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| PROSITIVE | NEGITIVE |
| 1. ELD PROGRAM   LANGUAGE STAR  SCHOOLWIDE “KEY LEARNING PRINCIPLES”  PROOF OF DEVELOPMENT  BENCH MARK EXAMS-EADMS   1. ELD MOVEMENT   AMAO1- PERCENTAGE OF ELS MAKING ANNUAL PROGRESS IN LEARNING ENGLISH   * NUMBER OF 2013-14 ANNUAL CELDT TAKERS 193 * NUMBER WITH REQUIRED PRIOR CELDT SCORES 193 * PERCENTAGE WITH REQUIRED PRIOR CELDT SCORES 100% * NUMBER IN COHORT MEETING ANNUAL GROWTH TARGET 62.2% ANNUAL GROWTH TARGET 120 * 2013-14 TARGET 59.9% * MET TARGET FOR AMAO 1 YES   AMAO 2- PERCENTAGE OF ELS ATTAINING THE ENGLISH PROFICIENT LEVEL ON THE CELDT   * LESS THAN 5 YEARS COHORT  1. NUMBER OF 2013-14 ENGLISH LEARNERS IN COHORT 81 2. NUMBER IN COHORT ATTAINING THE ENGLISH PROFICIENT LEVEL 45 3. PERCENTAGE IN COHORT ATTAINING TH ENGLISH PROFICIENT LEVEL 55.6% 4. 2013-14 TARGET 49.0% 5. COHORT MET TARGET- YES 6. MET TARGETS FOR AMAO 2 YES | ELD RECLASSIFICATION #3   * HOW DO WE RECOUP ACADEMIC DEFICTS? * HOW DO WE MEET PROFICIENCY GOALS ON ELA CAASPP? * DO WE ADD CASHEE TO RECLASSIFICATION?   #5   * ELA CURRICULUM- ALLIGNED WITH CCSS? * INTERVENTION PROCESS (RTI K-8) * TRAINING IN LITERACY ACROSS THE CURICLUM PRIMARY READING INTRUCTION * PLC CONFERENCE- MARCH |
| AMAO 3- ADEQUATE YEARLY PROGRESS FOR EL STUDENT GROUP AT THE LEA LEVEL  ENGLISH- LANGUAGE ARTS   * MET PARTICIPATION RATE FOR ENGLISH LEARNER STUDENT GROUP (YES) * MET PERCENT PROFICIENT OF ABOVE FOR ENGLISH LEARNER STUDENT GROUP (NO)   MATHEMATICS-   * MET PARTICIPATION RATE FOR ENGLISH LEARNER STUDENT GROUP (YES) * MET PARTICIPATION RATE PROFICIENT OF ABOVE FOR ENGLISH LEARNER STUDENT GROUP (YES) * MET GRADUATION RATE FOR ENGLISH LEARNER STUDENT GROUP (N/A) * MET TARGETS FOR AMAO 3 (NO) * SPECIAL CONDITIONS (DW) * AYP YEAR (13)   MET ALL AMAO CRITERIA   * MET ALL AMAO’S (NO)   NUMBER OF CONSECUTIVE YEARS NO MEETING AMAOS   * NUMBER OF YEARS (2)   CELDT PRELIMINARY SCORES (4TH – 8TH GRADE) 2014-2015   * 92% INCREASE ORERALL POINTS * 55% INCREASE LEVEL (43% 1 LEVEL, 12% 2 LEVELS) * 37% SAME LEVEL * 60% EARLY ADVANCED/ADVANCED   HAMILTON ELEMENTARY RECLASSIFICATION   * 2012-2013 24 STUDENTS * 2013-2014 36 STUDENTS     #3 EDUCATION FOR ENGLISH LANGUAGE LEARNERS (CONTINUED)  THE DISTRICT SHALL CONTINUE TO PROVIDE ADDITIONAL AND APPROPRIATE EDUCATIONAL SERVICES TO ENGLISH LANGUAGE LEARNERS FOR THE PURPOSES OF OVERCOMING LANGUAGE BARRIERS UNTIL THE ENGLISH LANGUAGE LEARNS HAVE ( 5 CCR 11302)   1. DEMONSTRATED ENGLISH LANGUAGE PROFICIENCY COMPARABLE TO THAT OF THE DISTRICT’S AVERAGE NATIVE ENGLISH LANGUAGE SPEAKERS. 2. RECOUPED ANY ACADEMIC DEFICITS WHICH MAY HAVE BEEN INCURRED IN OTHER AREAS OF THE CORE CURRICULUM AS A RESULT OF LANGUAGE BARRIERS.   ENGLISH LANGUAGE LEARNERS SHALL BE REDESIGNATED AS A FLUENT ENGLISH PROFICIENT WHEN THEY ARE ABLE TO COMPREHEND, SPEAK, READ AND WRITE ENGLISH WELL ENOUGH TO RECEIVE INSTRUCTION IN THE REGULAR PROGRAM AND MAKE ACADEMIC PROGRESS AT A LEVEL SUBSTANTIALLY EQUIVALENT TO THAT OF THE STUDENTS OF THE SAME AGE OR GRADE WHOSE PRIMARY LANGUAGE IS ELGLISH AND WHO ARE IN THE REGULAR COUSE OF STUDY (5 CCR 11303)   1. ASSESMENT OF ENGLISH LANGUAGE PRFICIENCY UTILIZING THE CELDT AS THE PRIMARY CRITERION, AND OBJECTIVE ASSESMENTS OF THE STUDENTS ENGLISH READING AND WRITING SKILLS. 2. PARTICIPATION OF THE STUDENTS CLASSROOM TEACHER AND ANY OTHER CERTIFICATED STAFF WITH DIRECT RESPONSIBILITY FOR TEACHING OR PLACEMENT DECISIONS. 3. PARENT/GUARDIAN OPINION AND CONSULTATION DURRING A REDESIGNATION INTERVIEW   PARENTS/GUARDIANS SHALL RECEIVE NOTICE AND A DISCRIPTION OF THE REDESINGNATION PROCESS, INCLUDING NOTICE OF THEIR RIGHT TO PARTICIPATE IN THE PROCESS. PARENT/GUARDIAN PARTICIPATION IN THE PROCESS SHALL BE ENCOURAGED.   1. COMPARISON OF PERFORMANCE IN BASIC SKILLS, INCLUDING PERFORMANCE ON THE ENGLISH- LANGUAGE ARTS SECTION OF THE CALIFORNIA STATE STANDARDS TESTS 2. OBJECTIVE DATA ON THE STUDENTS ACADEMIC PERFORMANCE IN ENGLISH.   THE SUPERINTENDENT OR DESIGNEE SHALL PROVIDE SUPSEQUENT MONITORING AND SUPPORT FOR THE REDESIGNATED STUDENTS, INCLUDING BUT NOT LIMITED TO MONITORING THE PERFORMANCE OF REDESIGNATED STUDENTS IN THE CORE CURRICULUM IN COMPARISON WITH THEIR NATIVE-ENGLISH SPEAKING PEERS, MONITORING THE RATE OF REDESIGNATION, AND ENSURING CORRECT CLASSIFICATION AND PLACEMENT.  #4. BI-LITERATE SEAL PROCESS (HHS)   * PASS AP EXAM (GOOD GRADES “C” OR ABOVE.)   # 5 ELA COMMON CORE IMPLENTATION   * PLC (POD UNITS) * COMMON CORE CADRE * ELA/ELD FRAMEWORK. |  |