
INTER-OFFICE CORRESPONDENCE
 Los Angeles Unified School District

INFORMATIVE
June 1, 2016

TO: Members, Board of Education
Michelle King, Superintendent

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

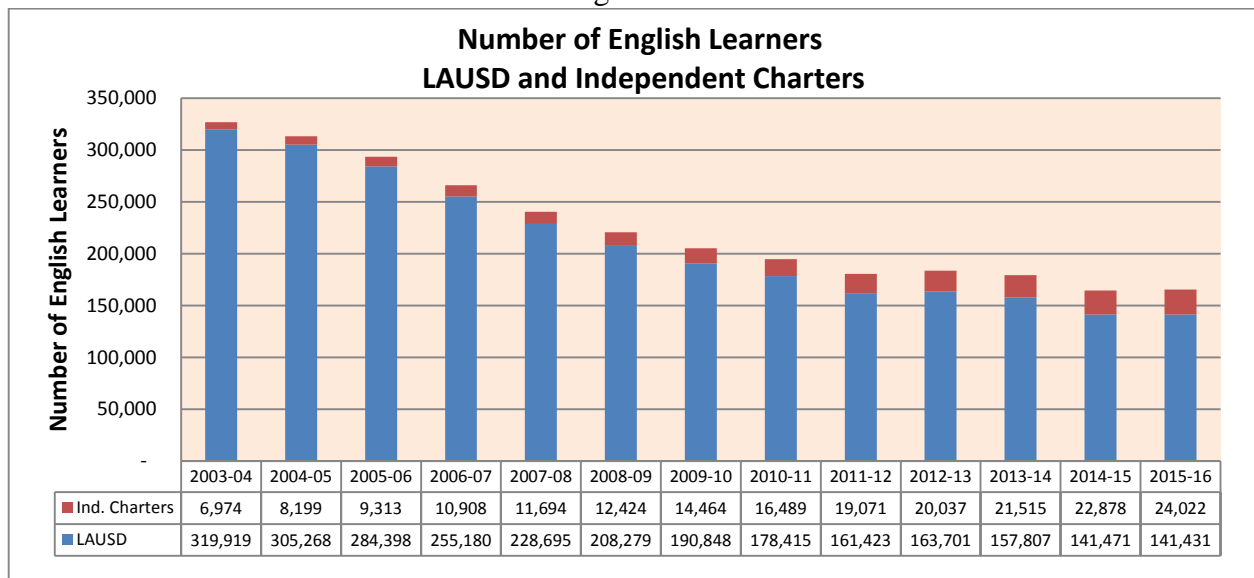
SUBJECT: RECLASSIFICATION RATES OF ENGLISH LEARNERS, 2015-16

This informative provides updates on the number and percent of English Learners (EL) in LAUSD in the 2015-16 school year and reclassification rates for LAUSD and independent charter schools.

ENGLISH LEARNERS IN LAUSD

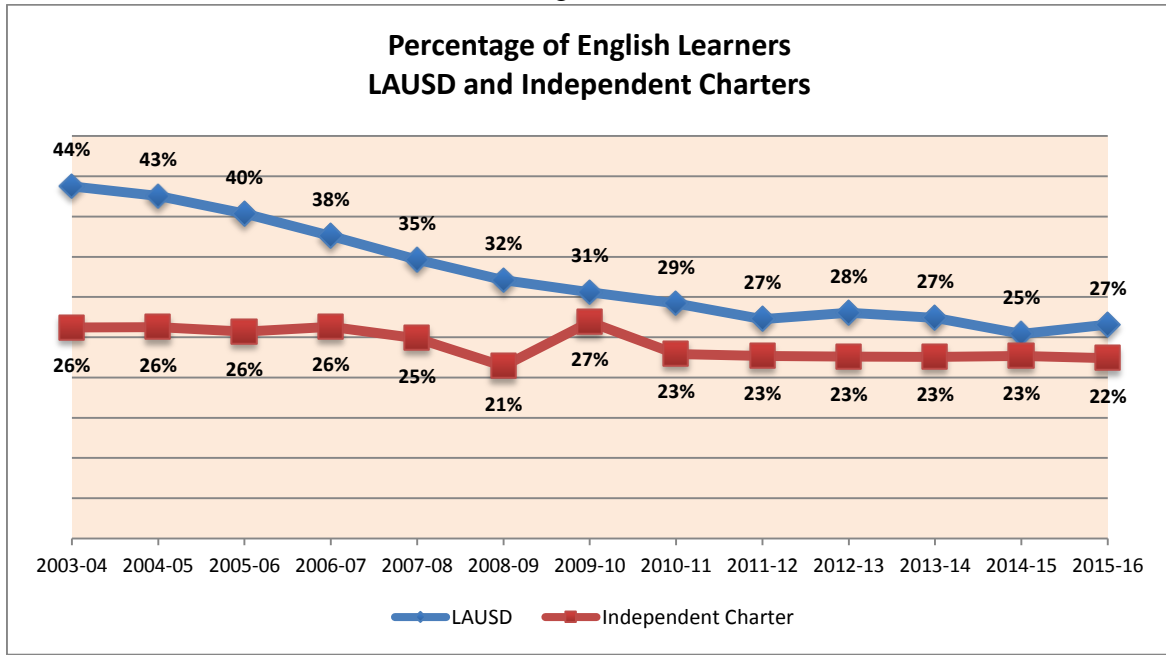
The number of English learners in LAUSD decreased by 40 students from 2014-15, from 141,471 to 141,431 in 2015-16. The latest figures represent a decline from the all-time high of nearly 319,000 students in 2003-04 during the peak of District enrollment. Figure 1 shows that the number of ELs increased at charter schools from 22,878 to 24,022 between 2014-15 and 2015-16 school years.

Figure 1.



As shown in Figure 2 below, although the number of ELs decreased slightly in LAUSD since 2014-15, the percentage of EL students increased from 25% to 27%. Among independent charter schools, the percentage of ELs decreased from 23% in 2014-15 to 22% in 2015-16, even though there is an increase of 1,144 ELs.

Figure 2



After adoption of the revised English Learner Master Plan in June 2012, LAUSD began tracking the percentage of long-term English Learners (LTEL). This includes English Learners who completed at least five full years in U.S. schools without being reclassified as fluent English proficient (RFEP). Since the 2011-12 school year, the percentage of students who are considered long-term English learners has steadily decreased, from 29% in 2011-12 to 23% in 2015-16.

Figure 3. Percentage of Long-term English Learners

	2011-12	2012-13	2013-14	2014-15	2015-16
Percentage of Long-term English Learners	29%	27%	24%	24%	23%

RECLASSIFICATION RATES

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

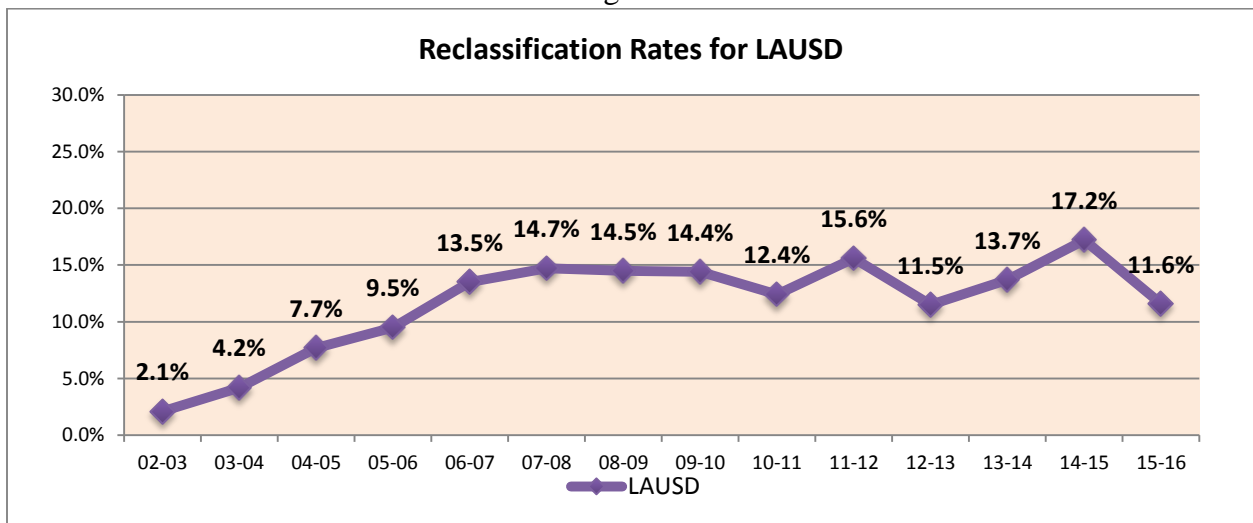
1. Score at Early Advanced or Advanced on the overall CELDT and score Intermediate or higher in each of the four subskill areas: listening, speaking, reading, and writing,
2. Performance on an objective assessment of basic skills in English–language arts,
 - a. For grades K-5/6 (elementary), score Benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in either the Middle-of-Year (MOY) or End-of-Year (EOY) administration,

- b. For grades 6-12, score Basic, Proficient or Advanced on the Scholastic Reading Inventory (SRI). (The California High School Exit Exam (CAHSEE) is no longer being administered statewide in grades 10-12.)
- 3. Attain a "C" or higher in selected English or LTEL classes at the secondary level, or attain a "3" or higher in elementary English-language arts,
- 4. Obtain parental input for reclassification,
- 5. Obtain recommendation from Language Appraisal Team and approval from Multilingual and Multicultural Education Department for grades K-1 students.

Reclassification rates are calculated by dividing the number of reclassified students by the number of English learners from the previous school year.

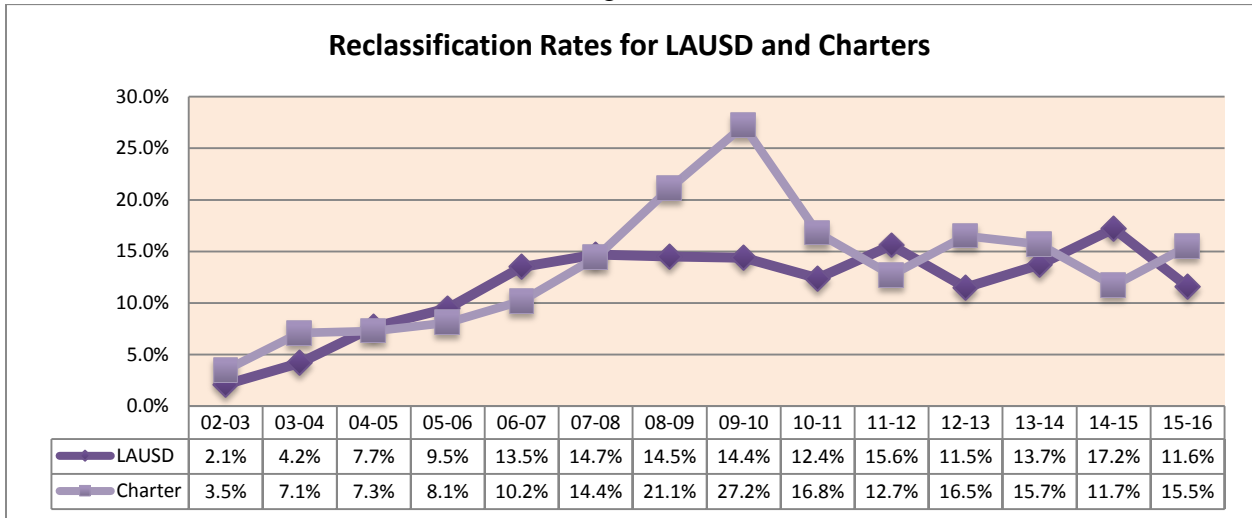
For the 2015-16 school year, the reclassification rate for LAUSD decreased from 17.2 to 11.6.

Figure 4



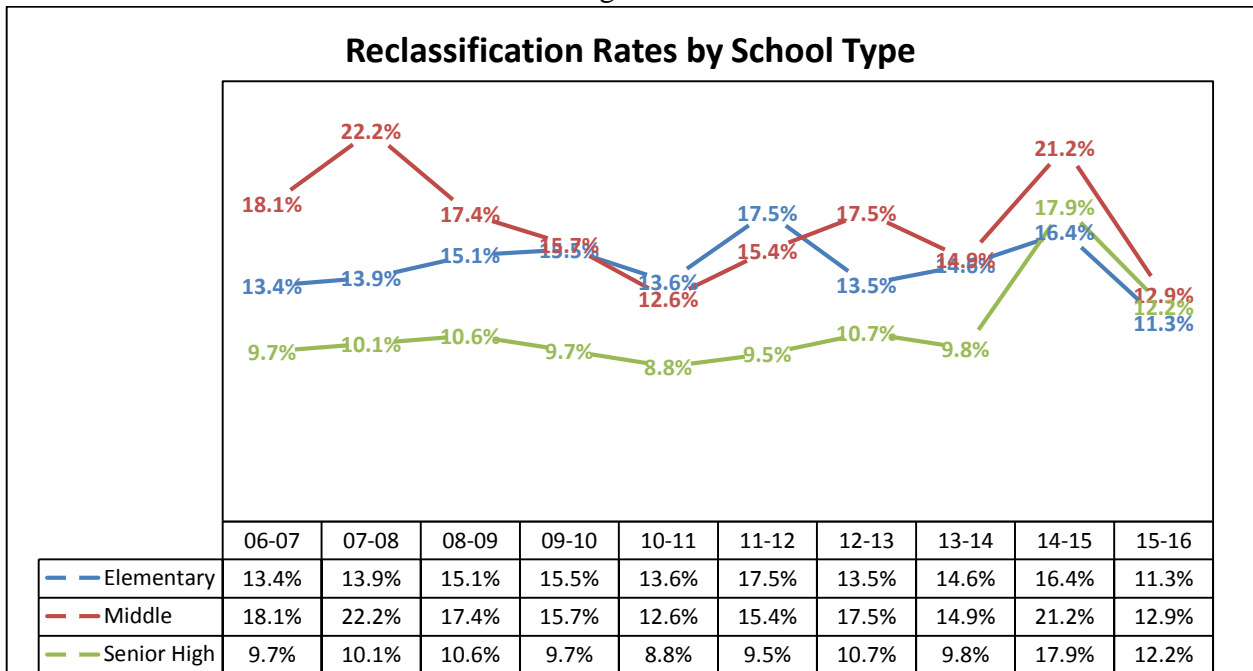
Reclassification rates at independent charter schools increased between 2014-15 and 2015-16 by nearly 4 percentage points, from 11.7 to 15.5. Since 2002-03, reclassification rates at independent charter schools rose to a high of 27.2 in 2009-10 and have fluctuated between 12 and 16 percent since then. Figure 5 shows reclassification rates for LAUSD and independent charters.

Figure 5



By school level, reclassification rates decreased at all school levels, elementary, middle and high schools (among LAUSD schools only). Elementary schools decreased from 16.4 to 11.3. Among middle schools, reclassification rates dropped from 21.2 to 12.9 and at high schools, the rate decreased from 17.9 to 12.2. Figure 6 displays reclassification rates by school level since 2006-07. These rates do not include independent charter schools.

Figure 6



In spring of the 2015-16 school year, students in grades 2 through 12 who had passed the Basic Skills criteria were given an additional opportunity to take a non-official LAUSD-CELDT test for reclassification purposes. Between April 4 and April 15, 2016, there were 5,175 English Learners that took the LAUSD-CELDT test. Of those tested, 77% (3,998) met the CELDT criteria for reclassification. Pending final marks for the spring semester and last marking period

for the 2015-16 school year, students who meet all criteria will be eligible for reclassification. Those students will be reflected in the reclassification rates for the 2016-17 school year.

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

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

c: Frances Gipson
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