

**LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE**

***The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for PI shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than a complete rewrite of your existing LEA Plan, we ask that you instead use this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum via e-mail to: LEAP@cde.ca.gov.***

*The Plan Addendum, which must be submitted to the CDE by July 1, 2008, is required to*

***Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.***

When Berkeley Unified School District was identified as Program Improvement in 2005, it administered the Academic Program Survey to over two hundred teachers, and the District Assessment Survey was completed by principals, district level staff and parents. Based on the results, the original LEA Plan Addendum was developed. This revised LEA Plan Addendum is written to serve as an interim plan that will be implemented while the district begins a full revise of its LEA plan beginning in the 2008/09 school year. It is the intent of the district to convene an Equity Task Force to work with the district in the revision of the LEA Plan and to adopt that plan no later than January of 2009. This interim revision outlines many of the initial steps being taken to address the achievement gap at the onset of the 08/09 school year as to ensure no time is lost in our efforts to bring all students to proficiency as quickly as possible.

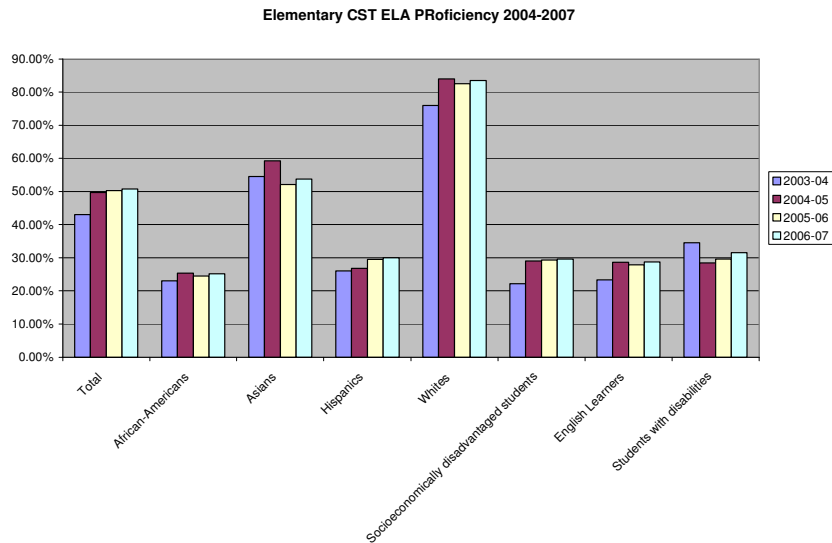
The initial reason for BUSD entering into Program Improvement was participation in the California Standards Tests. Since our initial identification, progress has been made towards full participation, and the addition of the California Modified Assessment in 2008 should increase participation with our Special Education subgroup. Work continues to be done to improve participation at the high school with this year, 2008, showing the highest participation in California Standards Testing since its inception. Participation continues to be a struggle for the district but with changing attitudes around the value of assessment we believe we can reach the 95% participation requirement district-wide for all subgroups this year, 2008.

While participation was the reason we were identified as Program Improvement, of greater concern was the achievement of several of the subgroups who were not performing at a highly proficient level. Both participation and improving student achievement of our lowest performing subgroups were addressed in the initial addendum of 2005 and have been the focus of the district's efforts over the past three years.

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## Elementary Schools:

Based on the 2007 AYP report, all elementary subgroups met AYP proficiency targets. The following chart shows the progress of BUSD in raising the proficiency of all students on the English Language Arts component of the California Standards Test at the Elementary level. Overall the district has increased Proficiency from 43 percent to 50.7 percent in the years following the identification as a Program Improvement District. Specifically, African American, Hispanic, Socioeconomically Disadvantaged and English Learner subgroups have made improvements.

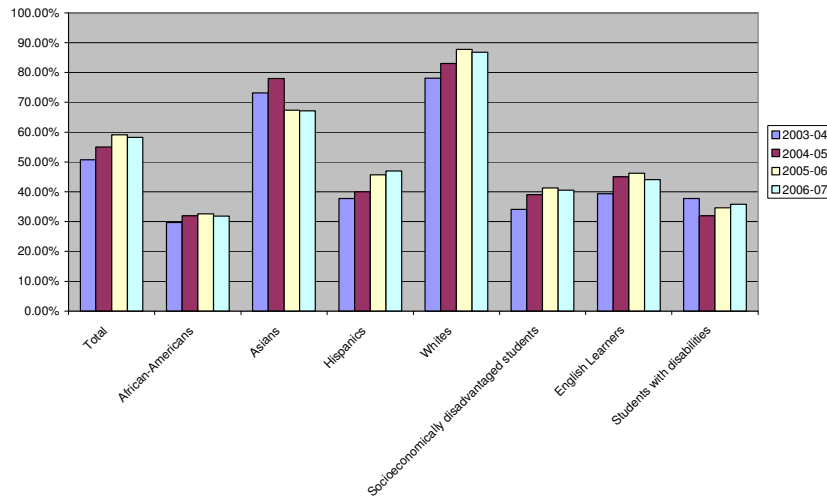


We believe that these results directly correlate to the District's efforts in the area of literacy and writing specifically. Over the past three years each elementary school has had the benefit of a literacy coach to support teachers improve their practice as well as work to align district level assessments to classroom instruction. These coaches will continue to provide support through working with new and struggling teachers, providing model lessons, and deepening their work with the use of assessments.

In addition to English Language Arts, improvements in CST Mathematics scores have resulted from the efforts outlined and implemented by the district upon identification as Program Improvement. Overall the District has seen a gain in proficiency levels from 50.7 percent to 58.2 percent of students scoring at the proficient level. These results are well above the AYP targets of 26.5 percent proficient for 2007.

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Elementary CST Math Proficiency 2004-2007

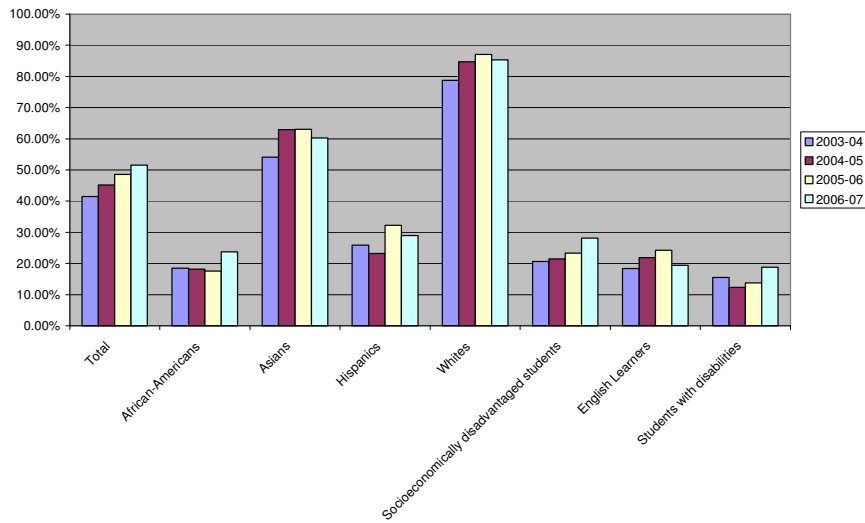


While Hispanics have made the greatest gains over this time period with a 9.2% increase, African-American students have made little progress. Beginning with 2007, Elementary math coaches were added to support fourth and fifth grade teachers as well as a Math Teacher Leader at each site to work with their staff and the coaches to implement District assessments and provide model lessons on focused standards. These elementary coaches also participate in the NOYCE coaches’ network where they receive content knowledge training and model lessons to use with the classroom teachers.

**Middle Schools:**

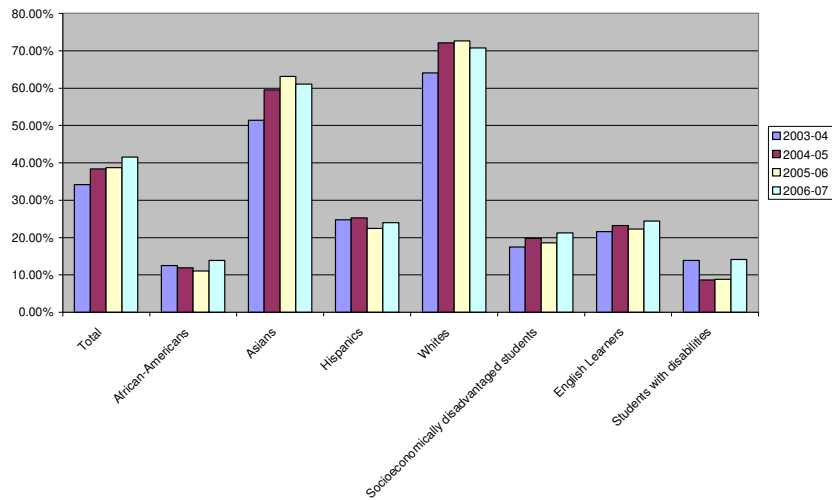
Beginning in 2004 BUSD recognized the necessity to focus on academic achievement in the middle grades. Our English Language Arts results in 2003 were meeting the AYP targets. By 2005 our African-American, Hispanic, socioeconomically disadvantaged, English learners, and students with disabilities had all failed to meet AYP targets. Intense efforts with middle schools beginning with the 2005/06 school year raised the proficiency of Hispanic and socioeconomically disadvantaged students to the level of meeting AYP although African-American, English learners and students with disabilities did not make sufficient progress to meet targets. As can be seen by the first column in the chart, there has been a steady progress of the overall middle schools’ CST results in English Language Arts from 41.5 to 51.6 percent proficient.

CST ELA Proficiency 2004-2007 Middle Schools



As seen in the chart on the following page, mathematics results for middle schools in BUSD have consistently shown the largest achievement gap in the district. In 2004, when entering Program Improvement, our African American and students with disabilities were not making Adequate Yearly Progress. Despite efforts to bring all subgroups to the level of meeting AYP targets, with the change in the AYP targets in 2005, Hispanic, socioeconomically disadvantaged, and English learners failed to meet AYP in mathematics. Currently, as shown by the 2007 Annual Performance Report, only 13.9 percent of African-American, 14.1 percent of students with disabilities, 20 percent of Hispanics, 24.4 percent of English learners, and 21.3 percent of socioeconomically disadvantaged students were proficient in mathematics.

CST Math Results 2004-2007 - Middle School



***Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).***

The Berkeley Unified School District is committed to closing the achievement gap that persists within the district. Efforts have been successful for some subgroups although we are aware that several subgroups are only slightly above the current AYP targets and may fall below in the following years. Careful consideration is being given to those subgroups and focused efforts will be the core of the Local Educational Agency Plan in the fall.

The following chart represents the subgroups that are most at risk of falling below the AYP target in 2008 and their targets for the coming years.

In the table and graph below we present goals for the percentage of each group who will score at the proficient level or higher in the coming years. These goals have been set to increase the percent proficient in each group at a steady pace with accelerated success over time, reaching AYP targets by 2010.

<b>English Language Arts</b>	Current (2007)	2008	2009	2010
	AYP Target 24.4%	AYP Target 35.2%	AYP Target 46%	AYP Target 56.8%
African American	25.8%	35.2%	46%	56.8%
English Learners	25.7%	35.2%	46%	56.8%
Socioec. Disadvantaged	29.6%	35.2%	46%	56.8%
Students with Disabilities	25.6%	35.2%	46%	56.8%

<b>Mathematics</b>	Current (2007)	2008	2009	2010
	AYP Target 26.5%	AYP Target 37%	AYP Target 47.5%	AYP Target 58%
African American	24.2	37%	47.5%	58%
Students with Disabilities	25.5	37%	47.5%	58%

***Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.***

Please describe the specific strategies that you will use and how you will accomplish this.

BUSD has incorporated many research based strategies to strengthen the academic program over the past four years and, in reviewing the nine Essential Program Components, has identified additional strategies that will be implemented by the fall of 2008.

Previously implemented strategies for ELA:

- Literacy coaches were added to all middle and all elementary schools in 2006 to support the implementation of a focused writing program K-8
- A lead ELA coach has provided professional development for all elementary literacy coaches and a lead writing coach has facilitated the middle school writing coaches
- Guided Language Acquisition Design (GLAD) strategies training has been offered to all BUSD teachers to support their work with English Learners during the past three years
- Weekly team collaboration time has been added at all elementary schools
- A focused scope and sequence for elementary writing was implemented district-wide including trimester writing assessments with calibrated scoring across all grade levels K-5
- Intensive interventions were implemented for the lowest performing students have included using the Reading

#### Recovery Model

- Strategic interventions were implemented for students less than 2 years below grade level who receive training from classroom teachers and tutors after school to target their specific curricular needs.
- Teachers have provided after school interventions to low performing students after school
- Two middle schools are piloting Read180 as an ELA intervention program. Based on results, this may be expanded to additional schools.
- District-wide professional development has been provided in culturally relevant teaching strategies for African-American and English learners
- Universal Learning Support Services (ULSS) (a Response to Intervention model) was implemented at all K-8 sites and includes a collaboration of school, public health, and mental health agency representatives to address barriers to learning

#### Previously implemented strategies for Mathematics:

- A district math plan was developed and a scope and sequence of standards aligned to the textbooks were developed for grades four and five at the elementary grades and all grades at middle school
- Math coaches were added to all middle schools starting in 2005, and in 2007 each elementary school received a part time math coach to support increasing content knowledge and development and implementation of common math assessments
- Fourth and Fifth grade math teacher leaders were identified at each elementary school and provided focused training in core content knowledge and mathematics strategies through our partnership with the Noyce Foundation
- Monthly professional development and collaboration have been provided to all coaches and math teacher leaders around the use of assessment data, content knowledge, the district's "Blueprint" for mathematics implementation
- Middle school math teachers participated in eight days of Algebra for All professional development
- Middle school math teachers were provided 2 days of training on district staff development days
- Grade 4-8 teachers convened to identify key math standards and create instructional pacing guides for 2008
- Elementary teachers received a full day of math training on a district staff development day and on afternoons during the fall and winter

*All of the above strategies will continue to be implemented in 2008 and beyond*

#### Strategies to be implemented beginning in 2008 for English Language Arts

- Additional professional development will be provided for all teachers in the implementation of the Lucy Calkins Writing Program
- The instructional day will be restructured to meet the minimum instructional minutes for core curriculum
- Additional teachers, including several special education teachers, will be trained in Reading Recovery to support the most at risk students
- The district will adopt a new English Language Development (ELD) textbook to ensure all EL students are provided with daily ELD instruction and teachers will attend SB472 ELD training
- A district-wide ELD coach will be hired to support the implementation of English Language Development strategies K-12
- Two middle schools will implement an intensive reading intervention program
- District-wide assessments will be developed in ELA/English on a quarterly or semester basis
- ELA and writing data will be analyzed on an ongoing basis as we develop Professional Learning Communities in our schools and provide collaboration time for teachers to discuss student achievement and assessment data
- Schools will work directly with the Center for Culturally Responsive Teaching and Learning in implementing teaching strategies to engage African-American and Latino students
- Extended Day Care teachers will be provided training in Guided Reading to be implemented during the summer and after school

Strategies to be implanted beginning in 2008 for mathematics:

- New, state adopted mathematics textbooks will be purchased and implemented K-8
- A new District Blueprint for Mathematics (scope and sequence) will be developed and aligned to the new textbooks at both elementary and middle schools and will include grades K-8 (Kinder-3<sup>rd</sup> was previously not developed)
- All math coaches will be trained as providers for SB472 professional development for the recent mathematics adoption for elementary and middle schools
- At least fifty percent of all elementary and middle school teachers will be trained in SB472 professional development aligned to the newly adopted textbook by July 2009, and 100% of teachers will be trained by June of 2010
- All principals and district administrators will participate in AB430 training to support the new mathematics textbook implementation
- All elementary special education teachers will participate in SB472, and all elementary instructional assistants will be trained in the mathematics adoption materials
- Common quarterly mathematics assessments will be developed and implemented at the elementary and middle grades and tied to the textbook and District Blueprint for Mathematics
- Common semester assessments will be developed for the high school mathematics courses
- Middle schools will identify formative assessments to be given no less than every 4-5 weeks to identify students in need of intensive intervention and additional support
- A cadre of elementary teachers will participate in monthly full day training in math content and pedagogy through our Noyce Foundation partnership
- Math coaches will join the Alameda COE math coach collaborative to receive monthly training on content, pedagogy, and textbook implementation support

***Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.***

Please identify those actions.

*Meeting standards for participation in testing programs*

- Increased awareness of the value of the CST exams for high school students and their families will improve their participation, especially awareness around the Early Assessment Program and its benefits to 11<sup>th</sup> grade students
- The addition of the CMA will allow students who have been previously counted as not participating to be included in the participation numbers

*Meeting AYP targets in future years*

- The implementation of district-wide curriculum in mathematics in 2008 and in ELA in 2010, including professional development and common benchmark assessments, will have the largest impact on our student achievement
- The increased use of data across the district from the district level to the classroom level
- Increased focus on ensuring un-interrupted blocks of instructional time in both English Language Arts and Mathematics

**Address the professional development needs of the instructional staff.**

Please explain how you will address those needs.

**Instructional Materials Professional Development:**

BUSD has been committed to professional development for teachers and staff for many years. As a part of the district parcel tax initiative a portion of the annual twenty million dollar revenue provides for both certificated and classified professional development. In the past, there has been a focus on strategies for English Learners including offering ongoing GLAD training and GLAD curriculum development days for teachers.

In addition to training such as GLAD, BUSD has been involved with the NOYCE foundation's DiME and First in Math Collaborative (FiMC) trainings for many years. Literacy coaches provide direct support to teachers at each elementary site and district-wide math coaches provide implementation support at both the middle and elementary grades.

Berkeley High School is provided six .2 professional development teachers/coaches for various subject matter support annually. These coaches provide content expertise as well as support in the use of data to drive instruction.

In 2008-2009 three additional coaching positions were added to support schools in English Language Development strategies and the use of data.

All classified staff attend one day of paid professional development where the focus for classified instructional support includes topics such as classroom management, positive behavior support systems, and culturally relevant teaching strategies. These annual professional development opportunities allow instructional and all other staff the opportunity to improve in their job performance.

While less than 5 percent of teachers have attended AB466 or SB472 prior to 2008-2009, the district has initiated an implementation plan to have 100% of K-8 teachers participate in the SB472 training for the new math adoption, Everyday Math, in elementary and Holt in middle schools. This plan was initiated in July and as of September 1, almost two dozen teachers had participated in the five day training. It is the districts plan to offer the training throughout the year during the school day so that we can accommodate teaches schedules and not have to rely on them giving up summer vacation. All middle school teachers and approximately 25% of elementary teachers will complete the 40 hour training by the end of the 2008-2009 school year. The remainder of the teachers will complete the training by the end of 2009-2010.

In regards to SB472 for English Language Arts, due to the fact that a new adoption will be released in 2009, the district will adopt new materials in 2009 and begin planning for training for all staff to attend SB472 in ELA. In an effort to support the district adopted Houghton Mifflin Reading Program, literacy coaches will attend SB427 during the 2008-2009 school year to ensure there is support for the program until the new adoption.

**Professional Development for Principals:**

Principals are provided ongoing training on issues such as differentiated instruction, supporting English Learners, Positive Behavior Management Systems such as BEST, and culturally relevant instructional practices through district-wide training days for teachers as well as weekly principal's meetings. Our ELD coach works directly with principals to ensure programs for English Learners. Our director of Special Education works with all principals to ensure students with special needs are served as well as the manager of the Office of Family and Community Partnerships, who is the lead in the Universal Learning Support System (ULSS) implementation, works directly with sites on ensuring a variety of support systems are available for all students.

Prior to 2008 BUSD did not encourage principals to attend AB75 or AB430. While approximately 5 administrators who came to Berkeley from other districts have attended the training, there has not been a focus or commitment until 2008-2009. At the encouragement of the superintendent, principals have begun to register and attend AB430

training and several have completed at least one module over the summer. The district intends to ensure that 100% of site principals will attend AB430 prior to 2011. This will include modules one, instructional materials, as well as module two, leadership and module three, instructional technology.

In addition, beginning with 2008, the district will begin working with principals on the development of professional learning communities that focus on the use of data to analyze student achievement through the use of formative and benchmark assessments. Instructional leaders will begin to model a professional learning community as a part of their leadership training. Coaches and other teacher leaders will be trained and supported in leading this process at the school site. Ongoing collaboration time, professional development and coaching in the use of data will be a focus of site level meetings.

BUSD has had a long history of supporting principals through the use of coaches. All new principals are offered coaches to support them in their first or second year. In addition, several new principals have attended the UC Santa Cruz Principal Leadership training and others have been offered the opportunity to attend during 08-09 school year.

#### Highly Qualified Teacher Professional Development:

BUSD is currently writing its District Plan for Highly Qualified Teachers (HQT) that will be submitted to the School Board along with this document. This plan outlines the existing needs of current teachers in order for them to be considered Highly Qualified by NCLB standards. This plan is being submitted to the State Board of Education for review and acceptance. Creating opportunities for all teachers to become highly qualified is the number one goal of all professional development efforts and is a top priority in the development of the district professional development plan. Funding from Title I and Title II will be set aside for this purpose. The District is working with the Berkeley Federation of Teachers to meet the individual needs of each non-Highly Qualified teacher and will ensure all teachers have equal and ample opportunities to meet these requirements in a timely manner.

In addition to meeting the HQT requirements for all teachers, BUSD has an extensive professional development plan and has provided both district level training and opportunities for teachers to attend additional training outside the district. The professional development coordinator organizes several annual district-wide curriculum focused professional development days as well as quarterly extended district-wide collaboration time for professional development. In addition, multiple coaches serve all classroom teachers, and the Beginning Teacher Support and Assessment (BTSA) coordinator and the BTSA support providers mentor our new teachers.

***Include specific academic achievement and English Language Proficiency goals and targets for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)***

Please describe how you will achieve those goals and targets.

BUSD has continued to meet the Title III Accountability requirements. The results for the 2006-2007 school year indicate that for the Annual Measurable Achievement Objective (AMAO) 1: *Percent of Students Making Annual Progress in Learning English*, BUSD had 57.9% of students make their annual progress. This is eleven percent higher than the target for AMAO1.

For AMAO 2: *Percent of Students Attaining English Proficiency on CELDT*: BUSD has also continued to meet the AMAO 2 targets with 43.7% of students attaining proficiency on CELDT. This is well above the target of 23.2% of students.

For AMAO 3: *Adequate Yearly Progress for English Learner Subgroup at LEA Level*: The English Learner subgroup for Berkeley Unified School District met both the participation rate and proficiency targets on the California Standards Test in English Language Arts with 27.5% of English Learners scoring at or above proficient. This percentage will need to increase to 34% for 2008, 45% for 2009, and 56% for 2010.

Additional efforts are being made to increase BUSD's results for all AMAOs. Beginning with the 2008-2009 school year, BUSD will add a district level English Language Development coach who will work with all K-12 schools to help improve ELD instruction in each classroom as well as increase student achievement for English Learners. BUSD recognizes the need to accelerate progress in this area in order to meet the rising Federal AMAO3 targets.

As AMAO targets have increased, BUSD has increased its focus on English learners. With the 2008-2009 school year a district-wide ELD coach is providing training for all classroom teachers in the area of differentiated instruction for English Learners as well as providing training and support to administrators as they design and implement their English Language Development program. This ongoing support should improve ELD instruction and ensure that all students meet re-designation criteria in a timely manner.

***Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.***

Please describe those activities and how you will incorporate them.

BUSD has an extensive before and after-school program that includes Berkeley LEARNS, a 21<sup>st</sup> Century and ASES supported program for both academic support and enrichment at ten of eleven elementary schools and all middle schools. Our Extended Day Care (EDC) state program provides services to nearly 350 kindergarten through third grade students during the school year and kindergarten through fifth grade students during the summer and school vacations. The EDC program is housed on seven elementary campuses. In addition to these programs, many sites utilize state hourly intervention funding paired with site categorical funds to hire teachers and tutors to work with students as an extended day program. All of these programs have been in existence in Berkeley for many years.

As a part of our efforts to close the achievement gap, there has been an increased effort to take greater advantage of the extended learning opportunities for students who participate in these programs. Our EDC program, which serves our most at-risk students, is undergoing realignment and refocusing to support a more rigorous academic program for these students. The EDC program has purchased and is piloting a highly successful, research-based, program for students. The program is web-based and provides both an initial assessment for student placement into the program and an intuitive and interactive curriculum that accelerates student learning based on individual need. This program will be piloted through the summer EDC program and offered to all EDC sites in the fall of 2008. Tracking the student data with this program will provide more information for the classroom teacher as well as the after school teachers in order to better support student needs.

In addition to the new curriculum, the EDC will be hiring an Extended Learning Program Supervisor who will coordinate all after school EDC programs and will work in collaboration with Berkeley LEARNS to ensure parity between the programs and an improved delivery of services to all students. This coordination has not existed in the past and is imperative to ensuring consistency and quality of program for our students.

In addition to serving students in EDC and LEARNS programs, each school has identified students who are in need of short term targeted instruction to increase specific skills. These strategic students are encouraged to stay after school from 2 to 4 hours per week to attend tutoring and additional learning opportunities with teachers and/or tutors. These site-based interventions use a variety of teaching strategies including Guided Reading, Read Naturally, and other programs.

***Include strategies to promote effective parental involvement in the school.***

Please describe those strategies.

BUSD has a board approved parent involvement policy. This policy is implemented through a district-level Parent Resource Office (PRO) created in 2006. The mission of the PRO is to *encourage, assist, and empower parents to support their children’s education*. The PRO employs two, full-time Parent Outreach Specialists (one Spanish/English bilingual), one Program Manager, and partially funds a Parent Liaison at Berkeley High School. The PRO operates by helping parents develop the knowledge and skills needed to effectively support their children’s education, and by helping schools provide a more accommodating and supportive environment for parents.

As the basis for its work, the PRO focuses its activities to meet three primary goals. The following table describes each goal, and the activities that will be conducted beginning in the 2008-2009 school year to complete them.

**BUSD Parent Resource Office Goals and Program Activities 2008-2009**

<b>Description</b>	<b>Activities to conduct beginning 2008-2009 School Year</b>
<p><i>Goal # 1:</i></p> <p><i>Identify groups or individuals at the school sites (parents and/or staff) who are working to enhance the engagement of parents in their children’s education and provide them technical assistance and support.</i></p>	<p>Provide coaching and coordination support to specific parent organizations in the schools that are seeking to enhance outreach to parents; i.e. SOCIAL and La Voz Hispana (Cragmont), FCTC (B-Tech), and FOCUS (Oxford)</p> <p>Coordinate a network of BUSD school staff assigned to parent involvement activities, to better coordinate school site activities, provide support and feedback, and develop collaborative programs.</p> <p>Conduct district-wide English, Spanish only, and English/Spanish interpreted meetings of parents representing the diverse parent organizations as part of the Parents for Academically Successful Students (PASS) Program. Coordinate programs and events identified by PASS parents as critical to supporting the achievement of their students.</p>
<p><i>Goal #2:</i></p> <p><i>Develop and conduct district-wide parent education programs</i></p>	<p>Deliver the 3rd Annual New Parent Information in August 2008 for parents of incoming kindergartners and other new elementary school families.</p> <p>Deliver <i>The Parent Institute</i>, targeted to support parents/guardians of African American Students at the Middle Schools Willard and Martin Luther King Middle Schools. The Spring Parent Institute is a 4-week parent education series on the social, emotional and academic development of adolescents and successful parenting strategies.</p> <p>Deliver the PRO developed program <i>Latinos Unidos por Nuestros Adolescentes (LUNA)</i> at the Middle Schools. LUNA is a seven week, Spanish language education series for parents and personal development workshop for middle school students.</p> <p>Develop and Deliver a LUNA style program for elementary school students.</p>

	<p>Deliver 3 to 4 parent education seminars in areas defined as important by parents.</p> <p>Organize and coordinate year-long, monthly computer classes (Levels I and II) for parents conducted in Spanish in collaboration with Berkeley Adult School.</p>
<p><i>Goal #3:</i></p> <p><i>Facilitate direct support to individual families to help them navigate the school system and/or address specific problems.</i></p>	<p>Provide direct support to multiple parents through drop-in and telephone consultation, and referral by site administrators.</p> <p>Assist parents in IEP and SST meetings.</p> <p>Develop a parent support group to help parents address issues they are struggling with.</p>

At the school site level, parents are deeply valued as partners in their children’s education and as collaborators in school-site decision making. The K-8 sites hold parent-teacher conferences in the fall, and parent participation is sought and encouraged. All sites utilize our electronic telephone system to update parents on regular and extraordinary school activities. Most sites have phone trees and e-trees to increase home-school communication. This year, Berkeley High School instituted Ed-line, which allows parents to access student attendance, homework assignments, and academic progress in each class, as well as communicate easily with each teacher. All sites hold regular open houses, family activity nights, celebratory events, and student performances. Parents who are concerned about their students’ progress are invited and encouraged to discuss potential concerns with teachers, administrators, and/or staff. Parents are actively recruited and encouraged to participate on school-site governance council, PTA, and other school and district committees.