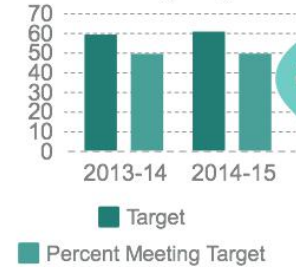




CVUHSD 2015-2016 Annual ELD Program Evaluation

Annual Measurable Achievement Objective (AMA0) 1

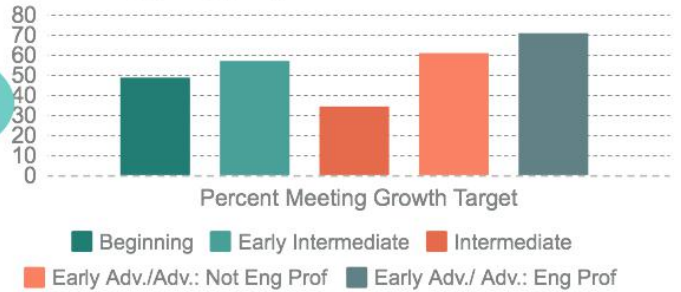
Percent of EL Students Making Annual Progress in Learning English



Met AMA0 1 Target? **No**

49.3%
ELs Moved UP At Least One
CELDT Proficiency Level

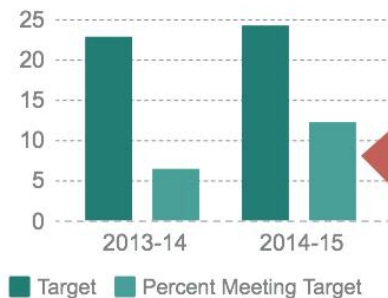
Percent of EL students (at each level of the CELDT) who are making yearly progress of at least one CELDT level?



Annual Measurable Achievement Objective (AMA0) 2

Percent of EL Students Attaining English Proficiency

In a Language Instruction Educational Program for 5 Years or More

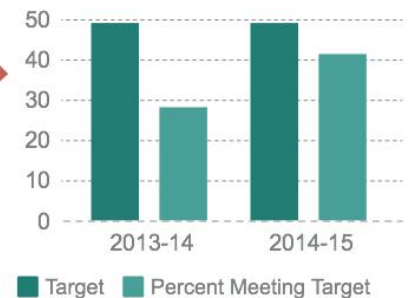


Met AMA0 2 Target? **No**

85% Increase from 13-14 to 14-15

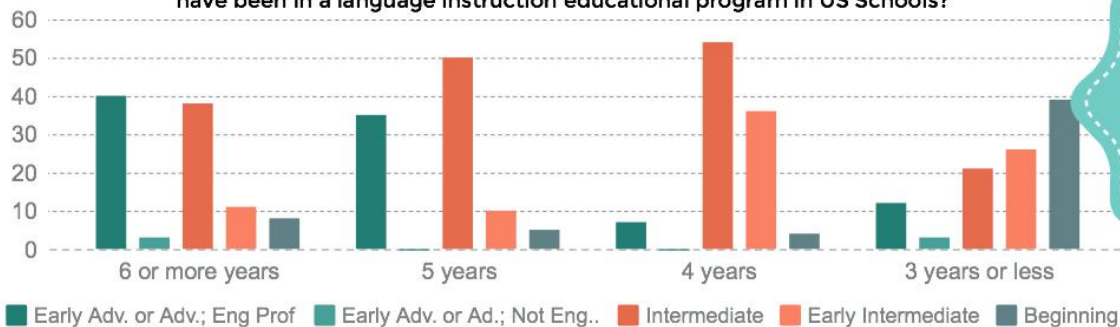
47% Increase from 13-14 to 14-15

In a Language Instruction Educational Program for Fewer than 5 Years



Met AMA0 2 Target? **No**

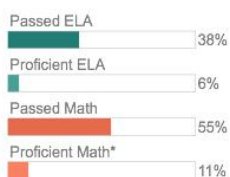
How are EL students performing on the CELDT based on the length of time they have been in a language instruction educational program in US Schools?



988
ELs took the CELDT
in 2014-2015

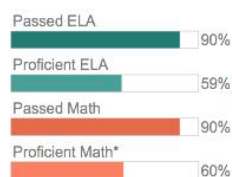
Annual Measurable Achievement Objective (AMA0) 3

Performance of EL students on the CAHSEE (10th Grade)



Met AMA0 3 Target (100% Proficient)? **No**

Performance of RFEP students on the CAHSEE (10th Grade)



The state is no longer using the CAHSEE.
Graduation data provided here for program analysis...

CV Graduation Rate





English Learner Program Annual Evaluation Summary 2015-2016

AMAO Data Description		What are we currently doing in 15-16?	What are our next steps/changes that need to be made in 16-17?
AMAO 1	Annual Progress in Learning English What percent of ELs advanced at least one proficiency level on the CELDT since last year?	<ul style="list-style-type: none"> • ELD Coordinator and ELL Instructional Coach will work with LACOE consultant to provide EL program support, growth, and PD. • EL Instructional Coach work with Instructional Support Team to develop clear placement and exit criteria for ELs in strategic and intensive intervention courses. • Summer CELDT testing at each site. • Test Prep in June (differentiated by student need): <ul style="list-style-type: none"> ○ Group 1: CELDT prep and review with students who didn't reach proficiency on the CELDT ○ Group 2: SRI prep for ELs who passed the CELDT but not the CAHSEE ○ Group 3: Review of the importance and impact of performing well on the CELDT for those ELs who have passed the SRI but not the CELDT. • ELD Coordinators collaborate in Spring to look more closely at the individual student data and do targeted workshops and test-prep to specifically run focus-groups for each strand as well as determine how many students are needed to meet each AMAO. Target the intermediate level students (large numbers get "stuck" at this level). • Do weekly warm-up in ELD classes that focuses on a different CELDT-type skill. • ELD Coordinators collaborate with ELA Dept chairs to allow LTELs to be released for a period of CELDT prep (after SBAC). 	<ul style="list-style-type: none"> • Schedule EL data analysis workshops in the winter and spring. <ul style="list-style-type: none"> ○ Winter: ELSSA and Annual ELD Program Evaluation ○ Spring: CELDT domain disaggregation and student test-prep planning • Continue to provide targeted PD to mainstream teachers, Department Chairs, and Instructional Coaches around the ELD standards and research-based instructional strategies to support LTELs. <ul style="list-style-type: none"> ○ Train teachers to disaggregate CFA and CSA data by ELs. • Offer full ELD program at all three comprehensive high schools. • Survey ELA teachers on how familiar they are with who their EL students are and how they can support them. <ul style="list-style-type: none"> ○ Develop PD to support areas of need.
AMAO 2	Annual Progress in Attaining English-Language Proficiency What percent of ELs in a language instruction educational program for fewer than 5 years met the English Proficient level on CELDT?	<ul style="list-style-type: none"> • ELD College tutors to provide more individual support • After school tutoring for ELD students (HW) • Peer-tutoring club during lunch (LZ) • Determine program changes and strategies to assist students reclassify. 	<ul style="list-style-type: none"> • Provide PD to all ELD College tutors and share best practices • Identify the EL Newcomers who passed CELDT and look for patterns to determine strategies that we need to implement
	What percent of ELs in a language instruction educational program for 5 years or more met the English Proficient level on CELDT?	<ul style="list-style-type: none"> • Student Intervention Plans for LTELs who did not make adequate progress on the CELDT or are struggling academically in other areas. • Incentivize improvement on CELDT (t-shirts, field trips, other misc. rewards) • Provide PD to ELA and other mainstream content teachers on the ELD standards and instructional strategies to support LTELs • ELL Instructional Coach working with a cadre of teachers at each site who have high numbers of LTELs on analyzing CELDT data and incorporating effective instructional strategies to support academic and CELDT progress. • Meetings with 9th grade LTELs for group interventions to support CELDT growth and overall academic progress. 	<ul style="list-style-type: none"> • Continue to provide targeted PD to mainstream teachers, Department Chairs, and Instructional Coaches around the ELD standards and research-based instructional strategies to support LTELs. • Develop a "CV Teaching Channel" to provide video and other resources for teachers to support their instruction of LTELs with research-based strategies. • Spend more time analyzing CELDT data and identifying subgroups of students to target for intervention: <ul style="list-style-type: none"> ○ Identify CELDT domains that are preventing students from reaching proficiency and work with teachers and students on instructional strategies to target those domains ○ Analyze CELDT data by program to see if some programs are proving more effective than others • Begin to develop and pilot units for an LTEL support course to be potentially be rolled out in 2017-2018. • Expand access to EL instructional coaching to a larger number of teachers.
AMAO 3	How many EL and RFEP students participate in and score proficient on the English Language Arts and Mathematics portions of the CAHSEE?	(Use Graduation Data until we know what the state will use for AMAO 3) <ul style="list-style-type: none"> • Student Intervention Plans • Offer 1 extra year to meet grad requirements 	(Use Graduation Data until we know what the state will use for AMAO 3) <ul style="list-style-type: none"> • Offer transcript evaluation and grad check workshops • Inform students of credit recover options • Increase communication with academy leads to learn about their academic interventions