs	5800				-
Z2	Consultant Contracts	5805				-
A1	Print Shop Printing	5712				-
	<b>Total</b>			\$ -	\$ -	\$ -
	<u><b>CAPITAL OUTLAY</b></u>					
B1	Equipment (Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
	<b>Total</b>			\$ -	\$ -	\$ -
a.	<b>TOTAL PROJECTED BUDGET</b>			\$ 78,116	\$ 62,179	\$ 140,295
b.	<b>BUDGET ALLOCATION</b>			78,120	68,294	146,414
c.	<b>ADD: CARRYOVER</b>					-
d.	<b>TOTAL BUDGET (d = b + c)</b>			\$ 78,120	\$ 68,294	146,414
e.	<b>PROJECTED UNSPENT BALANCE (e = d - a)</b>			\$ 4	\$ 6,115	\$ 6,119