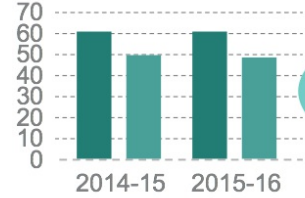




# CVUHSD 2016-2017 Annual ELD Program Evaluation

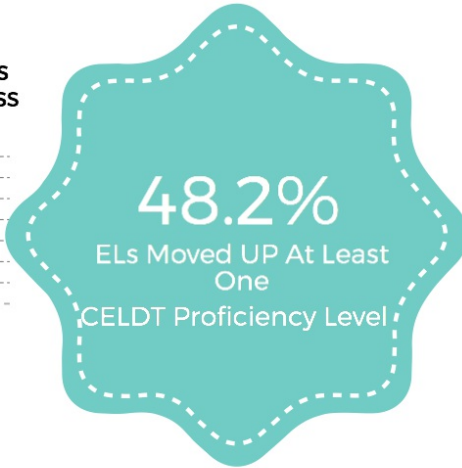
## Annual Measurable Achievement Objective (AMA0) 1

Percent of EL Students Making Annual Progress in Learning English

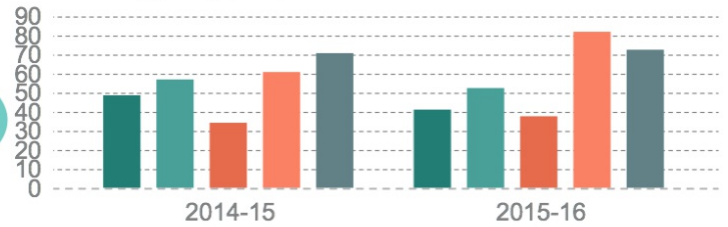


■ Target  
■ Percent Meeting Target

Met AMA0 1 Target? **No**



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



■ Beginning ■ Early Intermediate ■ Intermediate  
■ Early Adv./Adv.: Not Eng Prof ■ Early Adv./ Adv.: Eng Prof

## Annual Measurable Achievement Objective (AMA0) 2

Percent of EL Students Attaining English Proficiency

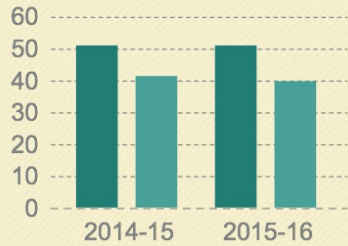
Number of English Learners in CVUHSD by Length of Time in the US



■ ELs in US >= 5 Years (77.42%)  
■ ELs in US < 5 Years (22.58%)

Approximately 75% of CVUHSD's English Learner population enrolls having lived in the US anywhere from 5 to 15 years without having met the Language Proficiency criteria.

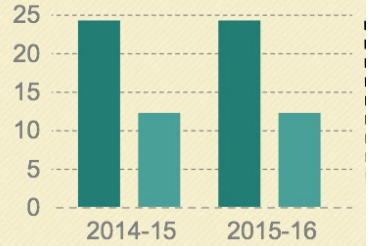
In a Language Instruction Educational Program for 5 Years or More



■ Target ■ Percent Meeting Target

Met AMA0 2 Target? **No**

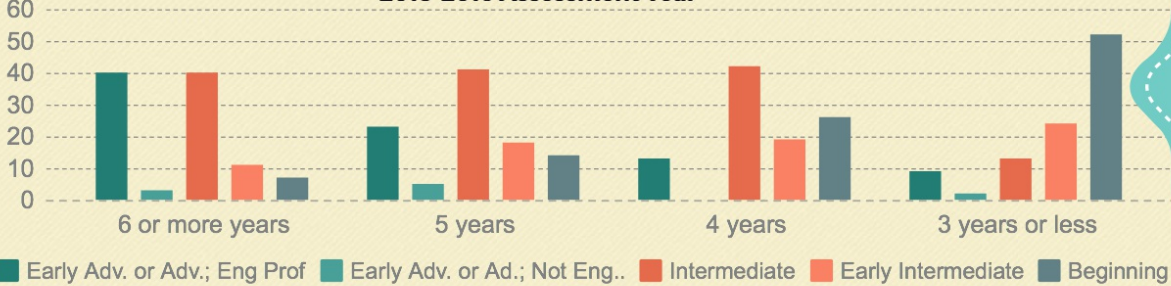
In a Language Instruction Educational Program for Fewer than 5 Years



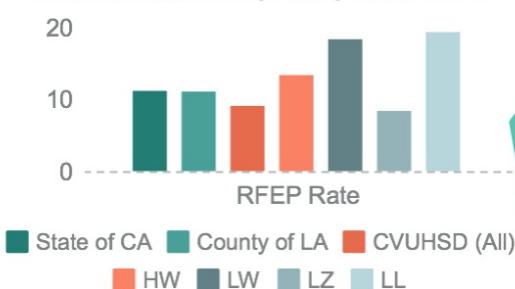
■ Target ■ Percent Meeting Target

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?  
2015-2016 Assessment Year

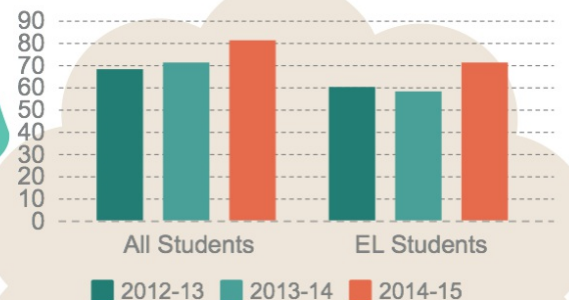


Rate of Reclassification as Fluent English Proficient (RFEP), by Entity (2015-2016)



LCAP and NEW State Dashboard-Related Data

CV Graduation Rate





# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

## English Learner Program Annual Evaluation Summary 2016-2017

Data	What are we currently doing in 16-17?	What are our next steps/changes that need to be made in 17-18?
<b>AMAO 1</b> <small>ELs are expected to advance at least one proficiency level on the CELDT each year.</small>	<ul style="list-style-type: none"> <li>• ELD Coordinator and ELL Instructional Coach work to provide EL program support, growth, and PD.</li> <li>• Offer full ELD program at all three comprehensive high schools.</li> <li>• EL Instructional Coach work with Instructional Support Team to develop clear placement and exit criteria for ELs in strategic and intensive intervention courses</li> <li>• District testing coordinator and ELD Coordinators receive training in February to learn about the new English Language Proficiency Assessment for California (ELPAC) and how it will be implemented.</li> <li>• ELD Coordinators collaborate in Spring to disaggregate data and identify targeted groups of students.*</li> <li>• English Learner Professional Development.*</li> <li>• Involve ELD teachers in deciding whether to continue with MyNGConnect or use CANVAS for summative ELD assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule EL data analysis workshops in the winter and spring.               <ul style="list-style-type: none"> <li>◦ Winter: ELSSA and Annual ELD Program Evaluation</li> <li>◦ Spring: CELDT domain disaggregation</li> </ul> </li> <li>• 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"> <li>◦ Train teachers to disaggregate CFA and CSA data by ELs.</li> </ul> </li> <li>• Survey ELA teachers on how familiar they are with who their EL students are and how they can support them; develop PD to support areas of need.*</li> <li>• Pilot giving ELD Level A and B students the ELA CFAs and CSAs and evaluate ELD student skill levels as compared to the general population.*</li> <li>• Finalize and distribute clearly defined EL criteria for providing ELD in a mainstream English class.*</li> </ul>
<b>AMAO 2</b> <small>ELs in a language instruction educational program for <u>5 years or more</u>.</small>	<ul style="list-style-type: none"> <li>• ELD College tutors to provide more individual in-class support.</li> <li>• After school tutoring for ELD students (HW).</li> <li>• Peer-tutoring club during lunch (LZ).</li> <li>• ELD Coordinators collaborate in Spring to disaggregate data and identify targeted groups of student.*</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• HW - Piloting an LTEL mentor program for targeted groups of LTELs to ensure they are making progress toward reclassification.</li> <li>• Incentivize improvement on CELDT (t-shirts, field trips, other misc. rewards)</li> <li>• Provide PD to ELA and other mainstream content teachers on the ELD standards and instructional strategies to support LTELs</li> <li>• Integrated ELD 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.</li> <li>• Develop a video bank of model/demo lessons across subject areas that integrate the ELD Standards, Integrated ELD strategies, and the District EL Instructional Initiative of Pro Talk (Academic Language).</li> <li>• Integrated ELD Instructional Coach works with all district teachers on the roll-out of Pro Talk - a district initiative that addresses the academic language needs of LTELs. Group trainings as well as one-on-one instructional coaching and support will be made available to all teachers throughout the year.</li> <li>• ELD Coordinators and Integrated ELD Instructional Coach collaborate in Spring to disaggregate data and identify best practices and target student groups.*</li> <li>• Integrated ELD Instructional Coach works with ELD Coordinators to closely analyze LTEL data and determine who is eligible or close to being eligible to reclassify, and if students are close, what steps need to be taken to support them in their progress towards reclassification.</li> <li>• ELD Coordinators and Integrated ELD Instructional Coach work closely with Special Education leadership to ensure that LTELs with IEPs are properly reclassified OR provided adequate language acquisition support.*</li> </ul>	<ul style="list-style-type: none"> <li>• Provide PD to all ELD College tutors and share best practices</li> <li>• Identify the EL Newcomers who passed CELDT and look for patterns to determine strategies that we need to implement</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Provide targeted PD to all CV teachers and administrators around the ELD standards and research-based instructional strategies to support LTELs.</li> <li>• Continue to develop and refine a video bank of model/demo lessons across subject areas that integrate the ELD Standards, Integrated ELD strategies, and the District EL Instructional Initiative of Pro Talk (Academic Language).</li> <li>• Spend more time analyzing CELDT data and identifying subgroups of LTELs to target for intervention as we transition to ELPAC testing.</li> <li>• Roll-out an LTEL Mentoring program for 9th LTELs at all school sites.*</li> <li>• Conduct grade-level LTEL meetings for 10th - 12th grade LTELs to ensure they are aware of their LTEL status and progress towards reclassification.*</li> <li>• Hold LTEL parent meetings at each school site where the meetings are focused specifically on the needs of LTELs, what is required for reclassification, and what parents can do to help their students make adequate progress toward reclassification, graduation, and college-readiness.</li> <li>• Roll-out a specific instructional support program for LTELs.*</li> <li>• Work with the district's various Linked Learning academies to develop an EL support plan for each academy.</li> <li>• Integrated ELD Instructional Coach continues to work with all district teachers on the roll-out of Pro Talk - a district initiative that addresses the academic language needs of LTELs.*</li> <li>• ELD Coordinators and Integrated ELD Instructional Coach collaborate in Spring to disaggregate data and identify best practices and target student groups.*</li> <li>• ELD Coordinators and Integrated ELD Instructional Coach continue to work closely with Special Education leadership to ensure that LTELs with IEPs are properly reclassified OR provided adequate language support.*</li> </ul>
<b>SBAC and LCAP</b> <small>ELs and RIEEP performance on SBAC and other LCAP criteria.</small>	<ul style="list-style-type: none"> <li>• Student Intervention Plans</li> <li>• Offer 1 extra year to meet grad requirements</li> </ul> <p>SBAC:</p> <ul style="list-style-type: none"> <li>• Provide targeted workshops to current 10th grade students at the upper CELDT proficiency levels on SBAC skills and reclassification criteria.*</li> </ul>	<ul style="list-style-type: none"> <li>• Offer transcript evaluation and grad check workshops</li> <li>• Inform students of credit recovery options</li> <li>• Increase communication with academy leads to learn about their academic interventions</li> <li>• Develop system of training, observation and monitoring of fidelity to the EL Master Plan.*</li> </ul>

**\*See EL Master Plan for more information on this topic.**