



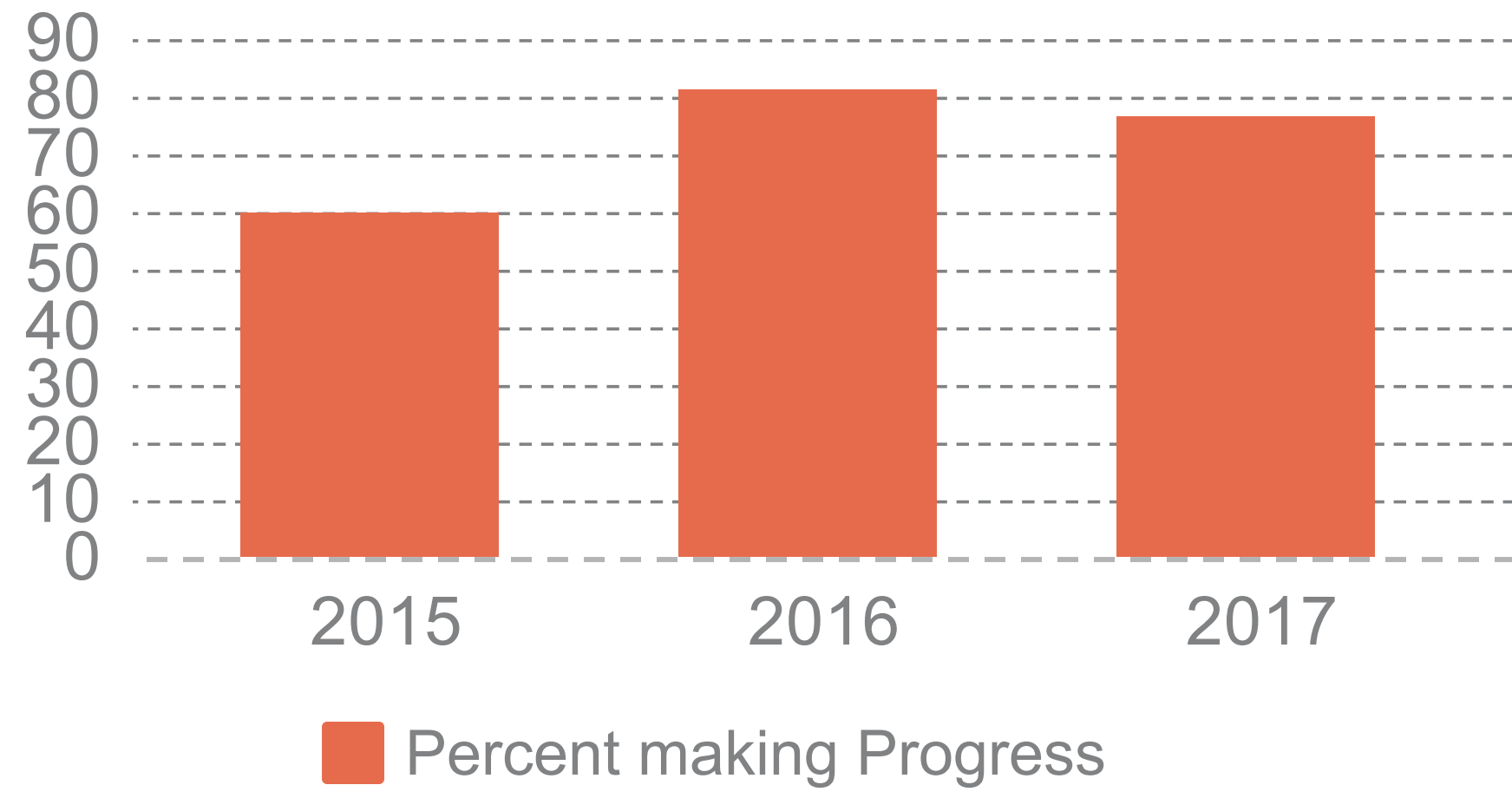
# CVUHSD 2017-2018 Annual ELD Program Evaluation

## California Fall 2017 Dashboard Data

### English Learners Making Progress Towards English Proficiency

**76.4%**  
CVUHSD ELs made Progress

Annual Growth Over Time (in Percent of EL Students)



CA Performance Level:



Yellow

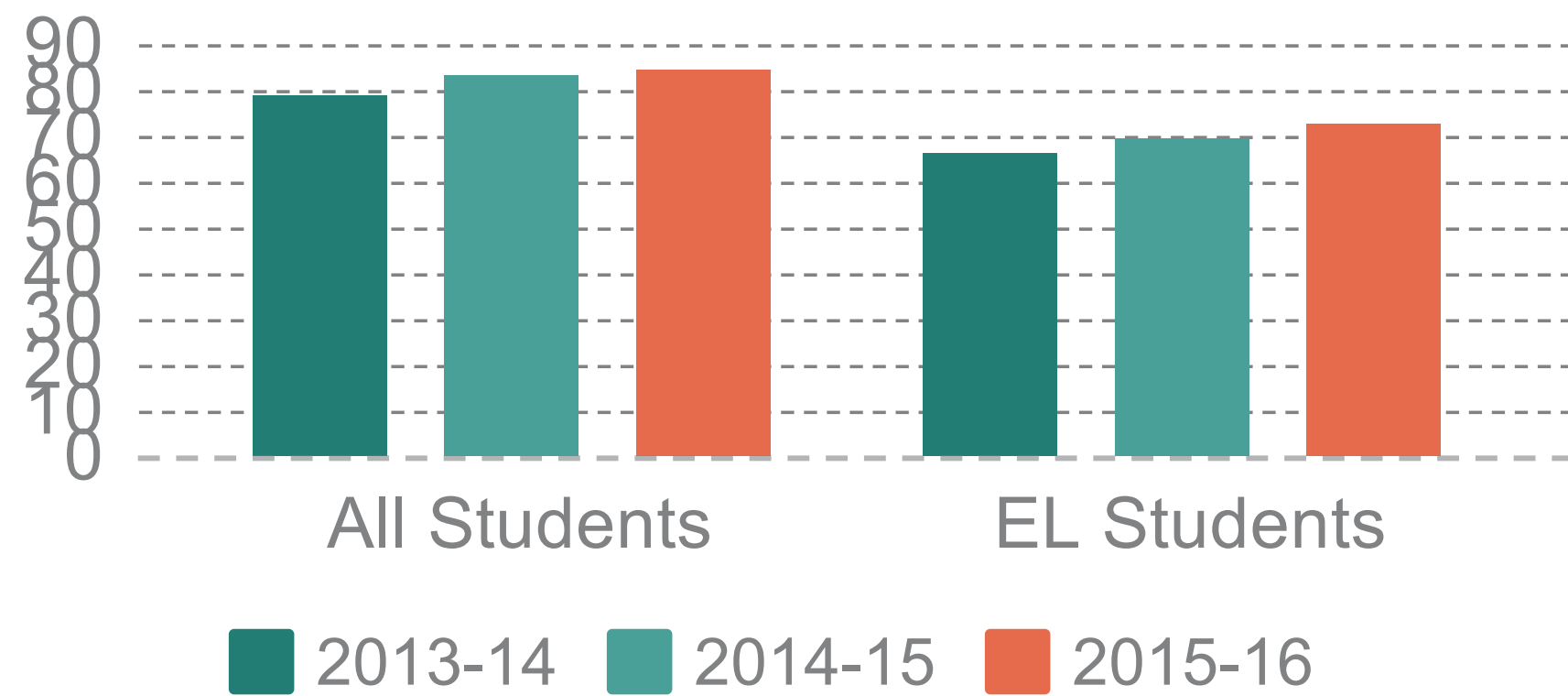
Status: High (76.4%)

Change: Declined (-4.6%)

### English Learners Graduating High School

**373/515**  
CVUHSD 12th Grade ELs Graduated

Annual Growth Over Time (Percent of All CV Students vs CV EL Students)



CA Performance Level:



Yellow

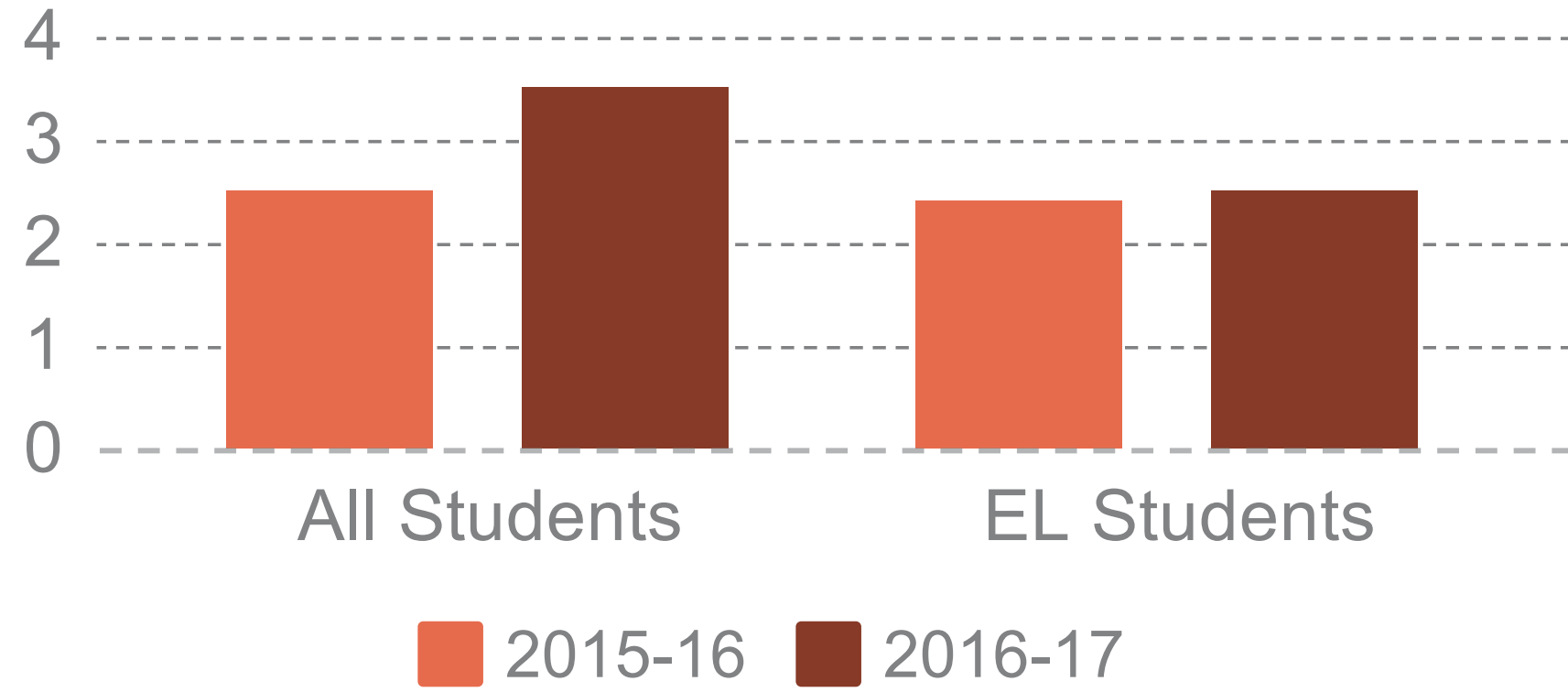
Status: Low (72.4%)

Change: Increased (+3.1%)

### English Learners Suspension Rate

**30/1,218**  
CVUHSD ELs Suspended

Annual Growth Over Time (Percent of All CV Students vs CV EL Students)



CA Performance Level:



Green

Status: Low (2.5%)

Change: Maintained (0%)

### Additional LCAP Data

#### Number/Percentage of Misassignments of Teachers of English Learners

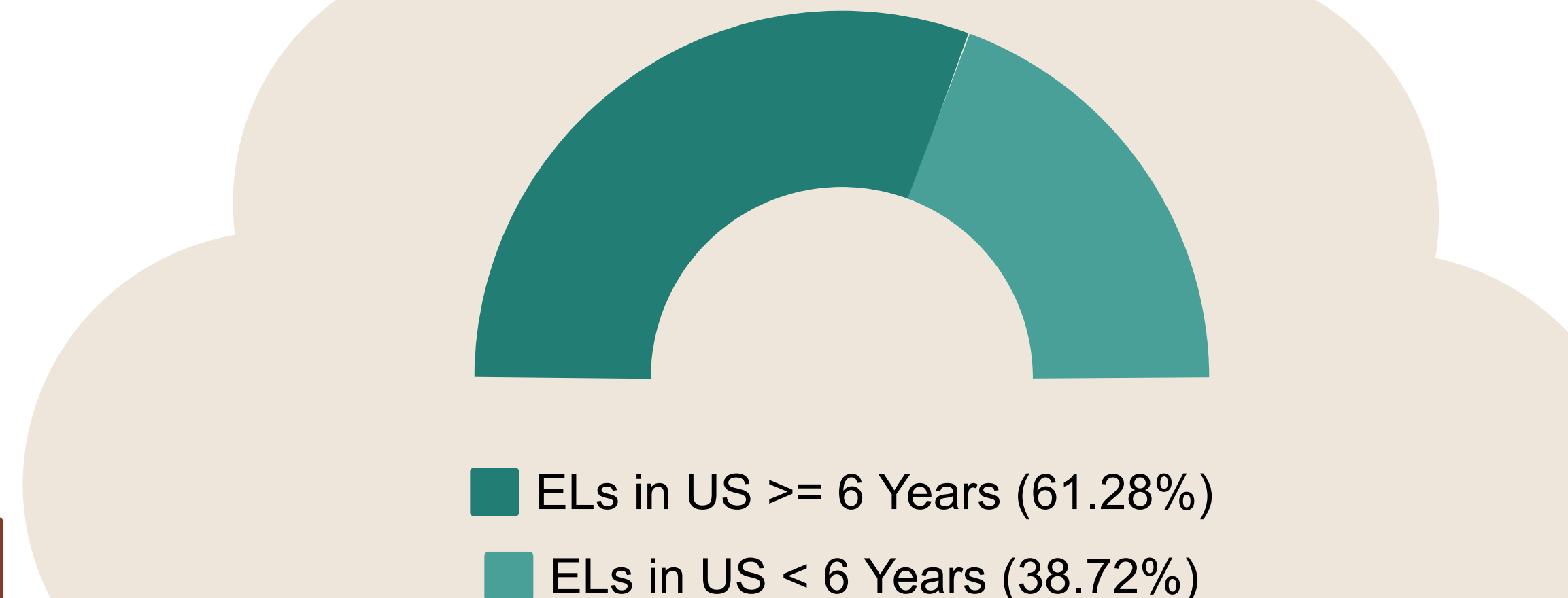


All Teachers (95%) Misassigned (5%)

Appropriately assigned teachers is the focus area of growth for LCAP Priority Area 1. Although we reported a 5% misassignment rate, it is important to note that this reflects an improvement from the 7% misassignment rate for the 2015-16 school year.

The District Human Resources team is focused on decreasing the misassignment rate to 0%.

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



ELs in US >= 6 Years (61.28%)  
ELs in US < 6 Years (38.72%)

Approximately 61% of CVUHSD's English Learner population enrolls having lived in the US anywhere from 6 to 15 years without having met the Language Proficiency criteria.



# CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

## English Learner Program Annual Evaluation Summary 2017-2018

Data	What are we currently doing in 17-18?	What are our next steps/changes for 18-19?
<b>ENGLISH LEARNER PROFESSIONAL DEVELOPMENT</b> Alignment: Title III, Part A Provision #1, ESSA Section 3115(c)(2), State Priorities: 1,2,7, CVUHSD LCAP Goal #3	<p><b>Findings: Strengths</b></p> <ul style="list-style-type: none"> <li>EL data analysis workshops in the winter and summer               <ul style="list-style-type: none"> <li>Winter: Dashboard/LCAP Data and Annual ELD Program Evaluation; Summer: ELPAC</li> </ul> </li> <li>Collaboration between ELD Coordinators and SL /SPED/mainstream teachers</li> <li>Extensive PD offered:               <ul style="list-style-type: none"> <li>With all SPED teachers on EL supports in IEPs; RFEP process for SPED students</li> <li>After school and prep-period (voluntary) EL PD</li> <li>District Instructional Support Team received training at CABEV</li> <li>Voluntary one-on-one instructional coaching with general education LTEL Cohort Class teachers (plus any teacher who requests coaching)</li> <li>District-wide ELD teams trained at LACOE's ELD "Newcomer Workshop"</li> <li>All new teachers attend training on how to serve ELs in CV</li> <li>EL Symposium and Professional Learning day Workshops</li> </ul> </li> <li>Admin focus walks utilizing DigiCoach (EL strategies embedded)</li> <li>Collaboration meetings with ELD and SL teachers to talk about student progress, ELD standards, and cross-curricular skills (LZ and HW)</li> <li>ELD Coordinators and ELD teachers meet multiple times throughout the week to discuss student academic and social/emotional progress</li> </ul> <p><b>Findings: Weaknesses</b></p> <ul style="list-style-type: none"> <li>Include department chairs in learning how they can support their teachers with integrated ELD</li> <li>All site ELD Coordinators need to expand collaboration with ELD, SL, and mainstream teachers</li> <li>SL teachers need targeted PD on integrated ELD</li> <li>Consistent focus walks for admin, teachers, and coaches that explicitly target ELs</li> <li>District wide admin teams trained on ELD standards, framework, and Pro-Talk</li> </ul>	<ul style="list-style-type: none"> <li>Continue offering PD on ELD standards and include specific instructional strategies and supports</li> <li>Implementation of a district mission statement and vision for support of all EL language instruction</li> <li>Expand the number of people who are trained to support teachers with integrated ELD to include department chairs</li> <li>Identify topics (with input from instructional coaches) and coordinate quarterly collaboration meetings/PLOs on EL strategies and objectives</li> <li>Work with site admin to include, in each weekly collaboration, a discussion on how each department is addressing the needs of the ELs</li> <li>Reinstate the prep-period Professional Learning Opportunities on EL-specific support</li> <li>One-on-one instructional support for the teachers of the LTEL Interventions and LTEL Cohort Classes (plus any teacher who requests coaching) with support from site admin to encourage teacher participation</li> <li>Invite teachers to observe co-taught/coached lessons in their same department (to encourage more teachers to participate in coaching and to lower the affective filter around engaging in coaching)</li> <li>Pro-Talk Lead Teachers at each site</li> </ul>
<b>ENGLISH LEARNER PROGRAM AND ENHANCED OPPORTUNITIES</b> Alignment: Title III, Part A Provision #2, #3, and #5; ESSA Section 3116(b)(1), 3116(b)(2) A-B; 3115(e)(1) 3116, State Priorities: 1,2,3,4,5,6,7,8, CVUHSD LCAP Goals #1 and #3	<p><b>Findings: Strengths</b></p> <ul style="list-style-type: none"> <li>Increased awareness with teachers and admin of the transition from CELDT to ELPAC</li> <li>New Powerschool student ELL Tag and EL Portal</li> <li>Widespread use of EL-specific resources and strategies</li> <li>Multi-district LTEL Collaboration (between CV, HESD, LWESD, and LXESD)</li> <li>Most 9th and 10th grade LTELs enrolled in an ELA intervention course for LTELs</li> <li>Continue to place AVID trained tutors in the Newcomer ELD/SL classes</li> <li>Availability of a wide range of Sheltered content courses</li> <li>Expanding and strengthening integrated ELD in the various content classes for LTELs</li> <li>Increased awareness/training for General Education teachers around the need to provide additional language supports to ELs, especially LTELs</li> <li>Data-driven decision making for determining the ELA support class structure at each site</li> <li>Accurate placement of incoming 9th graders through articulation meetings and data analysis/data sharing</li> <li>ELD Coordinators with an in-depth understanding of the EL/immigrant population needs</li> <li>College field trips for immigrants</li> <li>Awards ceremonies to recognize achievement and attendance</li> <li>Immigration support provided at the EL Symposium and through the Parent Centers</li> <li>Improved the quality of checks for understanding</li> <li>Evidence of Pro-Talk in every classroom; students given opportunities to practice language</li> <li>Focus on ensuring all students are reclassified as soon as they are eligible</li> <li>LTEL Coach and ELD Coordinators engage in classroom observations and provide feedback</li> <li>District-wide evidence of positive relationships between students and teachers</li> </ul> <p><b>Findings: Weaknesses</b></p> <ul style="list-style-type: none"> <li>Limited number of students finished the Canvas ELPAC course</li> <li>All teachers need to provide additional language supports to ELs, especially LTELs</li> <li>Adequate support for LTELs who are far from meeting reclassification criteria</li> <li>Adequate courses to accommodate all levels of EL students who enroll throughout the year</li> <li>Need more targeted services for Immigrant students and families</li> <li>Increase opportunities for students to engage in collaborative group work</li> <li>All teachers viewing themselves as "teachers of language"</li> </ul>	<ul style="list-style-type: none"> <li>Increase teacher PD on ELPAC support/mini-lessons</li> <li>Increase ELPAC awareness with students, families, and admin; coordinated student award program</li> <li>All 9th and 10th grade LTELs enrolled in an ELA intervention courses for LTELs</li> <li>Continue to strategically place AVID trained tutors in ELD/SL classes</li> <li>Continue expanding and strengthening integrated ELD and ELD Framework implementation in all classes through PD, coaching, and observations</li> <li>Data analysis of the impact of the various ELA intervention program models being offered at each site</li> <li>LTEL Support and data chats through: 9th and 10th grade ELA Intervention; 11th and 12th grade LTEL Mentor program implementation</li> <li>Adequate courses allocated to accommodate ELD enrollment throughout the year</li> <li>Continue to research and pilot supports for LTELs who are far from meeting reclassification criteria (especially at the 11th and 12th grades)</li> <li>Explore social-emotional curriculum for Immigrants</li> <li>Connect immigrant families with health and immigration services (Chirla, etc.); compile a list of local resources and make it available in the parent centers</li> <li>Continue to expand opportunities for student-talk to be more rigorous and accountable with an increased use of sentence frames (Pro-Talk)</li> <li>Continuing awareness among all Instructional coaches, Admin, and teachers that supporting ELs is everyone's responsibility</li> </ul>
<b>FAMILY ENGAGEMENT</b> Alignment: Title III, Part A Provision #4, ESSA Section 3116(b)(3), State Priorities: 3,6, CVUHSD/LCAP Goal #2	<p><b>Findings: Strengths</b></p> <ul style="list-style-type: none"> <li>Provide awards to EL parents for exemplary leadership and EL involvement</li> <li>Increased parent needs assessment participation; results show support and engagement</li> <li>EL parent participation at conferences and on parent-only university field trips</li> <li>ELAC members take on leadership roles to present information with other parent groups</li> <li>EL parents utilize the school parent centers frequently and are active on campus</li> <li>ELAC and DELAC leadership participate in LCAP stakeholder input meetings</li> </ul> <p><b>Findings: Weaknesses</b></p> <ul style="list-style-type: none"> <li>Evaluate if the annual parent survey is giving us the data we need to improve</li> <li>LTEL parents require specific knowledge about the unique needs of the LTEL student</li> <li>EL Parents involved in planning agendas for DELAC and ELAC meetings</li> </ul>	<ul style="list-style-type: none"> <li>Continue to increase sustained parent interest and participation in parent meetings at district level</li> <li>Include DELAC parents in developing DELAC and ELAC Agendas to Increase high interest topics</li> <li>Continue to provide awards to EL parents for exemplary leadership and EL involvement</li> <li>Re-word parent survey to increase input and to improve feedback</li> </ul>