Berryessa Union School District speaks 42 different languages. We have 2,700 English learners out of 8,100 students. 33% or 1/3 of our student population are English learners. The 2014/15 Needs Assessment found:

- ~35% of our ELs are being reclassified English proficient annually.
- ~30% are not meeting annual growth expectations.
- Students need support and programs that support their growth in English language development.
- Teachers need more ELD resources and professional development on ELA/ELD Framework and Standards, ELD Assessments (diagnostic, formative, and summative?), and ELD Interventions for Newcomers and Long-Term English Learners.

**Vision:** All English learners in the Berryessa Union School District will reach high levels academic standards.

**Results:**
- We are still assessing the results of the adoption of our new programs.
- Approximately 370 students are being reclassified English proficient this year compared to 230 last year.

**Successes:**
- The district has built a foundation of knowledge to continue to grow English learner support and advocacy in the district.
- Middle school students are being supported with new curriculum (Read 180/English 3D).
- Teachers are receiving regular training on Read 180/English 3D.
- Elementary sites are regularly regrouping their English learners to provide Designated ELD at the student’s appropriate level.

**Challenges:**
- Motivating LTELs in middle school.
- Access to lessons to try new practices for teachers to try.
- Current lack of resources while ELA/ELD adoption is in progress.
- Training all teachers on the ELA/ELD Framework.
- Informing families about the ELA/ELD Framework.

**Administrative actions:**
- Principals participated in a district PD to become aware of the shifts in the new ELD standards 2014.
- Principals invited EL coach to provide PD to their sites about the ELD standard shifts.
- ELA/ELD Framework training for coaches 2015-2016 school year.
- 2014-2015 English Learner Master Plan revision: final draft being presented to the board in April 2016.
- 2015-2016 begin implementation of SEAL at three sites AND Transitional Kindergarten classes.
- 2016-2017 SEAL launch at three additional elementary schools.
- 2017-2018 final SEAL launch at remaining four elementary sites.
- District-wide PD on the ELA/ELD Framework.

**Teacher actions:**
- 2014/2015: One rep at each elementary and middle school site attended the 3-day ELA/ELD Framework training.
- Teachers are including language objectives in lessons.
- SEAL teachers applying SEAL training with coaches support and monitoring.
- Instructional coaches integrate ELD standards into demo lessons.
- Middle school membership to Listen Current, audio podcast with transcripts and lessons to build listening comprehension in English learner classrooms.

**Other actions:**
- Instructional Coaches have participated in SOAR 2-day training.

**Planning:**
- Implementing SOAR training into instructional coaching model.
- Developing supports to aide in the implementation of the ELA/ELD Framework (using the ELA/ELD Toolkit) – more training needed here.
- Implementing the new English Learner Master Plan - Professional Development.
- Develop formative assessments.
- Add additional grade levels to be SEAL trained.

**Results:**
- We need to assess percentages of students being reclassified.
- We need to train teachers to support students who are not meeting their annual growth targets.
- We need to develop measures to assess successful ELA/ELD Framework implementation.
- We need to look closely at who is being enrolled into the middle school program and need to finalize clear entrance and exit criteria.
- We need to design all professional development to include an ELA/ELD Framework component.
- We need to consider how to support our LTEL in 4th/5th grade.

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