



INTER-OFFICE CORRESPONDENCE  
Los Angeles Unified School District

INFORMATIVE  
June 23, 2014

TO: Members, Board of Education  
John E. Deasy, Superintendent

FROM: *Cynthia*  
Cynthia Lim, Executive Director  
Office of Data and Accountability

SUBJECT: PROGRESS OF ENGLISH LEARNERS, 2013-14

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This informative provides updates on the progress of English Learners (EL) in LAUSD in the 2013-14 school year, specifically the number and percent of ELs, proficiency on the California English Language Development Test (CELDT), and reclassification rates. The reclassification data counted students who had reclassified as of October 2013, which reflects only the beginning of the 2013-14 school year.

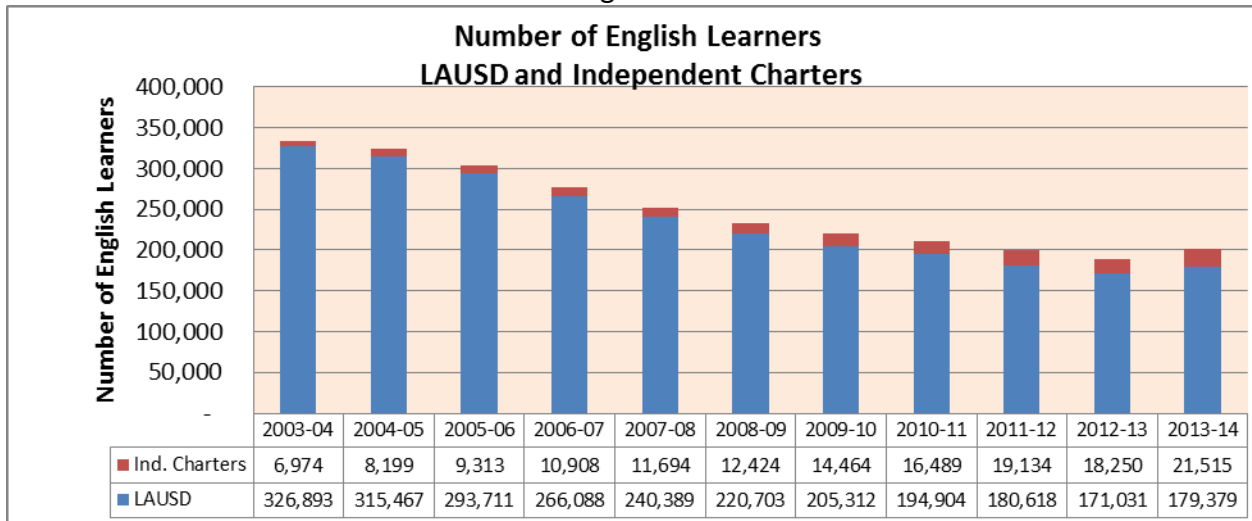
#### **I. ENGLISH LEARNERS IN LAUSD**

In prior years, Language Census data on English Learners was collected in March each year. The counts of English Learners and reclassification rates were based on counts in March each year. Beginning in the 2013-14 school year, the state changed the Language Census date to October, the same day that enrollment data is captured statewide.

The number of English learners in LAUSD has increased from 171,146 in 2012-13 to 179,379 in 2013-14. This increase is partly due to the fact that we counted English Learners at a different point in time in 2013-14, i.e., at the beginning of the school year instead of in the spring when many students may have reclassified.

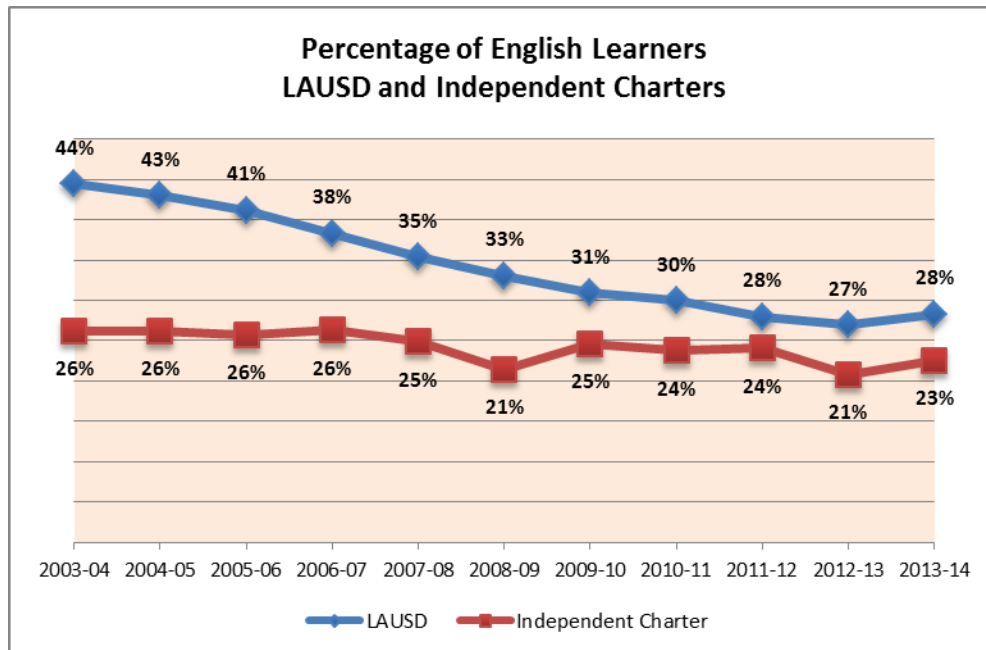
The latest figures still represent a decline from the all-time high of nearly 327,000 students (43%) in 2003-04 during the peak of District enrollment. ELs represented roughly less than a third of the total student population in 2013-14. Figure 1 shows that the number of ELs also increased at charter schools during the 2013-14 school year and have more than tripled since 2003-04.

Figure 1



While the percentage of ELs in LAUSD schools has steadily decreased each year since 2003-04, there was a slight increase in 2013-14. Among independent charter schools, the percentage of ELs was at 23% in 2013-14.

Figure 2

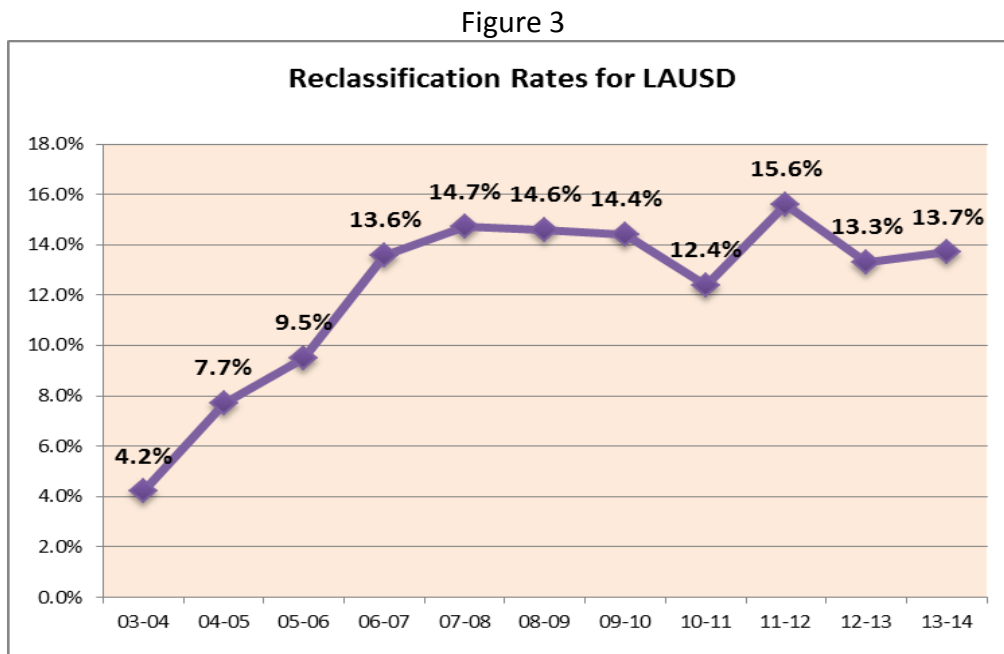


## II. RECLASSIFICATION RATES

In order to be reclassified as a fluent English student, an English learner must meet four criteria:

1. Score at Early Advanced or Advanced on the overall CELDT and score Intermediate or higher in each of the four subskill areas: listening, speaking, reading, and writing,
2. Score at Basic or above on the California Standards Test (CST) in English Language Arts,<sup>1</sup>
3. Attain a "C" or higher in English at the secondary level, or attain a "3" or higher in elementary,
4. Obtain parental input for reclassification.

The reclassification rates are calculated using the number of students who reclassified between October 2012 and October 2013. The number of reclassified students is divided by the number of English learners from the previous school year. Using this calculation, ***the reclassification rate for LAUSD increased from 13.3 to 13.7.***

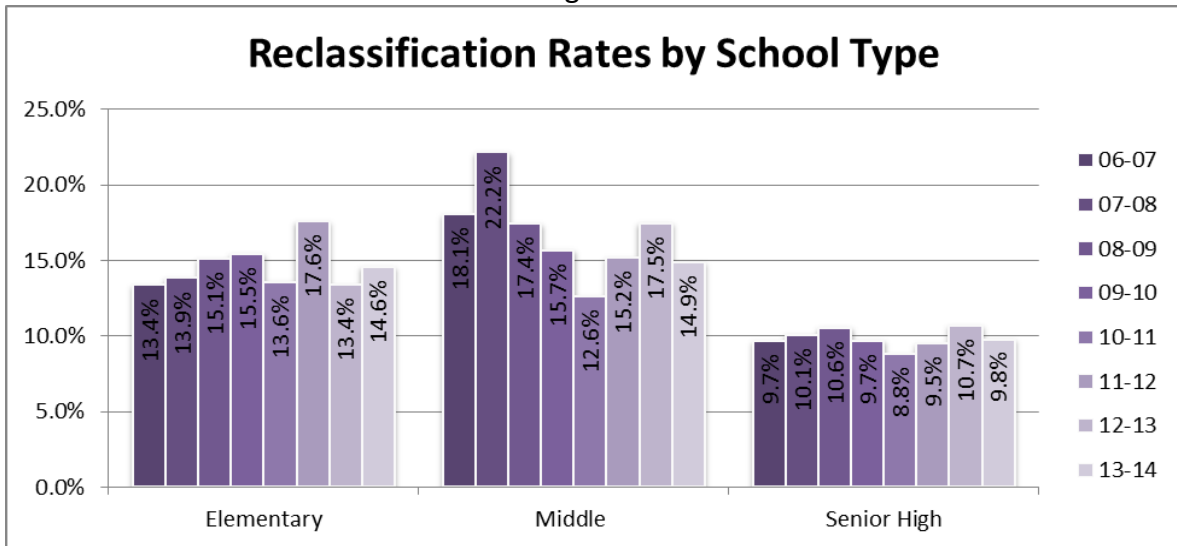


By school level, reclassification rates increased at elementary schools from 13.4% to 14.6%. Among middle and high schools, reclassification rates decreased. Middle schools decreased from 17.5% to 14.9% and at high schools, the rates decreased from 10.7% to 9.8%.

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<sup>1</sup> This criterion will change as the state transitions to the new Smarter Balanced Assessment Consortium assessments. For the 2013-14 school year, schools could use CST data if the student scored Basic or above. For students that scored Below Basic or Far Below Basic, a District assessment was used. Students that reclassified after October 2, 2013 will be counted in the reclassification rate for 2014-15.

Figure 4



\*Does not include independent charters

Attachment A provides a list of schools with counts of English Learners and reclassification rates by school.

### III. PERFORMANCE ON THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

The California English Language Development Test (CELDT) is administered initially to all English learners to determine proficiency levels and then on an annual basis to determine their progress towards proficiency in English. Annual CELDT results are used to determine what types of services and classroom instruction ELs should receive. CELDT results are also one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

The CELDT assesses four skill areas in kindergarten through grade 12: listening, speaking, reading, and writing. Overall CELDT scores are reported in five performance levels of English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced.

***In the 2013-14 school year, the percentage of ELs that scored at Early Advanced or Advanced remained constant at 40%.*** The percentage increased among elementary grade levels from 40% to 42% and decreased by one percentage point among middle school grade levels. Among high school grade levels, the percentage remained at 38%.

Table 5

Percentage of English Learners Scoring at Early Advanced or Advanced on CELDT\*

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary (K-5)	30	34	38	36	34	38	40	42
Middle Schools (6-8)	40	40	40	40	40	41	37	36
High Schools (9-12)	33	35	38	38	32	38	38	38
All Schools	33	35	38	37	34	39	40	40

\*Includes independent charter schools

Across California, the percentage of ELs that scored Early Advanced or Advanced was 41%, the same as the previous year. Among urban districts in California, San Diego had the highest percentage at Early Advanced and Advanced, followed by LAUSD and Long Beach. Five districts had increases in the percentage scoring Early Advanced or Advanced, three districts had no growth and four districts had declines in scores.

Table 6  
Percentage of English Learners Scoring at Early Advanced or Advanced on CELDT  
California and Other Urban Districts

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	1 Year Change
<b>California</b>	<b>39%</b>	<b>40%</b>	<b>37%</b>	<b>42%</b>	<b>41%</b>	<b>41%</b>	<b>0%</b>
San Diego	36%	37%	35%	40%	40%	41%	1%
<b>LAUSD*</b>	<b>38%</b>	<b>37%</b>	<b>34%</b>	<b>39%</b>	<b>40%</b>	<b>40%</b>	<b>0%</b>
Long Beach	32%	35%	34%	38%	36%	40%	4%
San Francisco	38%	39%	36%	40%	36%	39%	3%
Pasadena	36%	37%	35%	41%	38%	37%	-1%
Pomona	40%	38%	34%	39%	37%	37%	0%
Oakland	34%	36%	34%	37%	36%	37%	1%
Sacramento	42%	42%	40%	43%	40%	36%	-4%
Santa Ana	38%	39%	37%	43%	36%	34%	-2%
San Jose	34%	35%	30%	36%	31%	33%	2%
San Bernardino	37%	36%	34%	37%	34%	33%	-1%
Fresno	33%	32%	28%	30%	31%	31%	0%

\*Includes independent charter schools

If there are any questions, please call me or Grace Pang Bovy at (213) 241-2460.

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