

2018 Master Plan for English Learners and Standard English Learners: 2023–24 Evaluation

Strategic Data and Evaluation Branch
Office of the Chief Strategy Officer

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Executive Summary

In this report, we present an overview of District enrollment by language status (e.g., English Learner, Reclassified Fluent English Proficient) and by English Learner typology (e.g., Long-term English Learner, International Newcomer, EL with Disabilities) across the last six years (2018-19 to 2023-24). We also present descriptive information on the following student outcomes: English language proficiency, academic proficiency, graduation, and advanced programs participation. Finally, we present outcomes for students in Dual Language Education programs, Probable Standard English Learners participating in Academic English Mastery Programming (AEMP), Indigenous students, and migrant students.

Summary of Findings

English Learner and Reclassified Fluent English Proficient Students

- Across the last six years, English Learner students accounted for about one-fifth of District enrollment and Reclassified English Fluent Proficient (RFEP) students accounted for around a quarter of total enrollment.
- Among all District English Learners who had an ELPAC score in both 2022-23 and 2023-24 and were in grade 1 or higher in 2023-24, 46% increased at least one ELPI level or remained at Level 4. This percentage represents a Medium ELPI status level.
- In 2023-24, the percentage of students scoring at Level 4 on the Summative ELPAC remained at the same level as in 2022-23.
- Across years, ELs were much more likely to score at higher levels on the oral component of the ELPAC compared to the written component (30% vs. 9% scoring at Level 4).
- During the three years after the return to in-person instruction, the reclassification rate for all District ELs steadily increased. Between 2022-23 and 2023-24, the rate dropped from 22% to 18%. This drop was apparent among both middle and high school students, but not among elementary students.
- The percentage of students in all language classification groups who met or exceeded standards on the SBA ELA and math tests increased between 2022-23 and 2023-24. The increase among EL students was especially notable in both ELA (4% to 9%) and math (7% to 11%).
- In 2023-24, as across the last six years, RFEP high school students (75%) were somewhat more likely and ELs (29%) were much less likely to be on track to meeting A-G District graduation requirements compared to all District students (69%). From 2022-23 to 2023-24, the rates for all district students, RFEPs, and ELs remained fairly stable.

- The four-year graduation rate increased for all District students between 2022-23 and 2023-24, and the increase among EL students was especially notable (64% to 71%).
- Approximately 2% of ELs enrolled in and completed at least one honors course across years since 2019-20. The rate at which RFEPs completed honors courses dropped between 2022-23 and 2023-24 (29% to 25%) but remained about 8 percentage points above the rate for all District students.
- Approximately 1% of ELs enrolled in at least one AP course each year from 2018-19 to 2023-24. The rate at which RFEPs enrolled in at least one AP course remained stable at around 12%, a rate several percentage points above that for all District students. AP course passing rates among ELs increased from 85% to 94% between 2022-23 and 2023-24. Of ELs who took an AP exam in 2023-24, almost 6 in 10 passed at least one. This rate was somewhat lower among RFEPs (49%) and all District students (53%).

International Newcomer Students

- The percentage of students classified as International Newcomers (students categorized as foreign-born ELs who have been enrolled in a U.S. school for three years or less) increased between 2022-23 and 2023-24 from 21% to 30% of all ELs. In 2023-24, the number of International Newcomers entering the District (enrolled less than 1 year) continued to increase and comprised almost half of all enrolled International Newcomer students.
- International Newcomer students were least likely among ELs to be on-track to graduating across the last six school years (2018-19 to 2023-24), and their rate dropped steadily between 2018-19 (17%) and 2022-23 (8%) but then increased in 2023-24 (13%).

Dual Language Education

- Approximately 23,000 students, including almost 8,000 ELs, were enrolled in the District's Dual Language Education program in 2023-24, an increase from the prior year.
- The percentage of Dual Language Education ELs scoring at Level 4 on the Summative ELPAC remained stable between 2022-23 and 2023-24 (18%). DLE ELs showed a small drop in reclassification rate from 20% to 18% during the same time.
- The percentage of DLE students meeting or exceeding standards on the SBA ELA remained fairly stable for all language classification groups from 2022-23 to 2023-24 (6% among ELs) and increased slightly on the SBA Math (10% to 11% among ELs).
- Of graduating seniors, over 7,000 received a Seal of Biliteracy.

Probable Standard English Learners in Academic English Mastery Program

- The percentage of Probably Standard English Learners at schools offering Academic English Mastery Programing who met or exceeded standards on the SBA ELA increased by 3 percentage points (27% to 30%) between 2022-23 and 2023-24 (a similar increase to that of all District students, 41% to 43%). The pattern of change was similar for both PSELs (19% to 22%) and the District (31% to 33%) on the SBA math.

American Indian Students

- The percentage of American Indian students who met or exceeded standards on the SBA ELA test was slightly higher than that District percentage and increased from 43% in 2022-23 to 47% in 2023-24.
- The percentage of American Indian students who met or exceeded standards on the SBA math test was similar to the District percentage across the last two years (31% to 34%).

Migrant Students

- The percentage of migrant students who met or exceeded standards on the SBA ELA test remained below the District average but grew from 32% in 2018-19 to 36% in 2023-24.
- The percentage of migrant students who met or exceeded standards on the SBA math test decreased 8 percentage points between 2018-19 and 2021-22 but increased and recovered to pre-pandemic levels by 2023-24, though still below the District average.

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Introduction

In this report, we present findings from the 2023-24 evaluation study of Los Angeles Unified School District (LAUSD) student performance during the implementation the 2018 English Learner and Standard English Learner Master Plan.

Students in California and LAUSD are initially classified as English Learners (EL) if they have a reported home language other than English on the Home Language Survey and they did not score at the Proficient level on the state's English proficiency assessment upon first entering a California school. Students categorized as EL receive Designated and Integrated English Language Development instruction. English Learners are reclassified as fluent English proficient (RFEP) if they meet four criteria: (1) proficiency on the state's English proficiency assessment, (2) mastery on an English Language Arts basic skills assessment, (3) a passing grade in grade level English/ELD, and (4) parent consultation and opinion. Students with a reported home language other than English who pass the state's English proficiency assessment upon entering a California school for the first time are categorized as Initially Fluent English Proficient (IFEP) and do not receive additional services. Students who do not have a reported language other than English in the home are categorized as English Only (EO) students.

First, we present student enrollment information by language status (e.g., English Learner, Reclassified Fluent English Proficient) and by English Learner typology (e.g., International Newcomer, Long-term English Learner, described in detail below) across the last six years (2018-19 to 2023-24).

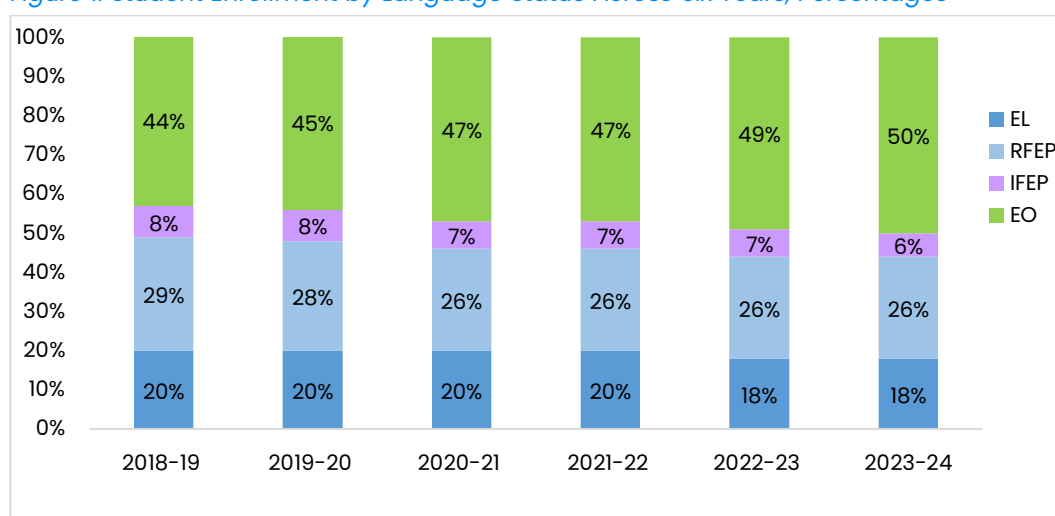
We then present descriptive information on the following student outcomes: English language proficiency, academic proficiency, graduation, advanced programs participation, and journey to multilingualism (e.g., Seal of Biliteracy). In separate sections, we also present outcomes for students in Dual Language Education programs, Probable Standard English Learners participating in Academic English Mastery Programming (AEMP), Indigenous students, and migrant students. We present outcomes across five or six years—depending on data availability due to the COVID-19 pandemic—for students by language status and for English Learners by schooling level (i.e., elementary, middle, high) and by English learner typology.

Student Descriptive Information

Throughout this report, we use student data from District records representing language classification at the end of each school year rather than from Census Day in October. We do this because end-of-year data more accurately reflect student language status (e.g., English Learner, Reclassified Fluent English Proficient) in the latter half of the year when most assessments are administered. Using this approach, we are also able to attach English Learner typology (e.g., International Newcomer, Long-term English Learner) to assessment outcome data for students who entered the District after Census enrollment was recorded. Thus, enrollment counts and percentages in this report may vary somewhat from official Census counts and percentages.

Across the last six years, English Learner students accounted for about one-fifth of District enrollment and Reclassified English Fluent Proficient (RFEP) students accounted for around a quarter of total enrollment. Between 2018-19 and 2023-24, the percentage of RFEPs decreased somewhat and the percentage of English Only (EO) students increased somewhat. See Figure 1 and Table 1.

Figure 1: Student Enrollment by Language Status Across Six Years, Percentages



Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

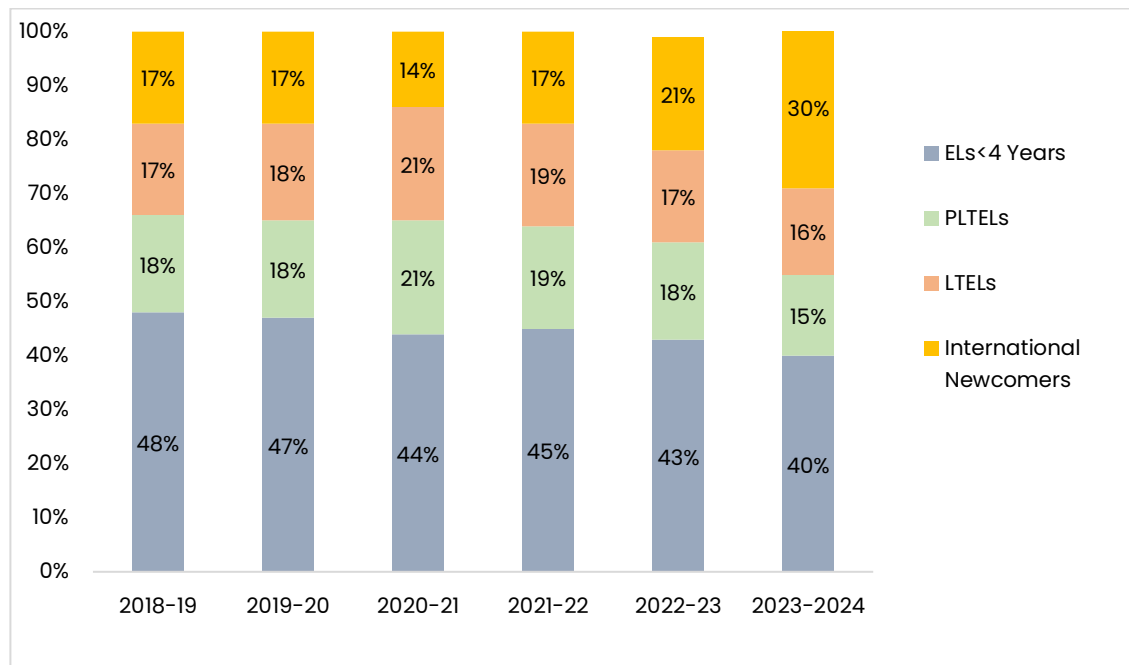
Table 1. Grade TE-12 Student Enrollment by Language Status Across Six Years, Counts

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EO	210,235	214,358	210,188	202,583	204,216	203,905
IFEP	36,870	35,701	33,546	29,782	27,436	25,163
RFEP	140,416	132,409	117,378	110,980	110,109	105,137
EL	94,249	92,943	90,811	84,753	77,284	74,714
Total	481,770	475,411	451,923	428,098	419,045	408,919

Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

Of District ELs in 2023-24, 40% were classified as students who had been ELs for less than four years; around 1 in 6 was classified as Potential Long-term English Learners (PLTEls; students categorized as ELs for at least four years, but for less than 6 years) and another 1 in 6 as Long-term English Learners (LTEls; students categorized as ELs for 6 or more years). The percentage of students classified as International Newcomers (students categorized as foreign-born ELs who have been enrolled in a U.S. school for three years or less) increased between 2022-23 and 2023-24 from 21% to 30% of all ELs. See Figure 2 and Table 2.

Figure 2. Grade TE-12 English Learner Enrollment by Typology Across Six Years, Percentages



Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

Table 2. Grade TE-12 English Learner Enrollment by Typology, Counts

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ELs < 4 Years	45,156	43,510	39,923	38,075	33,616	29,944
PLTEls	16,596	17,034	19,001	16,280	13,785	10,889
LTEls	16,076	16,762	19,075	16,328	13,376	11,641
International Newcomers	16,421	15,637	12,812	14,070	16,507	22,239
All ELs	94,249	92,943	90,811	84,753	77,284	74,713

Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

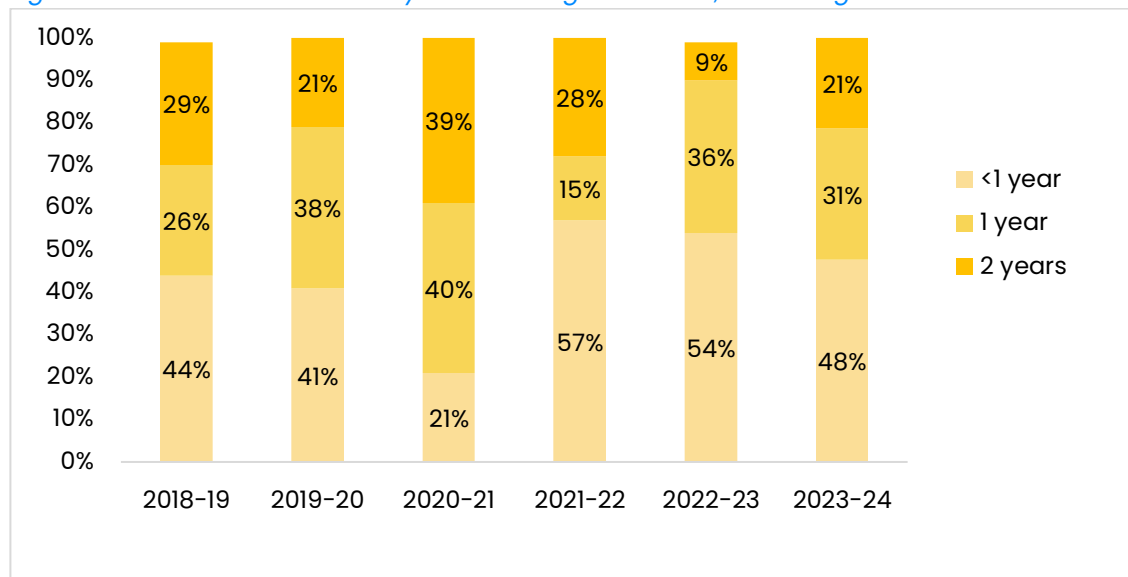
In 2023-24, the number of International Newcomers entering the District (less than 1 year) continued to increase (Table 3) and comprised almost half of all enrolled International Newcomers (Figure 3).

Table 3. Newcomer Enrollment by Years as English Learner, Counts

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<1 year	7,273	6,359	2,669	8,062	8,985	10,624
1 year	4,291	5,929	5,186	2,076	6,021	6,871
2 years	4,857	3,349	4,958	3,933	1,502	4,748
All Int'l Newcomers	16,421	15,637	12,812	14,070	16,507	22,243

Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

Figure 3. Newcomer Enrollment by Years as English Learner, Percentages



Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

Between 2018-19 and 2022-23, ELs were more likely to be classified as students with disabilities than students of any other language status. However, in 2023-24, ELs were less likely to be classified as having a disability than EO students. In addition, the percentage of ELs continued to fall from 18% in 2022-23 to 15% in 2023-24. See Table 4.

Table 4. Percentage of Students with Disabilities in Each Language Classification Category, by Year

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EO	14%	14%	14%	15%	16%	16%
IFEP	4%	4%	4%	4%	5%	5%
EL	22%	20%	20%	19%	18%	15%
RFEP	7%	9%	9%	10%	12%	15%

Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school

Across the last five years, over 1 in 6 EO and RFEP and 1 in 4 IFEP students were identified as gifted in the District. By contrast, less than 1 percent of District ELs were identified as gifted. See Table 5.

Table 5. Percentage of Students Identified Gifted in Each Language Classification Category, by Year

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EO	14%	14%	13%	16%	16%	17%
IFEP	27%	27%	24%	28%	28%	28%
EL	<1%	<1%	<1%	<1%	<1%	<1%
RFEP	16%	16%	14%	19%	18%	18%

Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

Across years, the majority of ELs were U.S.-born. However, between 2018-19 and 2023-24, the percentage of U.S.-born ELs decreased from 76% to 62% (Table 6). This change is paralleled by an increase from 17% to 30% in International Newcomers during the same period (see Figure 3 above).

Table 6. Percentage of US Born Students in Each Language Classification Category, by Year

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EO	99%	98%	99%	98%	98%	98%
IFEP	93%	93%	93%	93%	92%	91%
EL	76%	75%	77%	74%	69%	62%
RFEP	90%	91%	91%	91%	90%	90%

Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

Across years, the most common home language among English Learners in the District was Spanish, with around 90% of ELs speaking Spanish at home. In 2022-23 and again in 2023-24, Farsi became the fourth most common language among ELs, whereas in prior years it was not among the top five languages. See Table 7.

Table 7. Top Five Home Languages for English Learners, by Year

Language	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Spanish	91.5%	91.2%	91.7%	91.8%	90.1%	89.1%
Count	82,286	84,803	83,267	77,837	69,620	66,573
Armenian	1.5%	1.7%	1.7%	1.6%	2.1%	2.5%
Count	1,460	1,544	1,521	1,356	1,606	1,840
Russian	0.7%	0.8%	0.7%	1.0%	2.0%	2.4%
Count	637	716	670	852	1,538	1,783
Farsi	-	-	-	-	0.6%	0.7%
Count					437	509
Filipino	0.9%	0.9%	0.8%	0.6%	0.5%	0.5%
Count	820	794	719	514	417	310

Note: Data reported only for top five languages in each year. Dashes indicate that the given language was not among the top five during the respective school year.

Source: Focus Database. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school.

English Language Proficiency: ELPAC Performance

The summative English Language Proficiency Assessments of California (ELPAC) is administered to all K-12 English Learners in the state until they reclassify Fluent English Proficient. The ELPAC assesses both oral (listening and speaking) and written (reading and writing) proficiency. Oral, written, and overall (combined oral and written) assessment scores are categorized into one of four levels: Level 1 – Minimally Developed; Level 2 – Somewhat Developed; Level 3 – Moderately Developed; and Level 4 – Well Developed. To meet the language proficiency criterion for reclassification, students' overall score on the summative assessment must reach Level 4. In this section, we first present progress made by English Learners on the ELPAC summative assessment between 2020-21 and 2021-22. We then present the distribution of ELPAC performance levels for all District ELs and by grade level and EL typology across the last five years of available data (2018-19, 2020-21, 2021-22, 2022-23, 2023-24). Due to the COVID-19 pandemic and the cancelation of state assessments in the spring of 2020, the ELPAC was administered only to a subset of District students; thus, it is not directly comparable to other years. We present 2019-20 performance for this restricted sample in the Appendix.

English Learner Progress Indicator (ELPI)

The English Learner Progress Indicator (ELPI) is calculated using ELPAC summative assessment scores of students with scores from the current year (2023-24) and the year immediately prior (2022-23). The ELPI represents the percentage of students with scores in both years who either (1) increased at least one ELPI level between the current and prior year or (2) maintained Level 4 between the current and prior year.¹ ELPI levels differ from ELPAC levels in the following way: ELPAC Levels 2 and 3 are further split into two categories, each. Thus, students fall into one of six ELPI levels based on their ELPAC scale score and grade level: Level 1, Level 2-Low, Level 2-High, Level 3-Low, Level 3-High, and Level 4. The California Department of Education categorizes districts' ELPI rates into one of five categories: Very Low (<35%), Low (35% < 45%), Medium (45% < 55%), High (55% < 65%), and Very High (>65%).

Among all District English Learners who had an ELPAC score in both 2022-23 and 2023-24 and were in grade 1 or higher in 2023-24, 46% increased at least one ELPI level or remained at Level 4. This percentage represents a Medium status level. The ELPI varied somewhat by schooling level. English Learners in middle school grades (52% - Medium ELPI status level) and in elementary school grades (49% - Medium ELPI status level) had a higher rate of making progress than ELs in high school grades (39% - Low ELPI status level). See Table 8.

¹ California Department of Education: <https://www.cde.ca.gov/ta/ac/cm/elpiratecal.asp>

Table 8: English Learner Progress Indicator, 2023-24

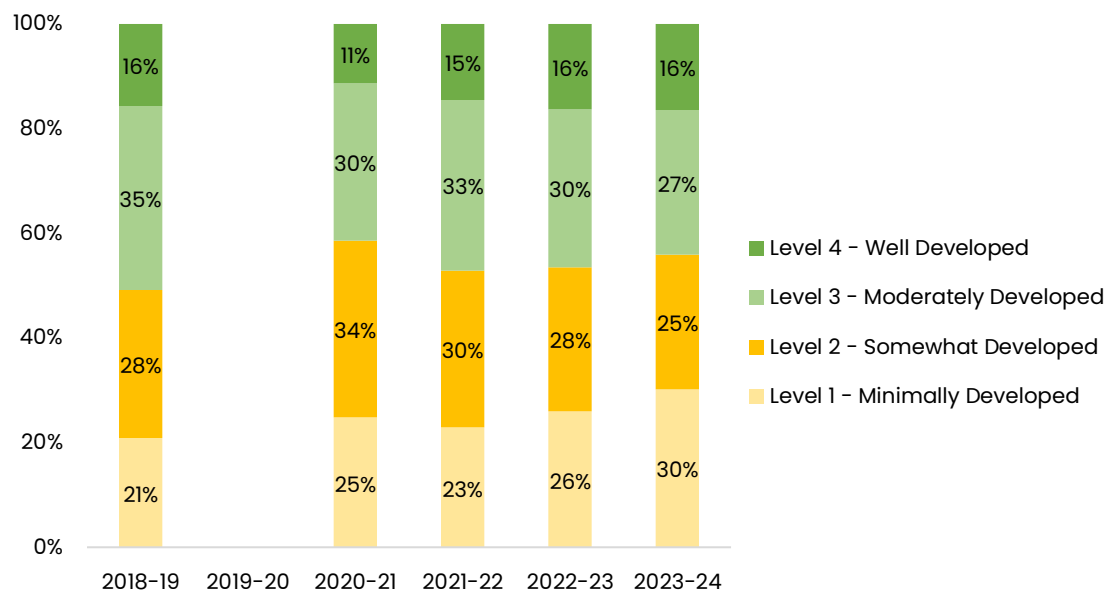
Group	ELPI	Status
All EL Students	46%	Medium
Elementary Grade Levels	49%	Medium
Middle School Grades Levels	52%	Medium
High School Grades Levels	39%	Low
ELs<4 years	41%	Low
PLTEs	44%	Low
LTEs	47%	Medium
Int. Newcomers	37%	Low
US-Born	49%	Medium
Foreign-born	44%	Low
ELs with Disabilities	50%	Medium
ELs - No Disabilities	35%	Low

Source: Data Warehouse and Focus Database.

ELPAC Summative Assessment: All English Learners

On overall performance, the distribution of English language proficiency levels attained shifted from before school closures (2018-19) to during school closures (2020-21), with a greater percentage of students scoring at Levels 1 and 2, and a smaller percentage scoring at Levels 3 and 4, in 2020-21 compared to 2018-19. In 2023-24, the percentage of students scoring at Level 4 remained at the same level it had been prior to school closures (16%) and in the previous year. See Figure 4.

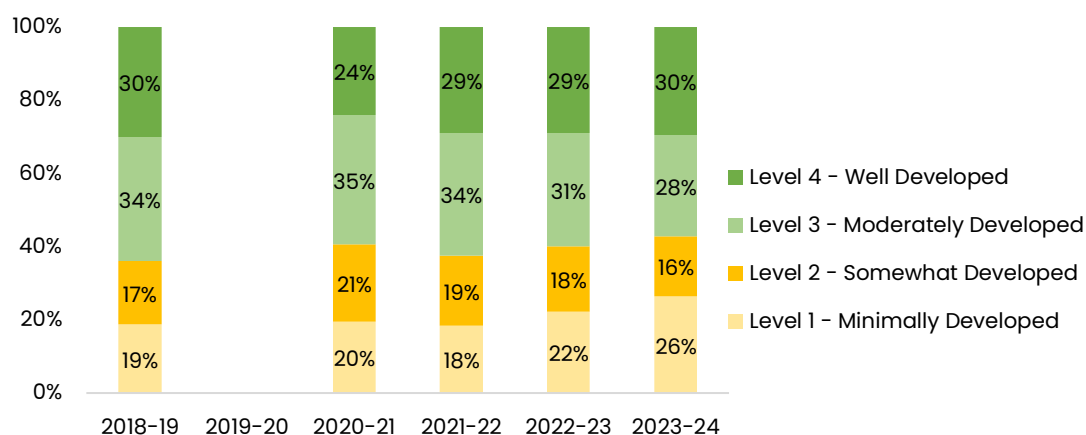
Figure 4. ELPAC Summative Assessment Overall Performance, All English Learners



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

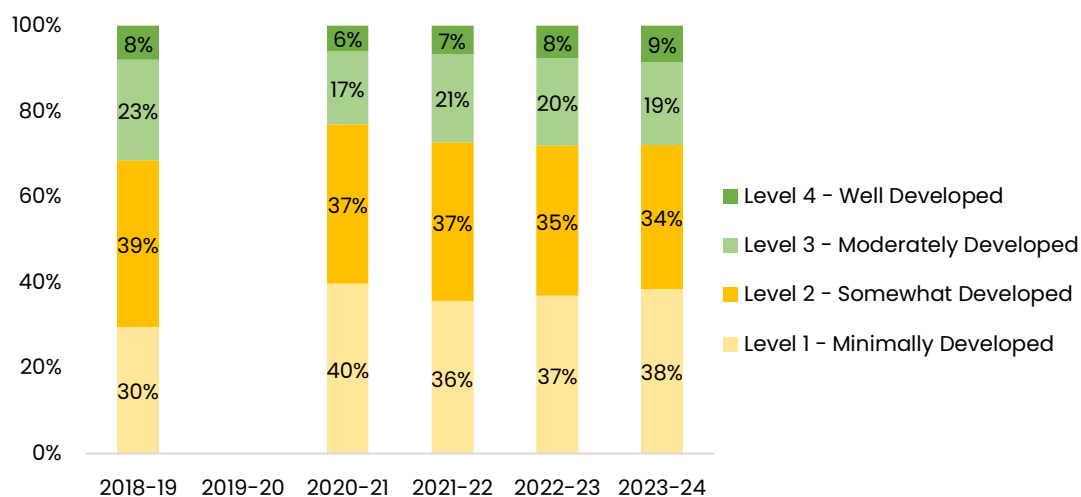
Across years, ELs were much more likely to score at higher levels on the oral component of the ELPAC compared to the written component. Between 2022-23 and 2023-24, the percentage of ELs scoring at Level 4 on oral performance increased slightly (29% to 30%), as did the percentage scoring at Level 4 on written performance (from 8% to 9%). See Figures 5 and 6.

Figure 5. ELPAC Summative Assessment Oral Performance by Achievement Level, All English Learners



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 6. ELPAC Summative Assessment Written Performance by Achievement Level, All English Learners

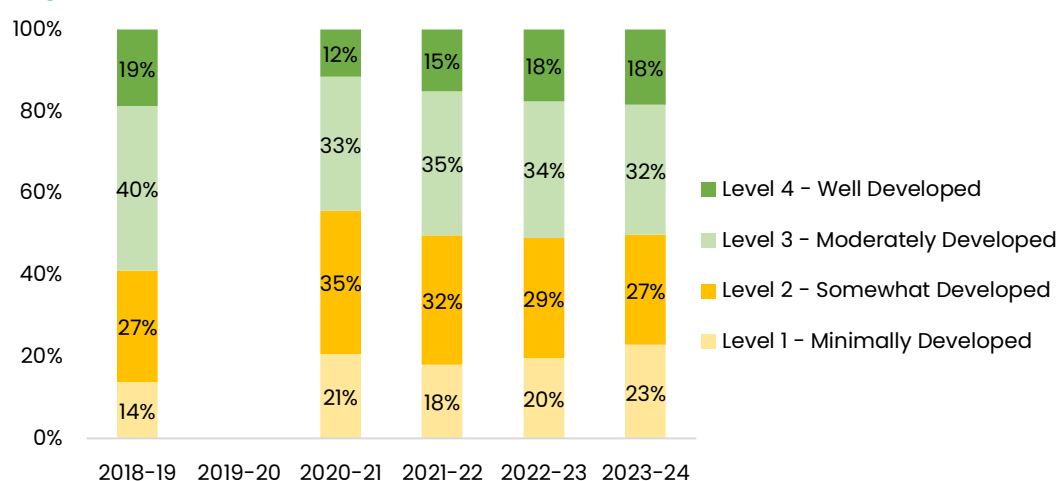


Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

ELPAC Summative Assessment: Grades K-5

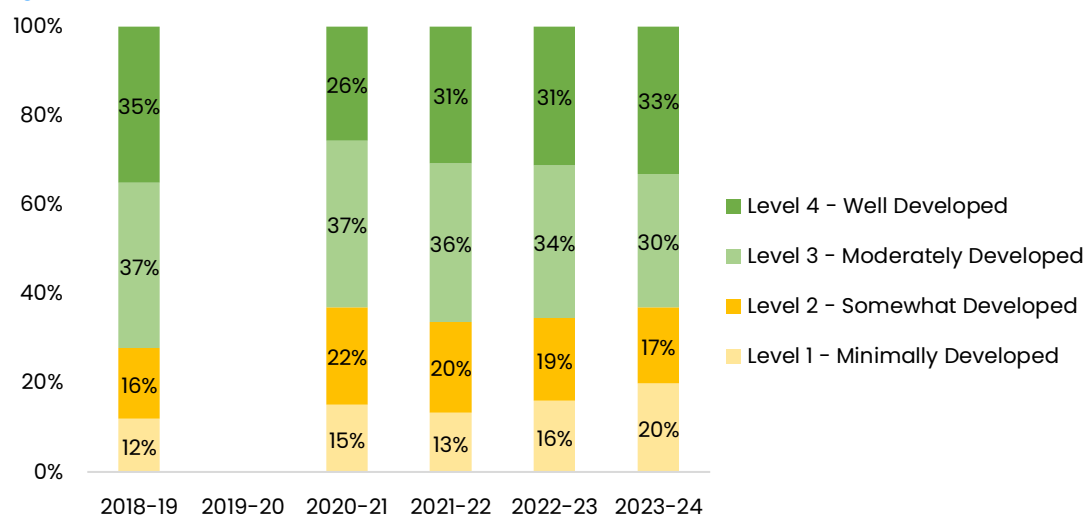
Among elementary grade level (K-5) ELs, the percentage of students scoring at Level 4 remained stable between 2022-23 and 2023-24 (see Figure 7). However, the proportion of students at Levels 1 increased during the same period. This may in part be due to an increase in International Newcomer students (from 21% to 30% of all district ELs between 2022-23 to 2023-24) in the District, most of whom would not yet be expected to perform at higher language proficiency levels. Performance on the oral and written components of the ELPAC are presented in Figures 8 and 9.

Figure 7. ELPAC Summative Assessment Overall Performance by Achievement Level, Grade K-5 English Learners



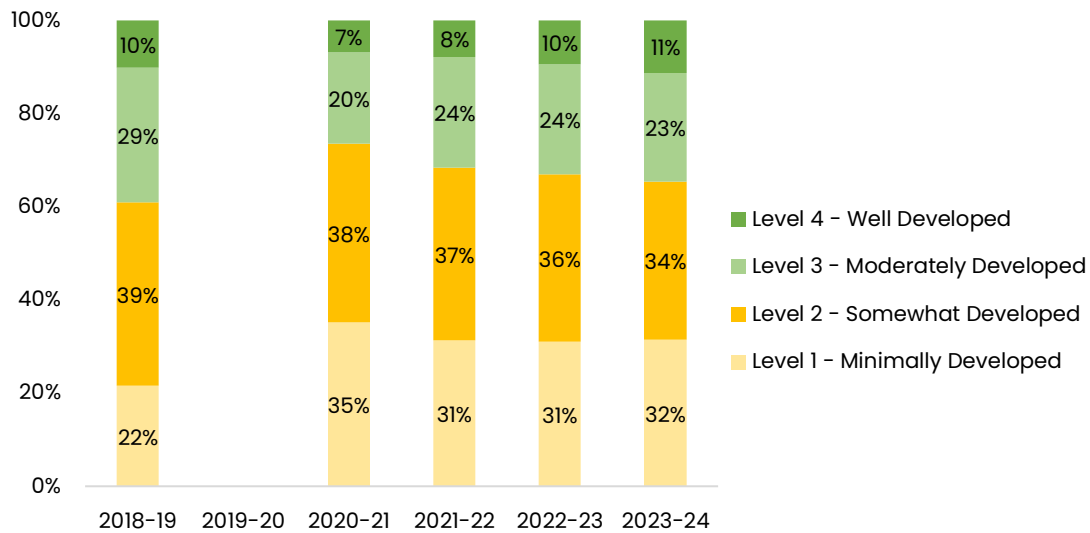
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 8. ELPAC Summative Assessment Oral Performance by Achievement Level, Grade K-5 English Learners



MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 9. ELPAC Summative Assessment Written Performance by Achievement Level, Grade K-5 English Learners

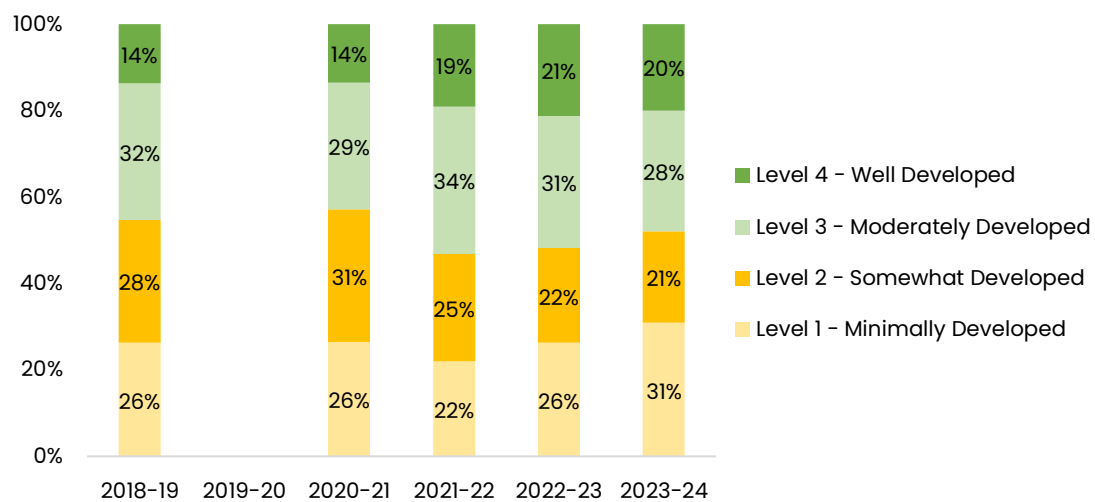


Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

ELPAC Summative Assessment: Grades 6-8

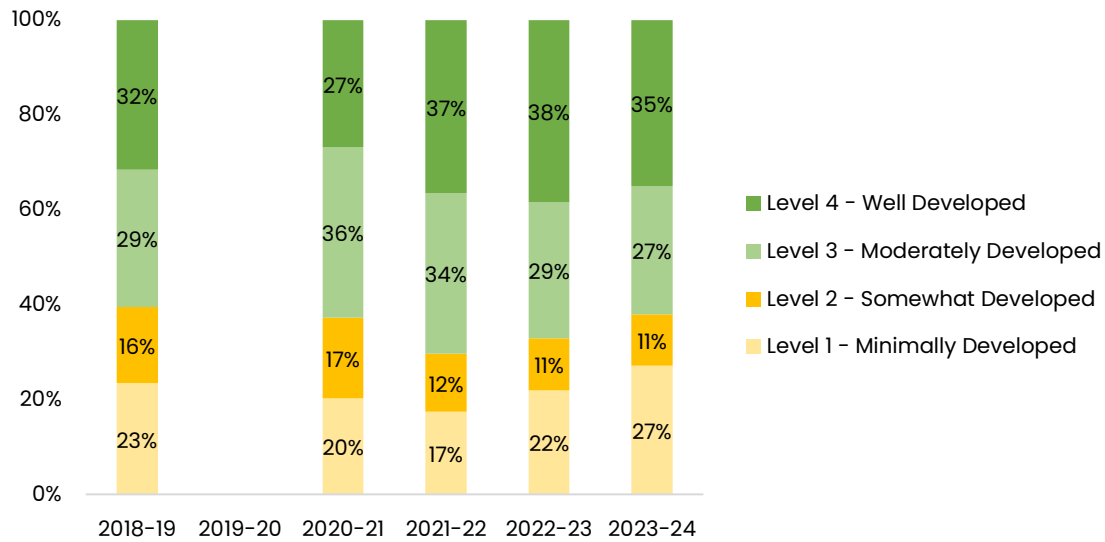
Among middle school grade level (grades 6-8) students, the proportion scoring at Level 4 decreased slightly between 2022-23 (21%) and 2023-24 (20%) but continued to surpass pre-pandemic levels in 2018-19 (14%). See Figure 10. Performance on the oral and written components of the ELPAC are presented in Figures 11 and 12.

Figure 10: ELPAC Summative Assessment Overall Performance by Achievement Levels, Grade 6-8 English Learners



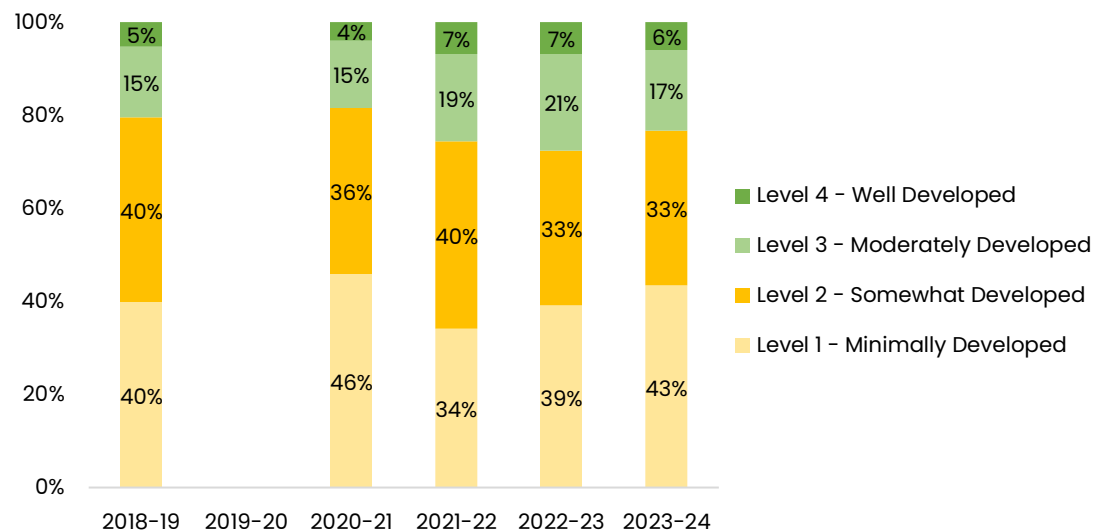
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 11. ELPAC Summative Assessment Oral Performance by Achievement Level, Grade 6-8 English Learners



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 12. ELPAC Summative Assessment Written Performance by Achievement Level, Grade 6-8 English Learners

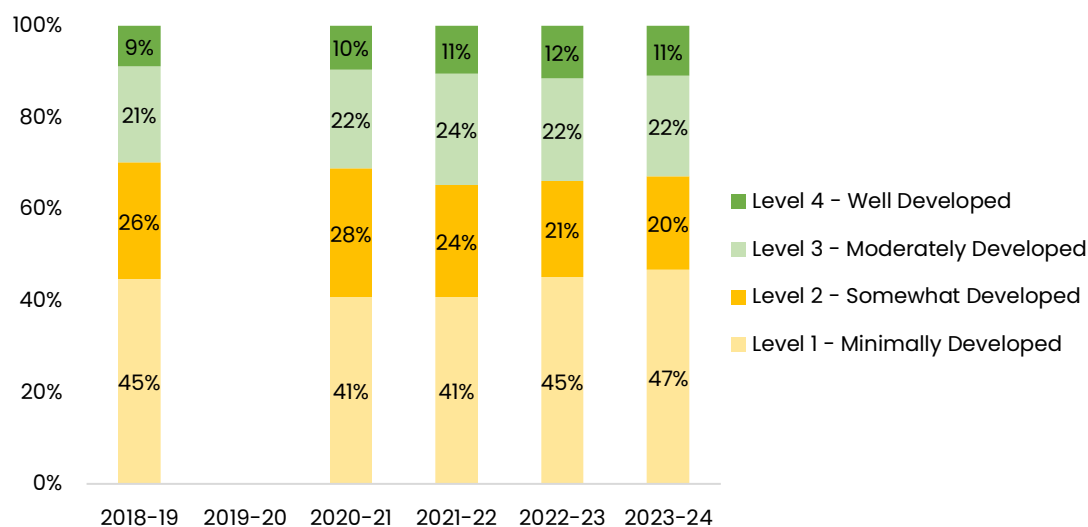


Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

ELPAC Summative Assessment: Grades 9–12

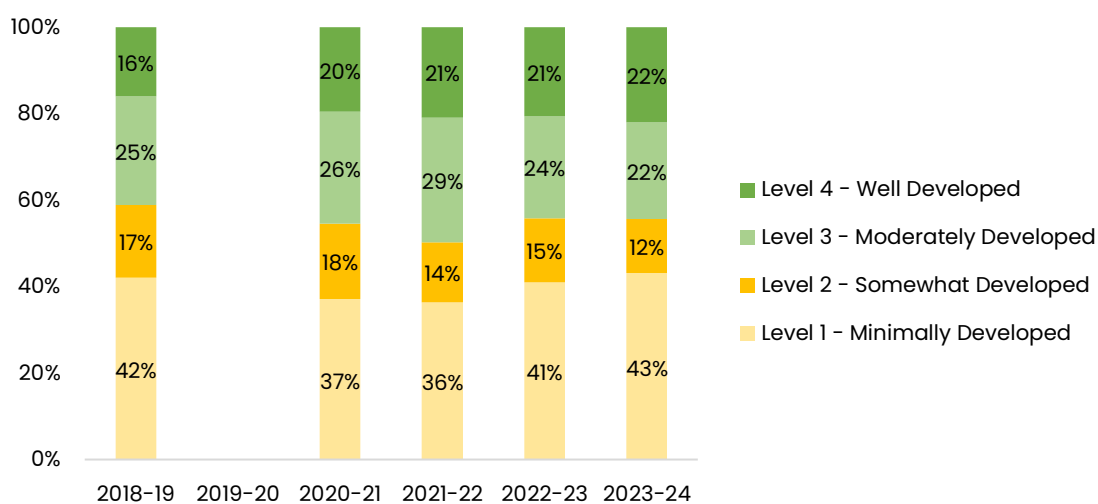
The percentage of high school grade level (9-12) students scoring at Level 4 decreased slightly between 2022-23 (12%) and 2023-24 (11%) but continued to surpass pre-pandemic (2018-19) levels (9%). See Figure 13. Performance on the oral and written components of the ELPAC are presented in Figures 14 and 15.

Figure 13: ELPAC Summative Assessment Overall by Achievement Level, Grade 9-12 English Learners



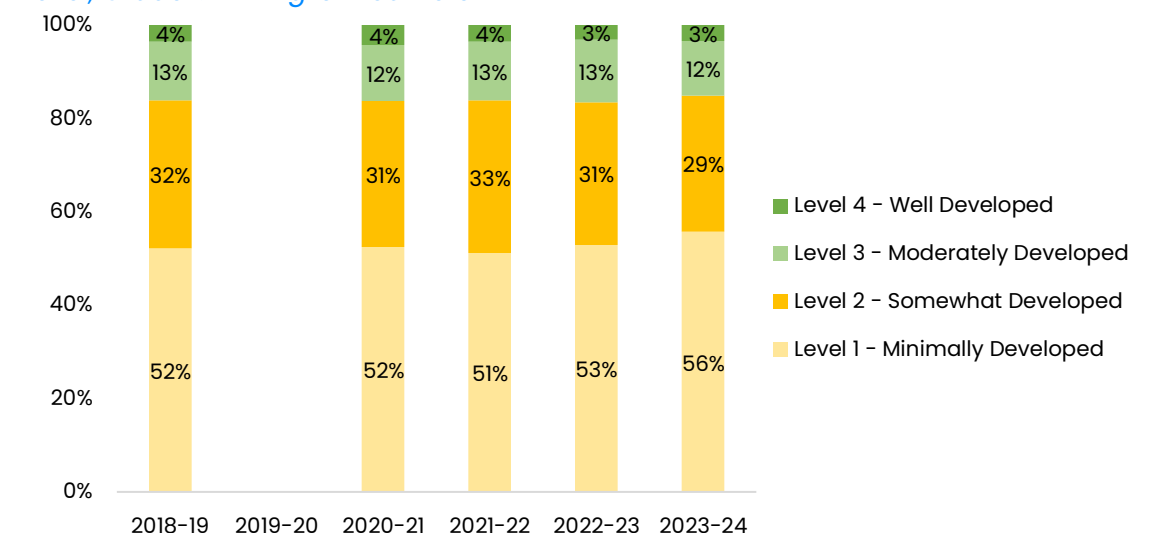
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 14: ELPAC Summative Assessment Oral Performance by Achievement Level, Grade 9-12 English Learners



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 15. ELPAC Summative Assessment Written Performance by Achievement Level, Grade 9–12 English Learners

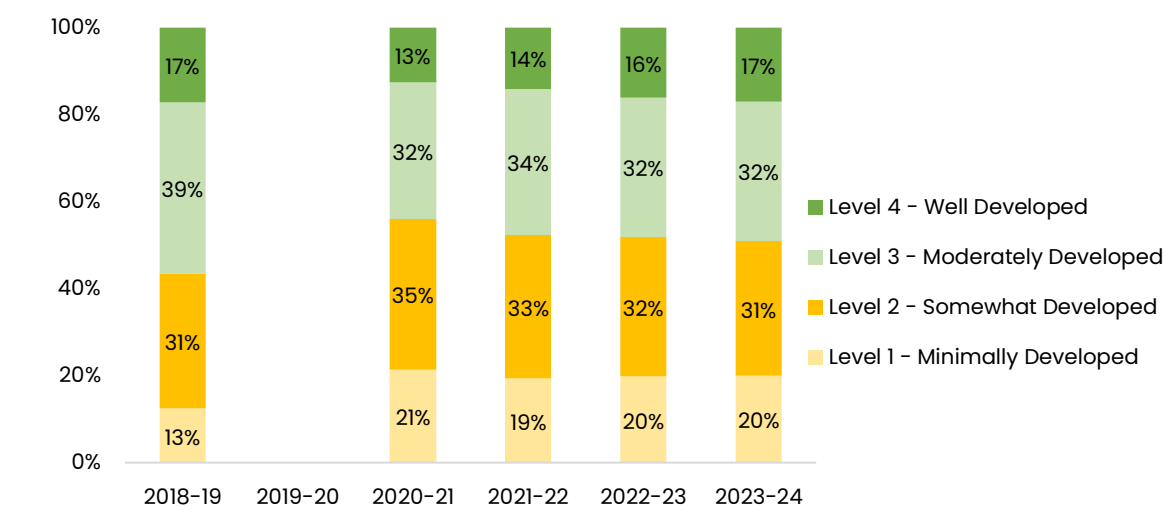


Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

ELPAC Summative Assessment: ELs Less than Four Years

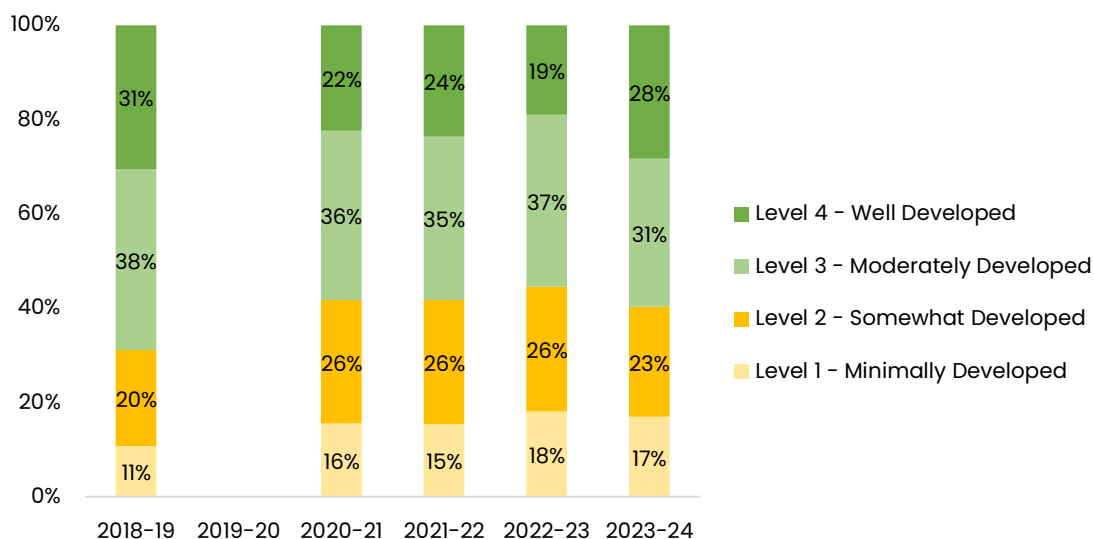
Among students classified as English Learners for less than four years, the percentage scoring at Level 4 overall returned to the same level in 2023-24 as what it was pre-pandemic in 2018-19 (17%; Figure 16). Performance on the oral and written components of the ELPAC are presented in Figures 17 and 18.

Figure 16: ELPAC Summative Assessment Overall Performance by Achievement Level, English Learners Less than 4 Years



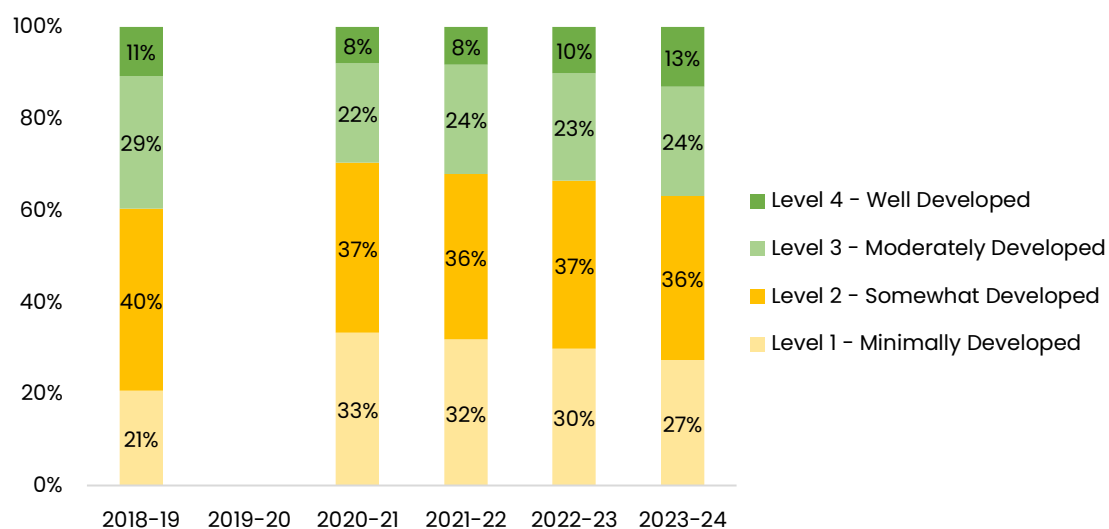
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 17. ELPAC Summative Assessment Oral Performance by Achievement Level, English Learners Less than 4 Years



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 18. ELPAC Summative Assessment Written Performance by Achievement Level, English Learners Less than 4 Years

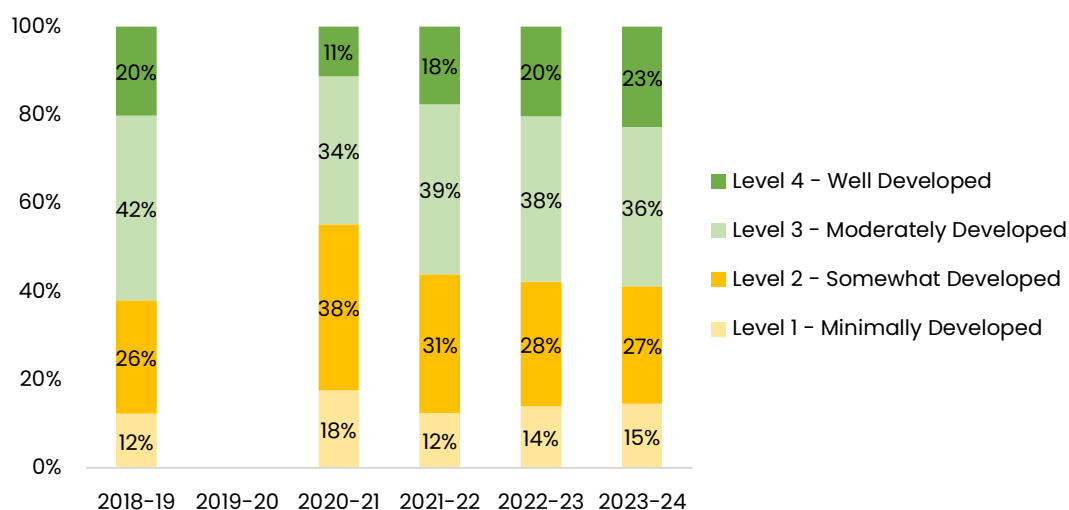


Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

ELPAC Summative Assessment: PLTELS

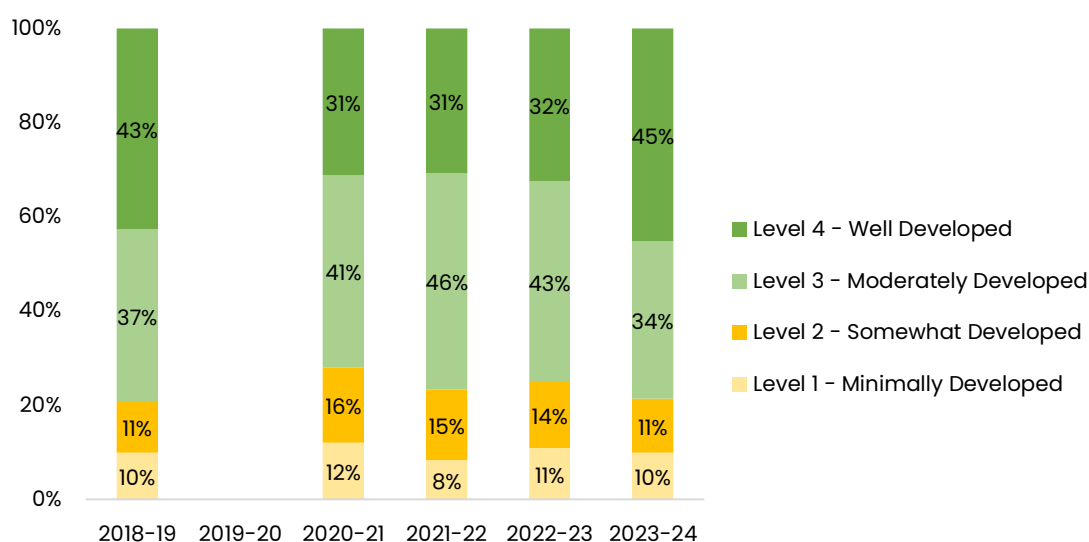
The percentage of PLTEL students scoring at Level 4 in 2023-24 (23%) surpassed what it was pre-pandemic in 2018-19 (20%) (Figure 19). In fact, the distribution of students scoring at all ELPAC levels was similar to pre-pandemic levels. Performance on the oral and written components of the ELPAC are presented in Figures 20 and 21.

Figure 19: ELPAC Summative Assessment Overall Performance by Achievement Level, Potential Long-term English Learners (PLTELS)



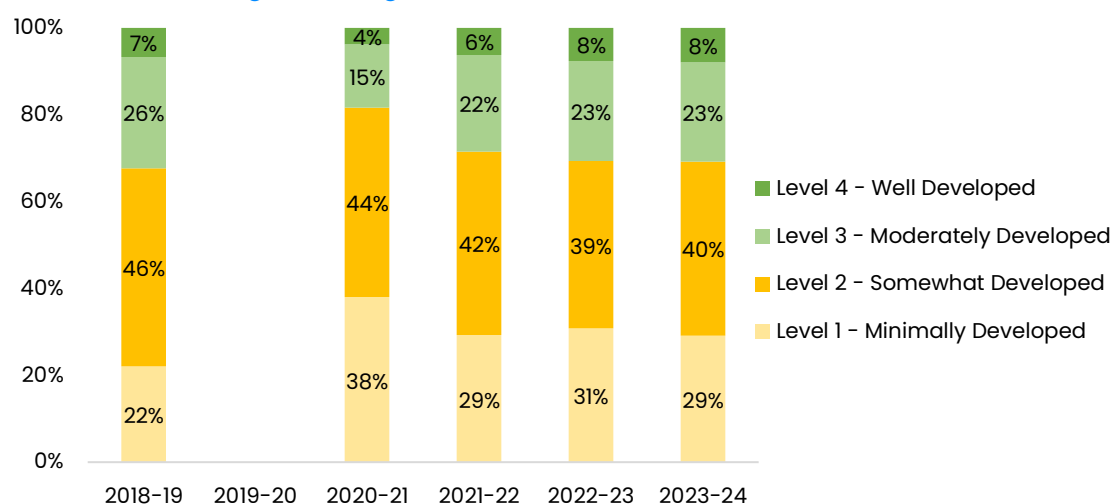
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 20: ELPAC Summative Assessment Oral Performance by Achievement Level, Potential Long-term English Learners (PLTELS)



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 21. ELPAC Summative Assessment Written Performance by Achievement Level, Potential Long-term English Learners (PLTEs)

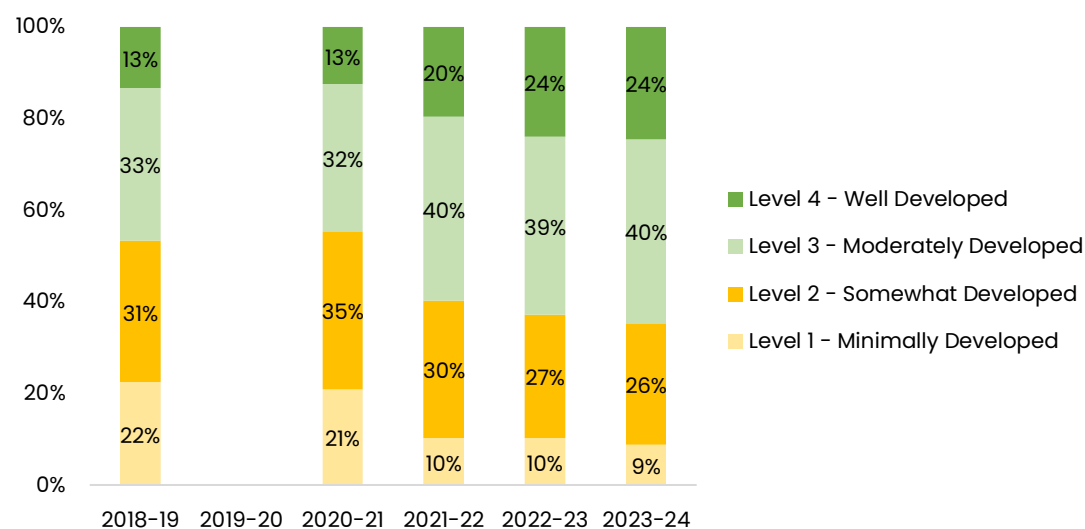


Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

ELPAC Summative Assessment: LTELs

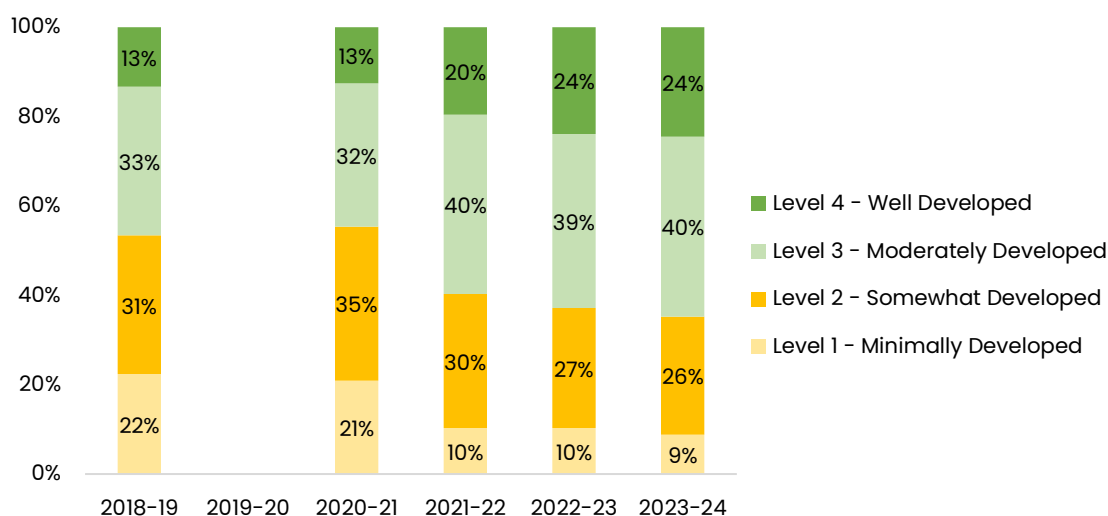
The percentage of LTEL students who scored at 4 remained stable between 2022-23 and 2023-24 (24%), continuing to surpass the pre-pandemic rate (13%). See Figure 22. In addition, the rate of students scoring at Levels 1 and 2 continued to decrease. Performance on the oral and written components of the ELPAC are presented in Figures 23 and 24.

Figure 22. ELPAC Summative Assessment Overall Performance by Achievement Level, Long-term English Learners (LTELs)



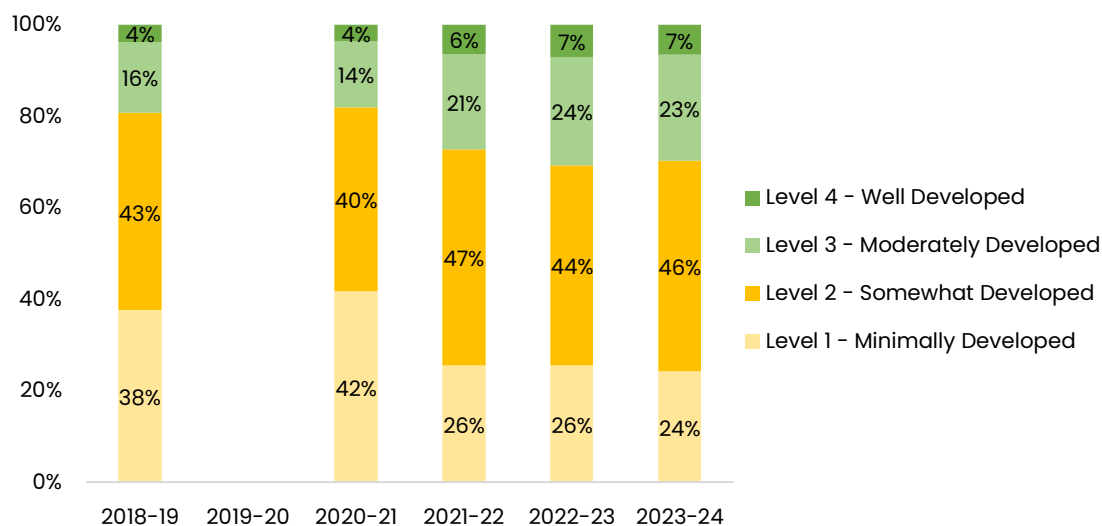
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 23. ELPAC Summative Assessment Oral Performance by Achievement Level, Long-term English Learners (LTELs)



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 24. ELPAC Summative Assessment Written Performance by Achievement Level, Long-term English Learners (LTELs)



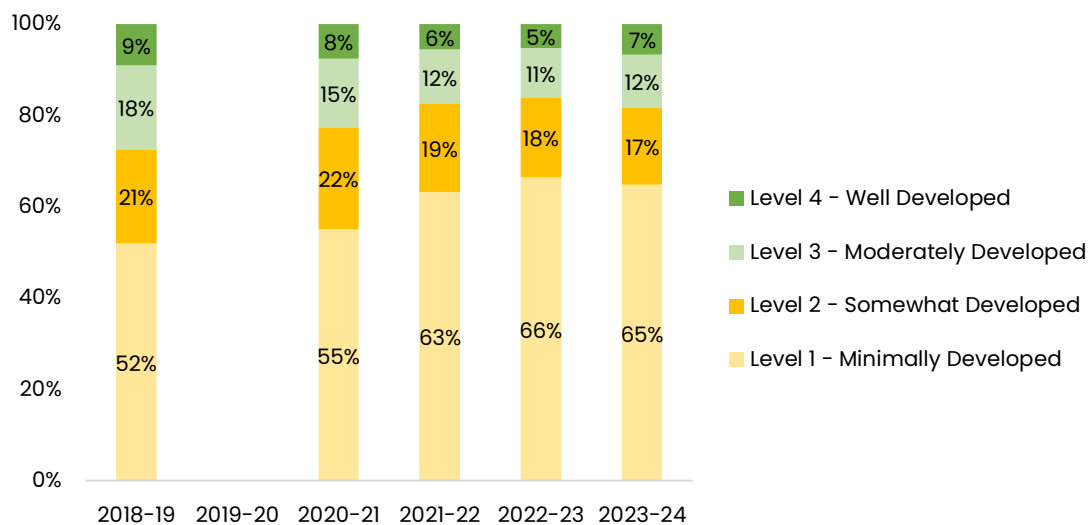
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

ELPAC Summative Assessment: International Newcomers

Among International Newcomers, the percentage of students scoring at Levels 1 and 2 rose steadily between 2018-19 and 2022-23 and remained high in 2023-24 (Figure 25). This change is paralleled by an increase in International Newcomer ELs across the last four years. Incoming International Newcomers are likely to have been enrolled in US schools for fewer years and

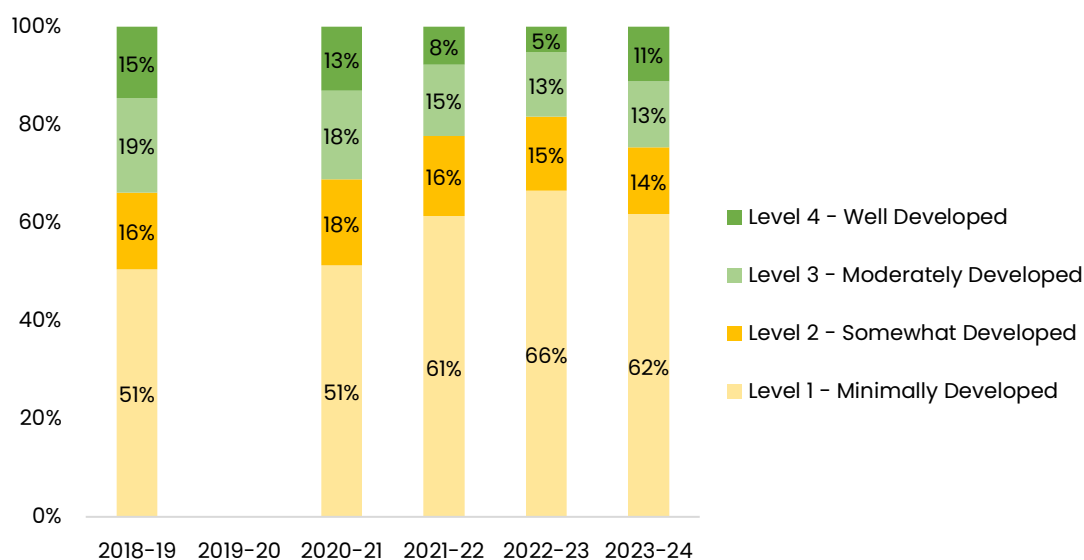
demonstrate lower English proficiency. Performance on the oral and written components of the ELPAC are presented in Figures 26 and 27.

Figure 25. ELPAC Summative Assessment Overall Performance by Achievement Level, International Newcomer English Learners



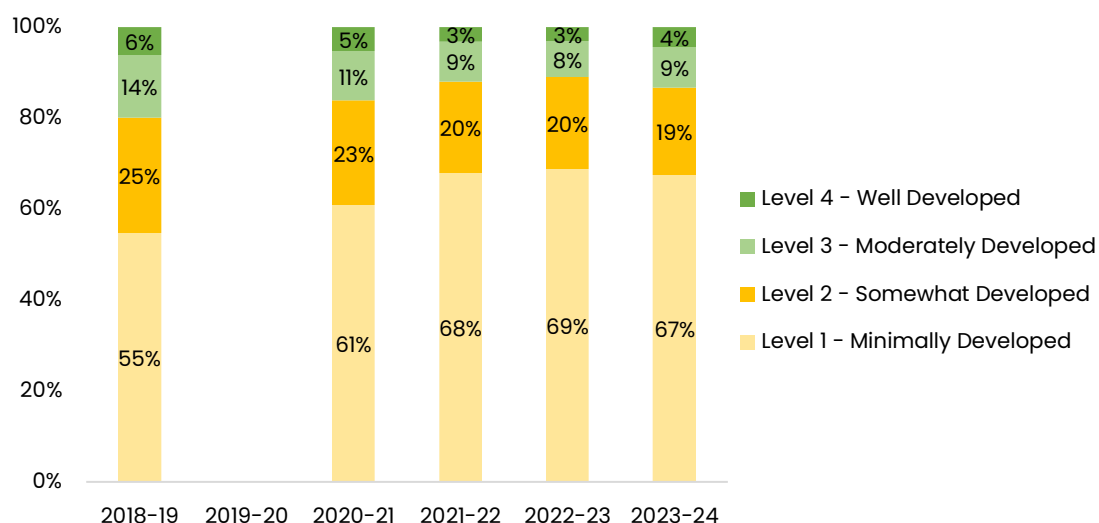
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 26. ELPAC Summative Assessment Oral Performance by Achievement Level, International Newcomer English Learners



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 27. ELPAC Summative Assessment Written Performance by Achievement Level, International Newcomer English Learners

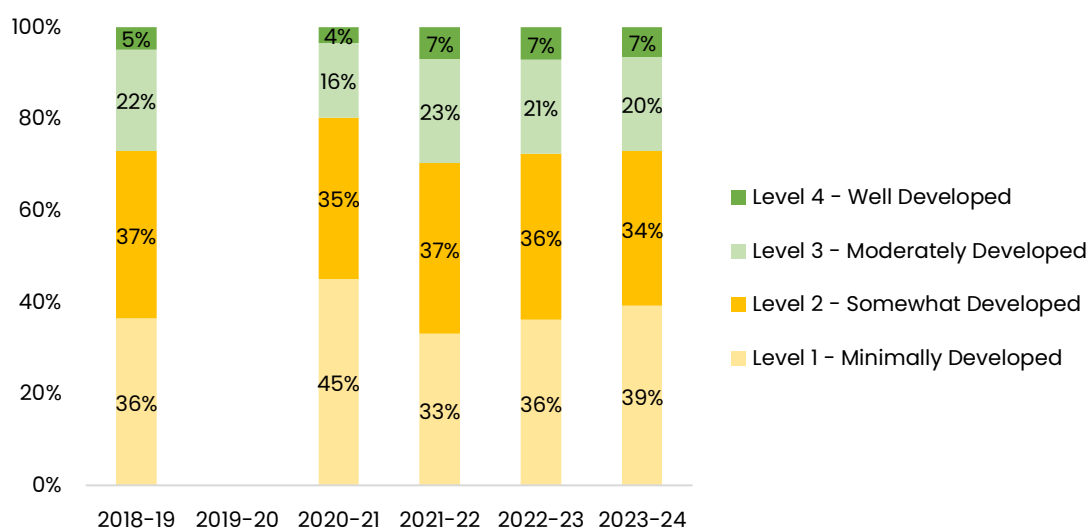


Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

ELPAC Summative Assessment: English Learners with Disabilities

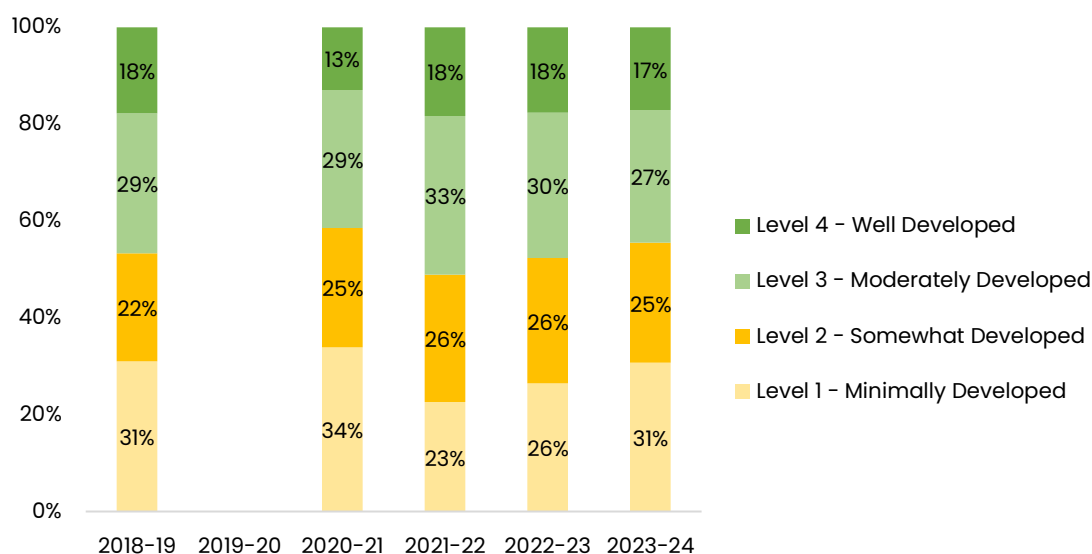
Among ELs with disabilities, only 7% scored at Level 4 in 2023-24 (Figure 28), compared to 16% of all ELs (see Figure 4 above). Performance on the oral and written components of the ELPAC are presented in Figures 29 and 30.

Figure 28: ELPAC Summative Assessment Overall Performance by Achievement Level, English Learners with Disabilities



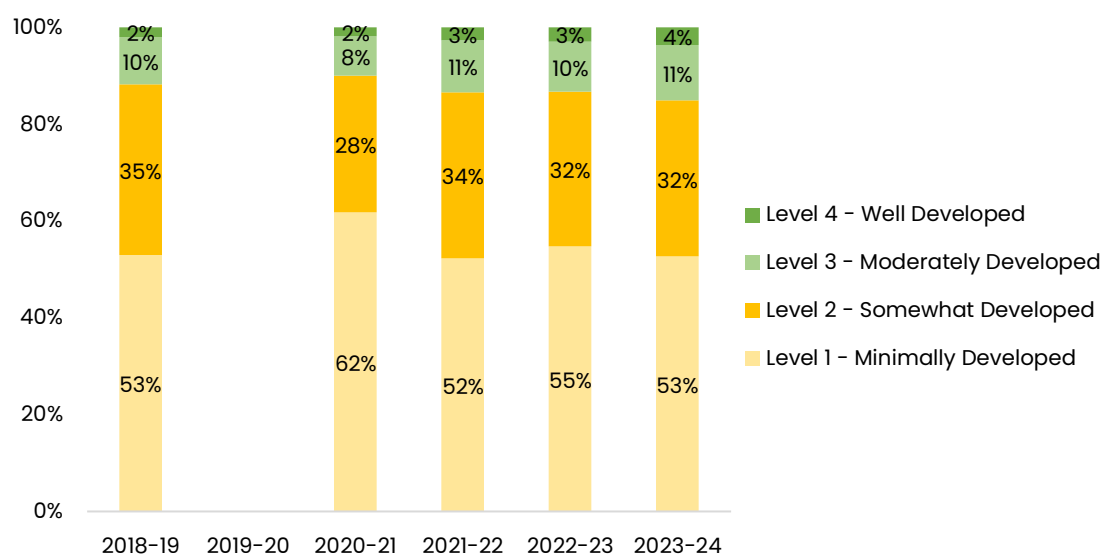
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 29. ELPAC Summative Assessment Oral Performance by Achievement Level, English Learners with Disabilities



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 30. ELPAC Summative Assessment Written Performance by Achievement Level, English Learners with Disabilities



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

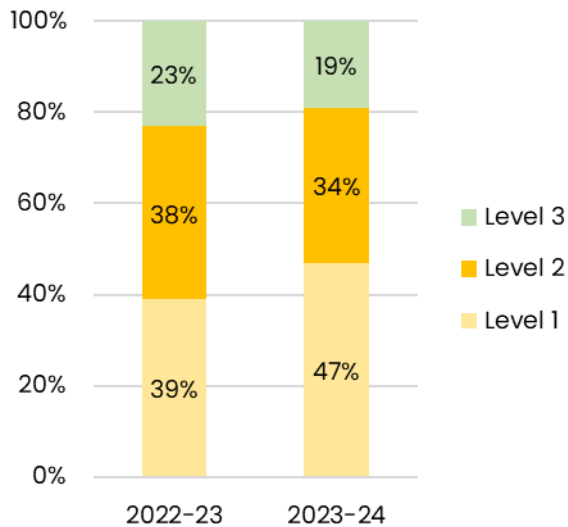
Summative Alternate ELPAC: ELs with Disabilities

The Summative Alternate ELPAC is administered annually to ELs with disabilities whose Individualized Education Plans (IEPs) require the administration of alternate summative assessments. Students' scores on the Summative Alternate ELPAC are categorized into three

levels, with Level 3 indicating a level of proficiency meeting the ELP requirement for reclassification to fluent English Proficient.

A relatively small number of students had valid Summative Alternate ELPAC scores in 2022-23 (n = 1,952) and 2023-24 (1,479). The percentage of students scoring at a Level 3 dropped from 23% in 2022-23 to 19% in 2023-24 (Figure 31).

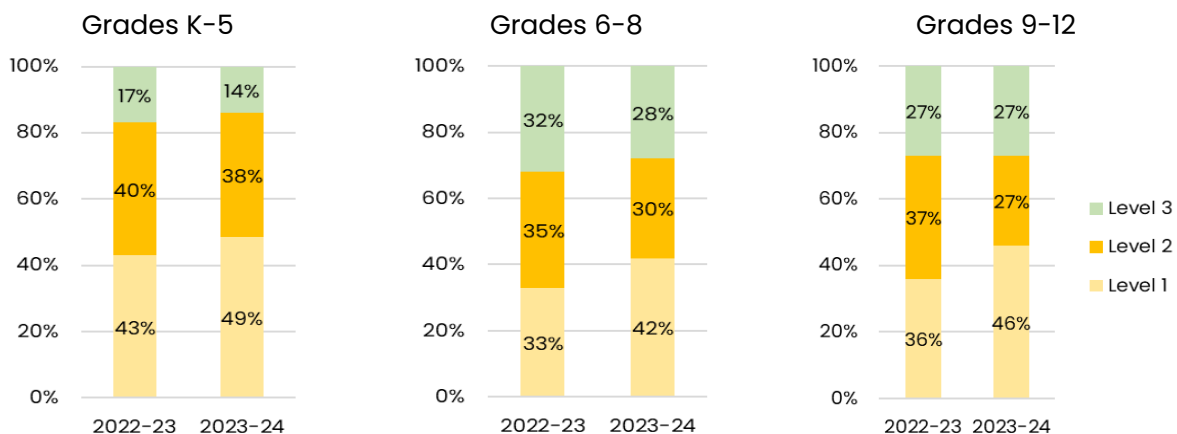
Figure 31: Summative Alternate ELPAC Assessment Overall Performance by Achievement Level



Source: Data Warehouse.

The drop in percentage of students scoring at Level 3 was similar among students in elementary and middle school grades, but was not present for students at high school grades (Figure 32).

Figure 32: Summative Alternate ELPAC Assessment Overall Performance by Achievement Level & Grade Level

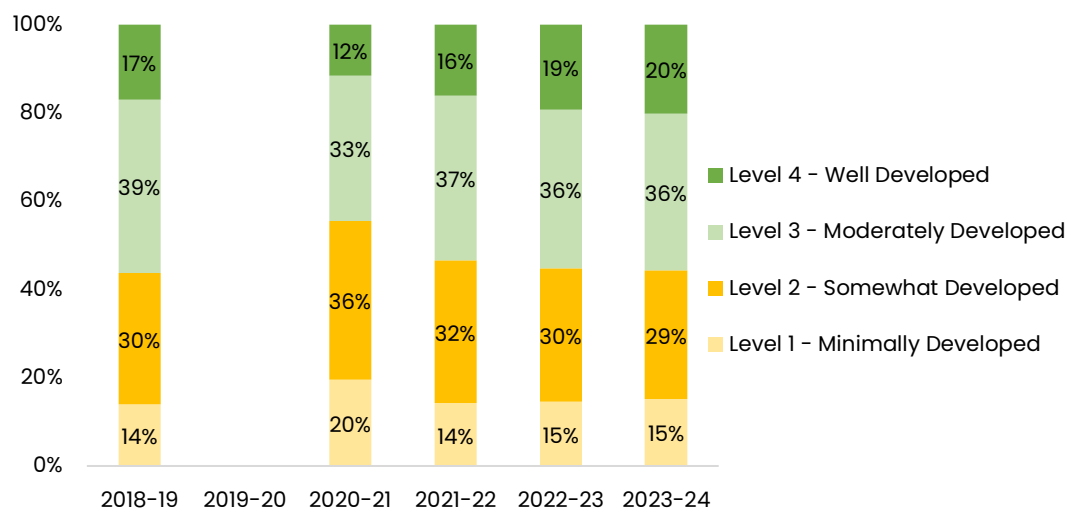


Source: Data Warehouse.

ELPAC Summative Assessment: US-born English Learners

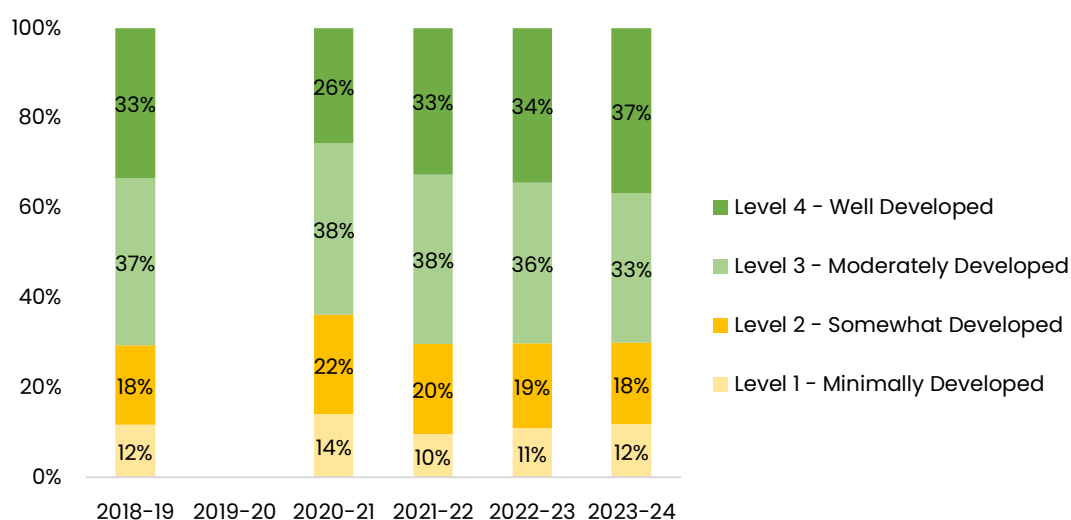
The percentage of US-born ELs scoring at Level 4 increased steadily between 2020-21 and 2023-24, and in 2023-24 it continues to surpass (20%) the pre-pandemic rate of students scoring at Level 4 in 2018-19 (17%) (Figure 33). Performance on the oral and written components of the ELPAC are presented in Figures 34 and 35.

Figure 33: ELPAC Summative Assessment Overall Performance by Achievement Level, US-born English Learners



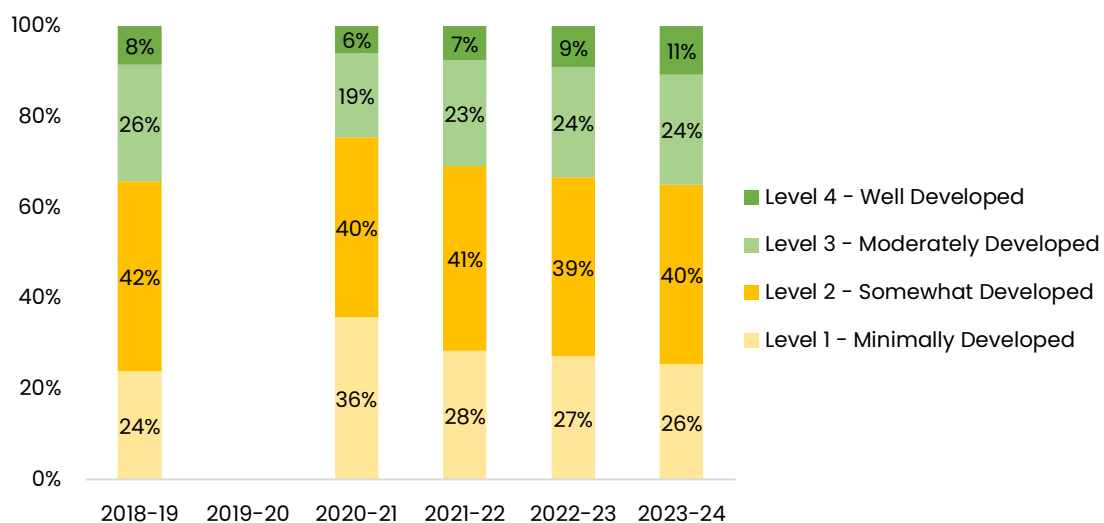
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 34: ELPAC Summative Assessment Oral Performance by Achievement Level, US-born English Learners.



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Figure 35. ELPAC Summative Assessment Written Performance by Achievement Level, US-born English Learners



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Reclassification to Fluent English Proficient

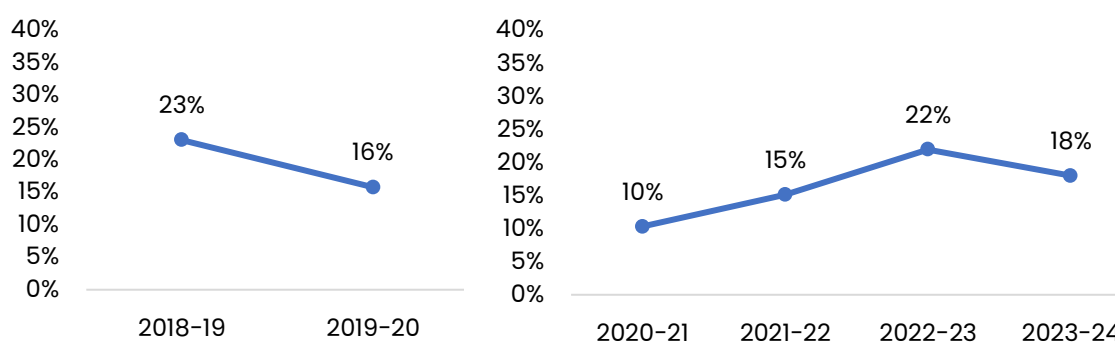
In Figure 36, we present reclassification rates for all District ELs for five school years. The two panels of the figure represent two different methodologies for calculating the reclassification rate. For the 2018-19 school year, the rate was calculated by dividing the number of ELs reclassified between Census Day in October 2017 and Census Day October 2018 by the number of enrolled ELs on Census Day October 2017. Similarly, for the 2019-20 school year, the rate was calculated by dividing the number of ELs reclassified between Census Day in October 2018 and Census Day October 2019 by the number of enrolled ELs on Census Day October 2018.

To calculate the rates for the 2020-21, 2021-22, and 2022-23 school years, we used the new methodology by dividing the number of ELs who reclassified between July (prior to the start of the school year) until June (of the end of the school year) by the number of enrolled ELs on Census Day in October of the school year. The California Department of Education had not calculated or provided an official reclassification rate to districts since 2020-21.

Reclassification: All District ELs

During the three years after the return to in-person instruction, the reclassification rate for all District ELs steadily increased. Between 2022-23 and 2023-24, the rate dropped from 22% to 18% (Figure 36).

Figure 36. Reclassification Rate, All District English Learners

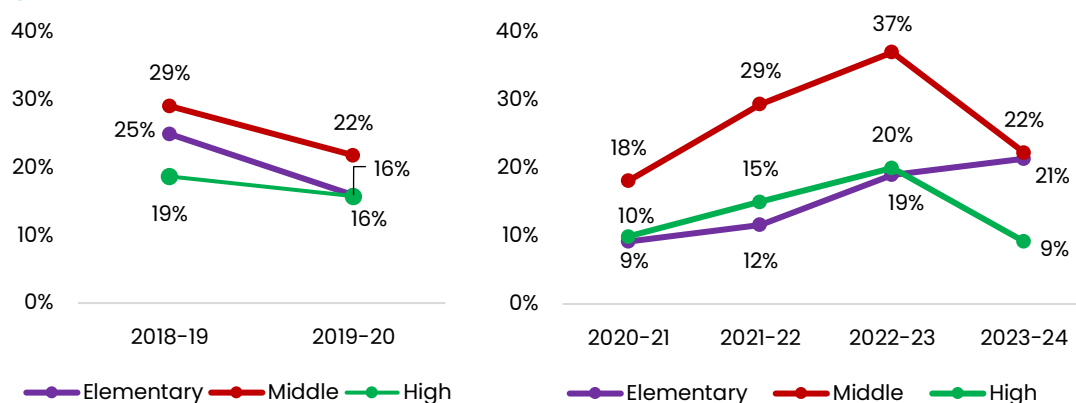


Source: LAUSD Certified CALPADS files.

Reclassification: By School and Grade Level

The reclassification rate increased for elementary, middle, and high school students from 2021-22 to 2022-23. In 2023-24, the rate continued to increase for students in elementary grades, but decreased sharply for students in middle and high school grades. See Figure 37.

Figure 37. Reclassification Rate, by School Level

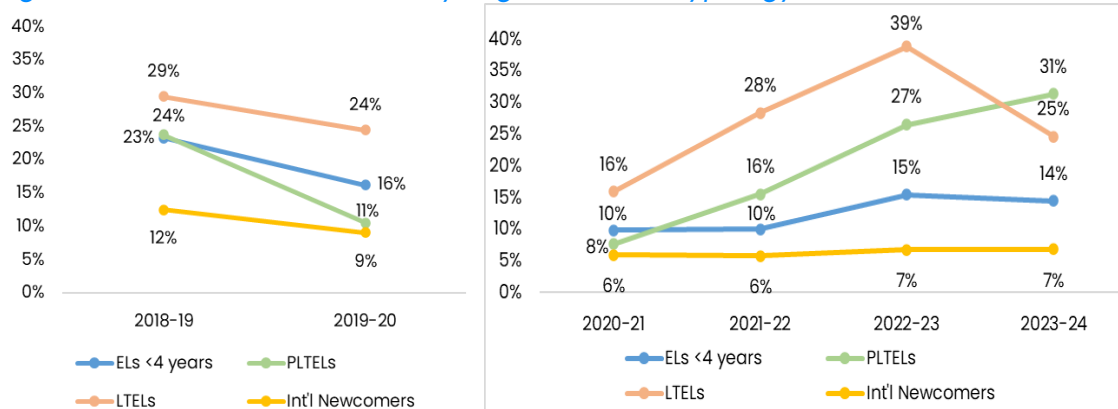


Source: LAUSD Certified CALPADS files and Focus Database

Reclassification: By EL Typology

Between 2022-23 and 2023-24, the reclassification rate for International Newcomers (7%, 7%) and ELs less than 4 years (15%, 14%) remained fairly stable and the rate for PLTEls increased from 27% to 31%. However, during the same period the reclassification rate for LTELs dropped sharply from 39% to 25%. See Figure 38.

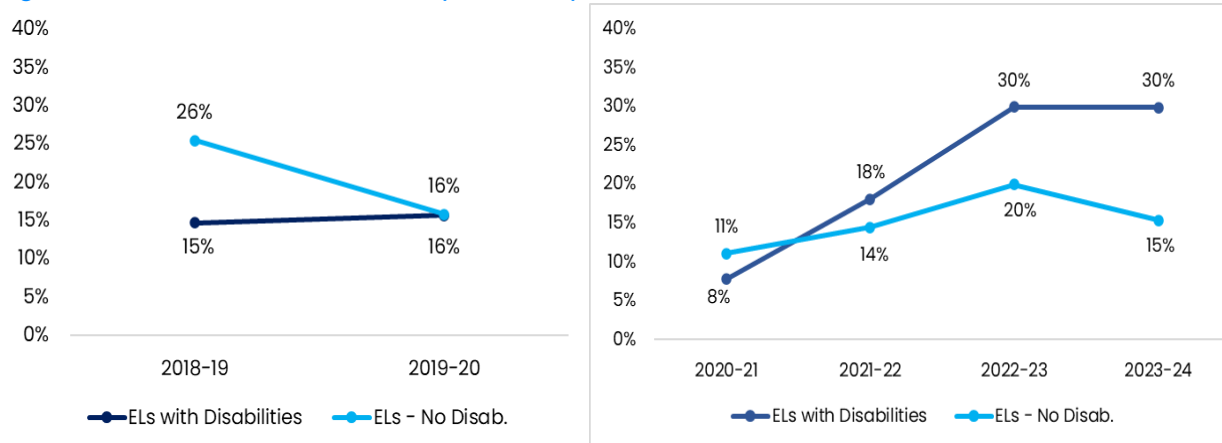
Figure 38. Reclassification Rate, by English Learner Typology



Source: LAUSD Certified CALPADS files and Focus Database

Between 2022-23 and 2023-24, the reclassification rate for ELs with disabilities remained stable at 30%, while their peers without disabilities showed a notable decrease (20% to 15%). See Figure 39.

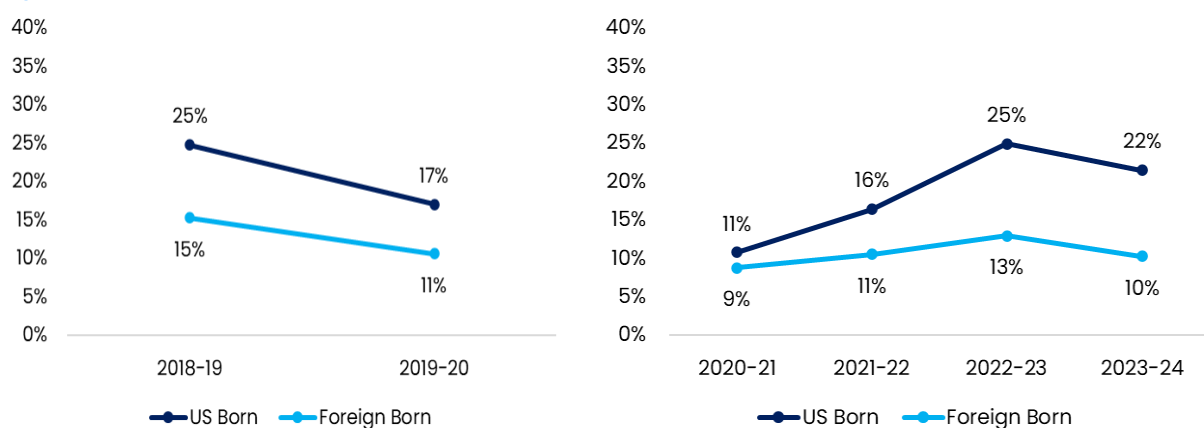
Figure 39. Reclassification Rate, by Disability Status



Source: LAUSD Certified CALPADS files and Focus Database.

Between 2022-23 and 2023-24, the reclassification rate decreased somewhat for both US-born ELs (25% to 22%) and foreign-born ELs (13% to 10%). See Figure 40.

Figure 40. Reclassification Rate, by Birth Country



Source: LAUSD Certified CALPADS files and Focus Database.

Content Standards Performance: Smarter Balanced Assessment (SBA)

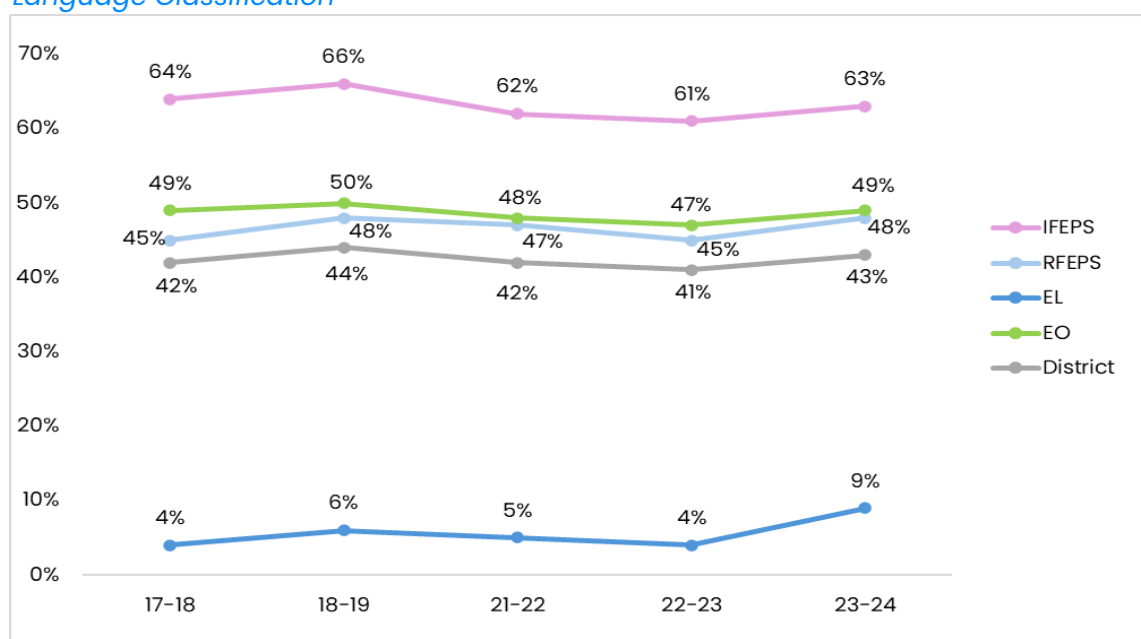
To understand the progress of ELs and their RFEP and EO peers towards academic proficiency and mastery, we analyzed data from the summative Smarter Balanced Assessment (SBA) in English language arts (ELA) and math from the 2017-18, 2018-19, 2021-22, 2022-23, and 2023-24 school years. In the 2019-20 school year, the California Department of Education (CDE) suspended the state assessment requirement for all students due to the COVID-19 pandemic. In the 2020-21 school year, state assessments were only required of 11th graders, thus, these school years are not included in the analyses presented in this section.

The ELA and math summative SBA tests assess student proficiency in several subject areas (e.g., reading and writing for ELA and concepts and procedures for math). Student performance outcomes in the subject areas are combined to produce two composite scores, one for ELA and one for math. Depending on the score, a student's performance can fall into one of four levels: (1) standards not met, (2) standards nearly met, (3) standards met, or (4) standards exceeded.

Figure 41 presents the percentage of students who met or exceeded standards on the SBA ELA by language classification. The percentage of students in all language classification groups who met or exceeded standards on the SBA ELA test increased between 2022-23 and 2023-24.

Percentages for EO, IFEP all District students are provided for comparison. The increase among EL students was especially notable (4% to 9%).

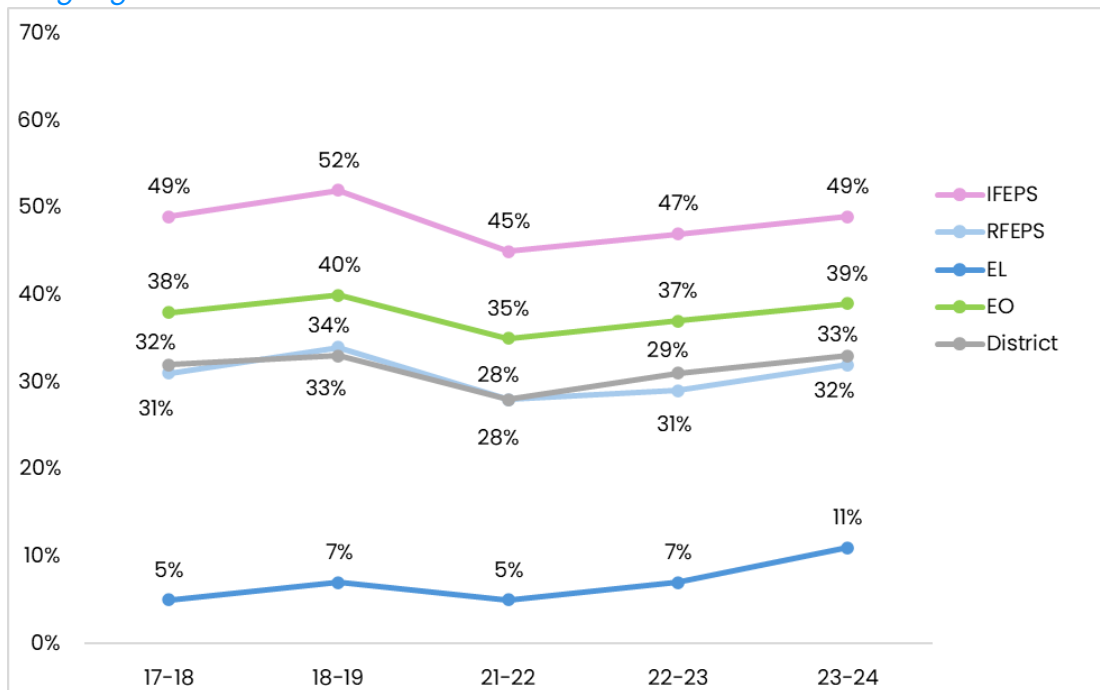
Figure 41. Percent of Students Meeting or Exceeding Standards on the SBA ELA, by Language Classification



Source: MyData Database and Focus Database.

Figure 42 presents the percentage of students who met or exceeded standards on the SBA Math by language classification. Similarly to ELA performance, the percentage of students in all language classification groups who met or exceeded standards on the SBA math test increased between 2022-23 and 2023-24. The increase among EL students was, again, especially notable (7% to 11%).

Figure 42. Percent of Students Meeting or Exceeding Standards on the SBA Math, by Language Classification



Source: MyData Database and Focus Database.

Basic Skills Performance

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a standardized reading assessment that LA Unified uses to monitor the development of literacy and reading skills among grade K-2 students in elementary schools. In previous years, DIBELS was administered to grades K-6, but in 2023-24, the District began administering i-Ready assessments instead to students in grades 3 and higher. At LAUSD, DIBELS is administered once in the beginning of the year (BOY), once in the middle of the year (MOY), and once at the end of the year (EOY). For this analysis, “Above benchmark” and “At Benchmark” were combined to indicate that students met the standard benchmark. All previous years’ DIBELS analyses have been updated to include only grades K-2.

Table 9 presents the percentage of ELs, RFEPs, and EOs at or above benchmark across the last five years. Because DIBELS is used as a criterion for reclassification to fluent English proficient, it is not surprising that RFEPs were substantially more likely to score at or above benchmark during all years and testing periods compared to ELs and EOs. Conversely, ELs were the least likely to score at or above benchmark. The rate of students from each language classification group at benchmark at each administration was fairly stable between 2022-23 and 2023-24.

Table 9. Percent of Students at or above Benchmark on DIBELS, by Year and Language Classification

	EL		
	2021-22	2022-23	2023-24
BOY	22%	22%	28%
MOY	31%	32%	36%
EOY	48%	46%	51%
Change BOY to EOY	26%	24%	23%
	RFEP		
	2021-22	2022-23	2023-24
BOY	86%	84%	83%
MOY	94%	93%	90%
EOY	98%	98%	96%
Change BOY to EOY	12%	14%	13%
	EO		
	2021-22	2022-23	2023-24
BOY	49%	52%	55%
MOY	56%	59%	62%
EOY	68%	68%	73%
Change BOY to EOY	19%	16%	18%

* In 2019-2020, EOY DIBELS assessment was impacted due to COVID 19. Source: Snowflake Database.

i-Ready Reading and Math Diagnostic Assessment

In 2023-24, the LA Unified began administering i-Ready diagnostic assessments to students in grades 3 and higher to measure progress in reading and grades K and higher in math between three time periods: beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Similarly to performance on the SBA, English Learner students were much less likely to perform at grade level on reading and math as measured by the i-Ready than were their RFEP and EO peers (Table 10). ELs also made little progress between BOY and EOY testing windows on reading (increase of 4 percentage points); however, more EL students made progress in math performance between the beginning and end of the year (increase of 15 percentage points) (Table 11).

Table 10. Percent of Students Performing at Grade Level on i-Ready Reading 2023-24 by Language Classification, Grades 3-12

	EL	RFEP	EO
BOY	<1%	15%	28%
MOY	2%	22%	35%
EOY	5%	30%	41%
Change BOY to EOY	4%	15%	13%

Source: Snowflake Database.

Table 11. Percent of Students Performing at Grade Level on i-Ready Math 2023-24 by Language Classification, Grades K-12

	EL	RFEP	EO
BOY	2%	11%	16%
MOY	5%	20%	27%
EOY	17%	34%	43%
Change BOY to EOY	15%	23%	27%

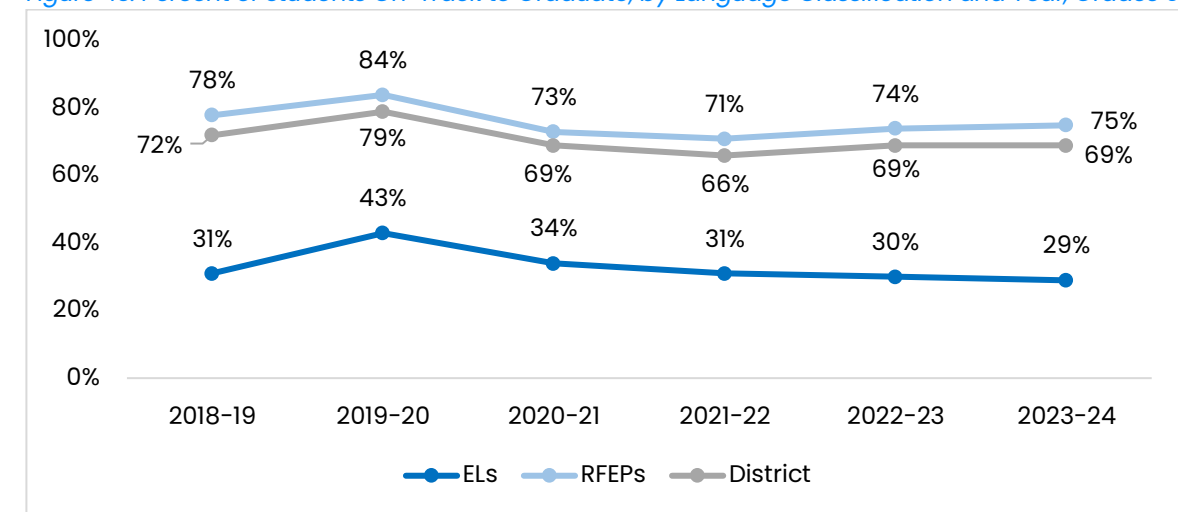
Progress toward Graduation and Graduation Rate

A-G Course Completion Progress

A-G courses are those required with a passing grade of C or higher for admission to public universities in California. LAUSD requires students to pass all A-G courses with a grade of D or higher in order to graduate. District students are considered on-track to graduating if they successfully completed, with a grade of D or higher, the required A-G courses given their grade level and the required numerical credits for their grade level.

Across the last six years, RFEP high school students were somewhat more likely to be on track to meeting A-G District graduation requirements compared to all District students. By contrast, EL high school students were much less likely to be on track to graduating. From 2022-23 to 2023-24, the rates for all district students, RFEPs, and ELs remained fairly stable. See Figure 43.

Figure 43: Percent of Students On-Track to Graduate, by Language Classification and Year, Grades 9-i



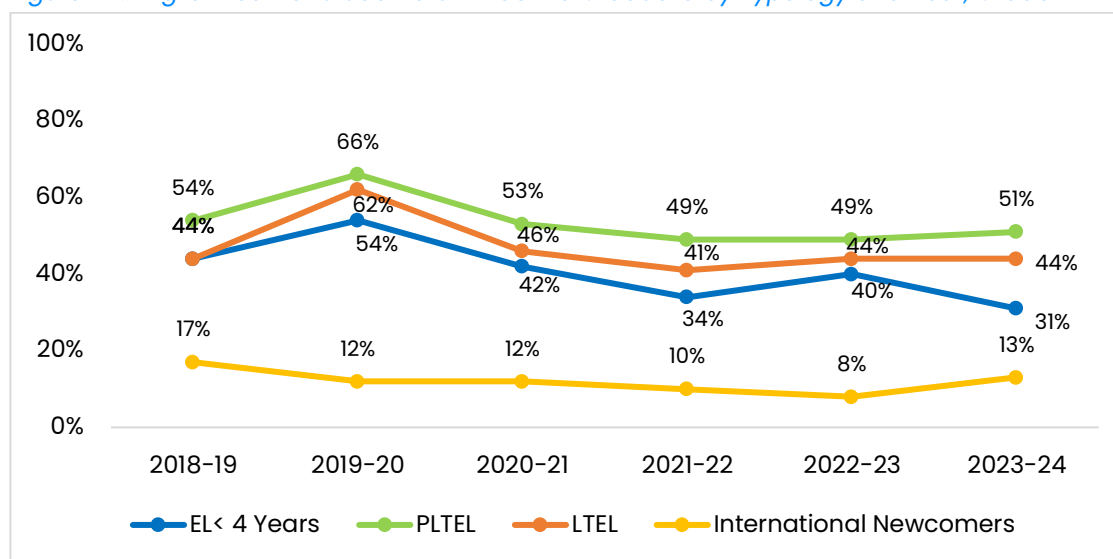
Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

International Newcomer students were least likely among ELs to be on-track to graduating across all six years, and their rate dropped steadily between 2018-19 (17%) and 2022-23 (8%) but then increased in 2023-24 (13%). To support the graduation of International Newcomers the district's policy states that: *English Learners who are international newcomers enrolling in high school as their first U.S. school experience may remain in high school until graduation requirements are met or through the age of 21, whichever comes first, as long as sufficient progress to meet graduation requirements is being made.*² In contrast to International Newcomers, around 4 in 10 LTELs were

²BUL-079501.1 Graduation Requirements for the Classes of 2020-2025

on-track to graduating across years (with the exception of 2019-20, when most students passed their second semester courses due to abrupt school closures). See Figure 44.

Figure 44. English Learner Students On-track to Graduate by Typology and Year, Grade 9-12

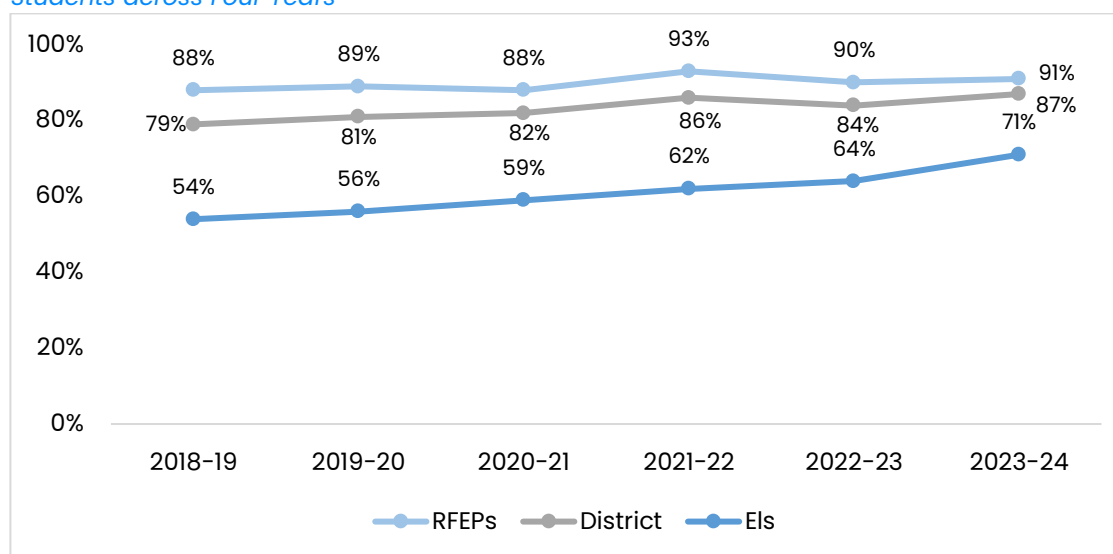


Source: MyData Database.

Graduation Rate

In this section we present the four-year cohort graduation rate for ELs, RFEPs, and all District students. In 2022-23, about 6 in 10 ELs graduated within four years, compared to about 8 in 10 District students and 9 in 10 RFEPs. Although the four-year graduation rate increased for all District students and for RFEP students between 2022-23 and 2023-24, the increase among EL students was especially notable (64% to 71%). See Figure 45.

Figure 45: Graduation Rate among English Learners and Reclassified Fluent English Proficient Students across Four Years



Source: Open Data and LAUSD CALPADS files.

Advanced Program Option Participation

Honors Course Participation and Achievement

Students enrolled in grades 6-12 are eligible to participate in honors courses in a variety of subjects. Table 12 and Figure 46 show the number and percentage, respectively, of students who completed at least one honors course by language classification status, from 2018-19 to 2023-24. Students were considered to have completed an honors course if they were enrolled in the course through the final grading period and received a final grade for the course.

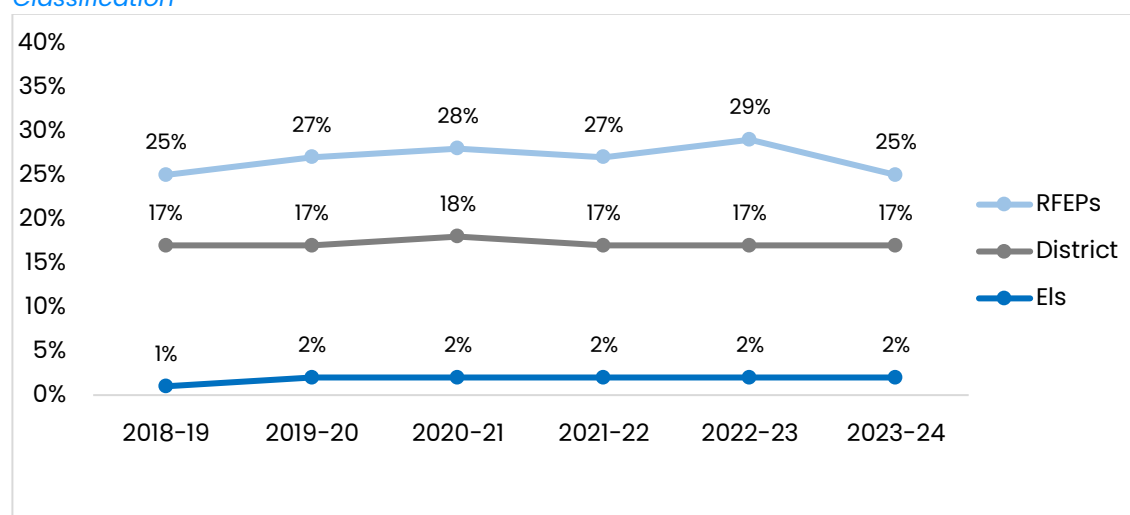
Honors course completion remained fairly stable from 2018-19 to 2023-24 across language classification groups. Approximately 2% of ELs enrolled in and completed at least one honors course across years since 2019-20. The rate at which RFEPs completed honors courses dropped between 2022-23 and 2023-24 (29% to 25%) but remained about 8 percentage points above the rate for all District students.

Table 12: Count of Students Completing at Least One Honors Course, by Language Classification

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EL	1,446	1,586	1,626	1,415	1,391	1,442
RFEP	37,463	36,469	34,301	31,679	31,663	26,770
Total AP	86,589	86,771	83,770	78,295	78,338	70,389
Total District	481,934	480,535	453,242	429,096	419,257	409,166

Source: MyData. Note: Students were considered to have completed an honors course if they were enrolled in the course through the final grading period and received a final grade for the course.

Figure 46: Percent of Students Completing at Least One Honors Course, by Language Classification



Source: MyData Database (2018-19 to 2022-23); Data Warehouse (2023-24). Note: Students were considered to have completed an honors course if they were enrolled in the course through the final grading period and received a final grade for the course.

Advanced Placement Course Participation and Achievement

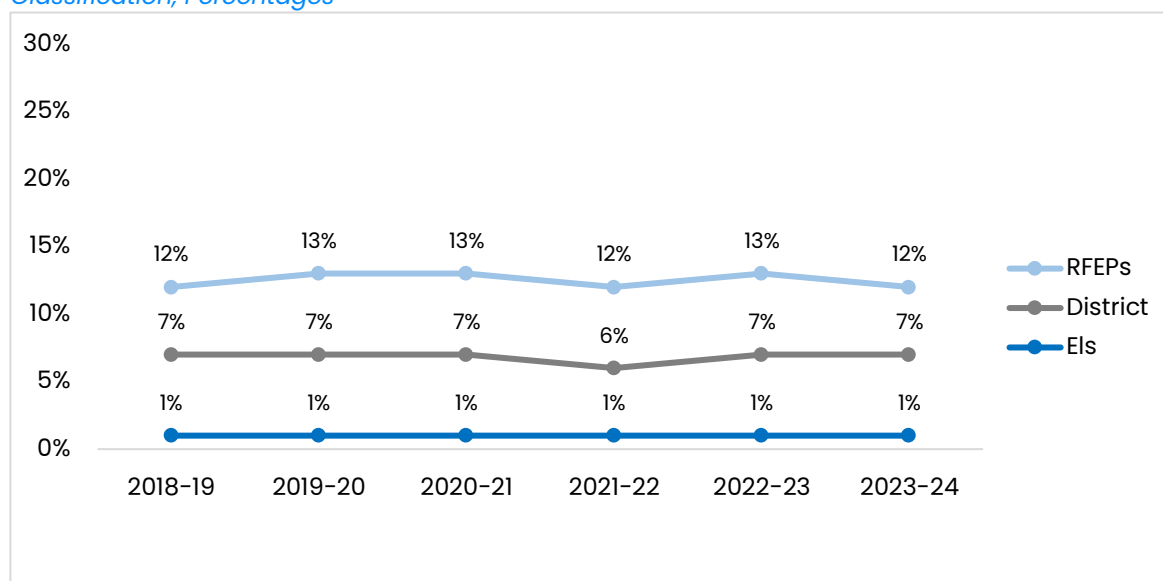
Typically, advanced placement (AP) course taking occurs among students enrolled in grades 9-12. Table XX and Figure 47 show the count and percentage, respectively, of students who enrolled in at least one AP course by language classification status, from 2018-19 to 2023-24. AP course enrollment remained stable from 2018-19 to 2023-24 across language classification groups. Approximately 1% of ELs enrolled in at least one AP course from 2018-19 to 2023-24. The rate at which RFEPs enrolled in at least one AP course remained stable at around 12%, a rate several percentage points above that for all District students.

Table x: Students Enrolled in at Least 1 Advanced Placement Course, by Language Classification, Counts

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EL	1,045	1,192	852	1,056	915	987
RFEP	17,810	17,571	16,346	13,917	13,993	12,741
Total AP	34,884	35,542	33,607	29,690	29,673	28,559
Total District	481,934	480,535	453,242	429,096	419,257	409,166

Source: MyData Database (2018-19 to 2022-23); Data Warehouse (2023-24).

Figure 47: Students Enrolled in at Least 1 Advanced Placement Course, by Language Classification, Percentages

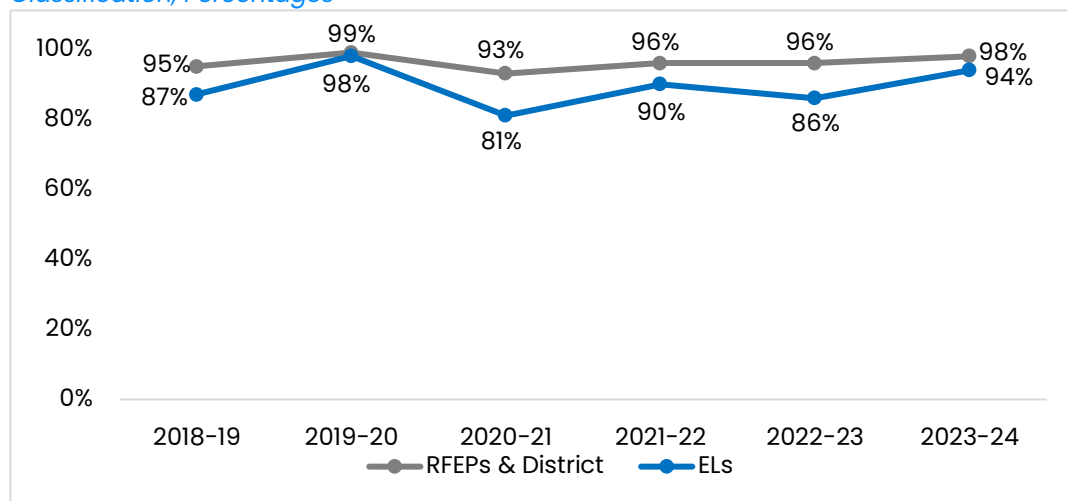


Source: MyData Database (2018-19 to 2022-23); Data Warehouse (2023-24).

Figure 48 presents the rate at which students passed at least one AP course, by language classification status. Students passed an AP course if they received a grade of “D” or better. For RFEPs, AP course passing rates remained consistent and high across school years, above 90% of

students. The percentage of ELs who passed at least one AP course fluctuated to a greater degree than the rate of their peers. AP course passing rates among ELs increased from 85% to 94% between 2022-23 and 2023-24.

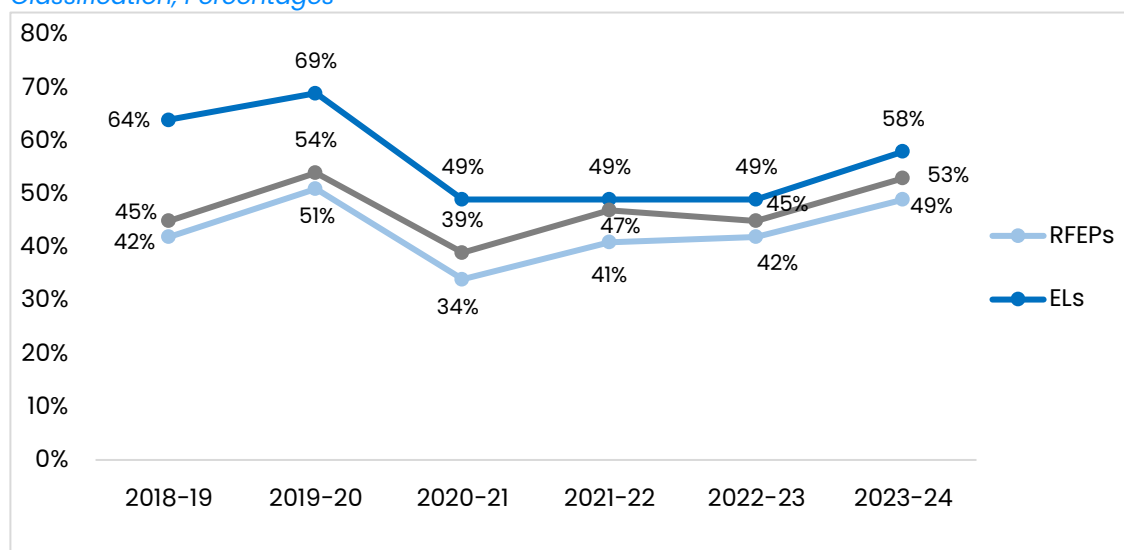
Figure 48: Students Passing at least One Advanced Placement Course by Language Classification, Percentages



Source: MyData Database. Note: The lines for RFEPs and the District completely overlap and have been grouped together.

Figure 49 presents the rate at which students passed at least one AP exam, by language classification status. Students passed an AP exam if they received a score of 3, 4, or 5. Of ELs who took an AP exam in 2023-24, almost 6 in 10 passed at least one. This rate was somewhat lower among RFEPs (49%) and all District students (53%).

Figure 49: Students Passing at least One Advanced Placement Exam by Language Classification, Percentages



Source: MyData Database.

Dual Language Education Programs

In this section we present enrollment and performance patterns across years for District students enrolled in Dual Language Education (DLE) programs. We do not draw direct comparisons between the DLE program students and those in non-DLE programs but instead compare outcomes across years *within* the DLE program.

Dual Language Education Participation by Language Classification

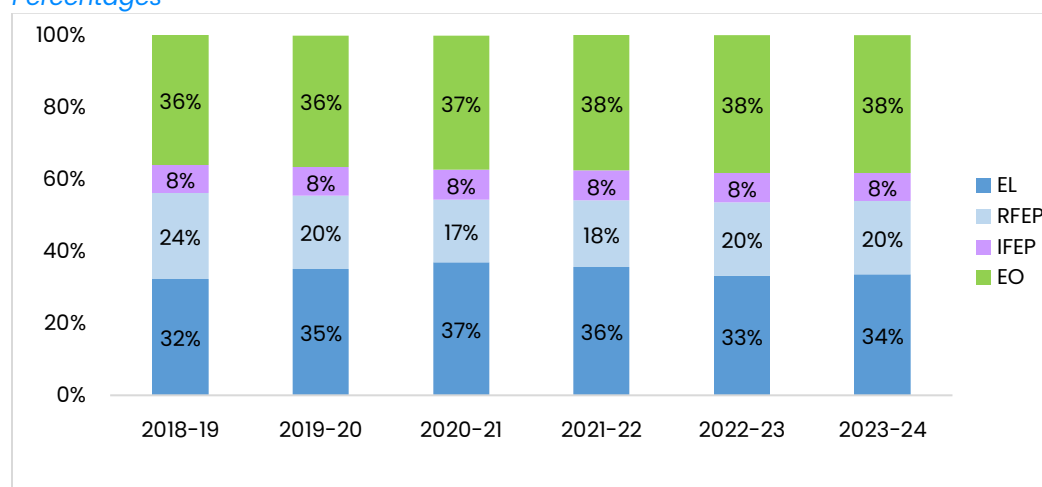
Table 13 and Figure 50 present enrollment trends in DLE programs by language classification from 2018-19 to 2023-24. From 2018-19 to 2020-21, DLE enrollment increased across language classification groups. DLE enrollment decreased slightly from 2020-21 to 2021-22 but increased again in 2022-23 and 2023-24.

Table 13: Dual Language Education Program Enrollment by Language Classification, Grades TE-12, Counts

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EL	4,668	6,552	7,544	7,226	7,132	7,842
RFEP	3,432	3,771	3,554	3,725	4,356	4,734
IFEP	1,122	1,499	1,689	1,685	1,771	1,816
EO	5,191	6,800	7,595	7,614	8,205	8,931
Total DLE	14,414	18,639	20,398	20,255	21,464	23,323

Source: MMED DL Dashboard from Focus Database. Note: Students were considered enrolled in a DLE program if at any point during the school year they were enrolled in One-way Dual Immersion programs, Two-way Dual Immersion programs, or World Language Immersion programs in the following languages: Arabic, Armenian, French, Japanese, Korean, Mandarin, or Spanish. The numbers presented in this table are estimates because of school-level data input errors around DLE enrollment data for secondary students.

Figure 50: Dual Language Education Program Enrollment by Language Classification, Grades TE-12, Percentages

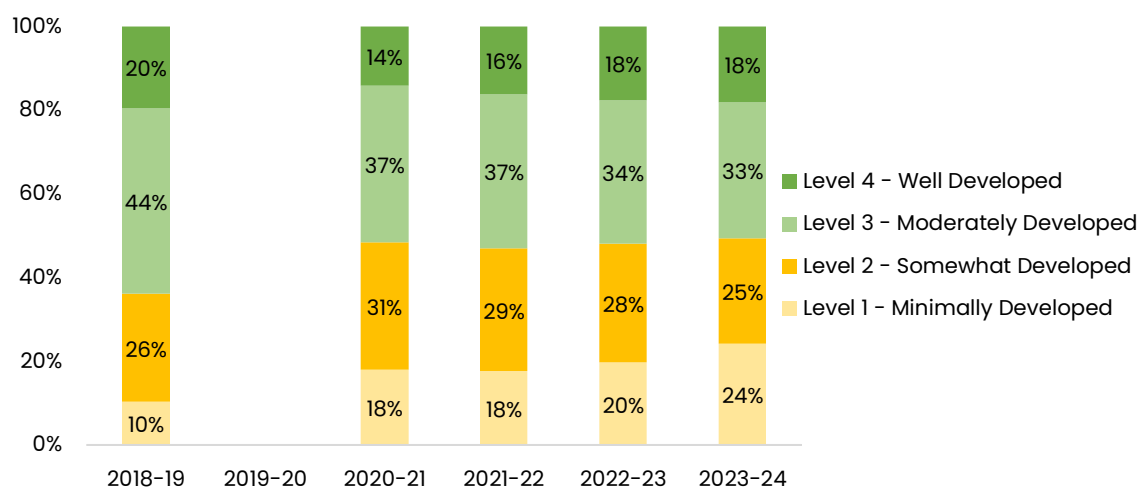


Source: MMED DL Dashboard from Focus Database.

ELPAC Summative Assessment Performance: Dual Language Education

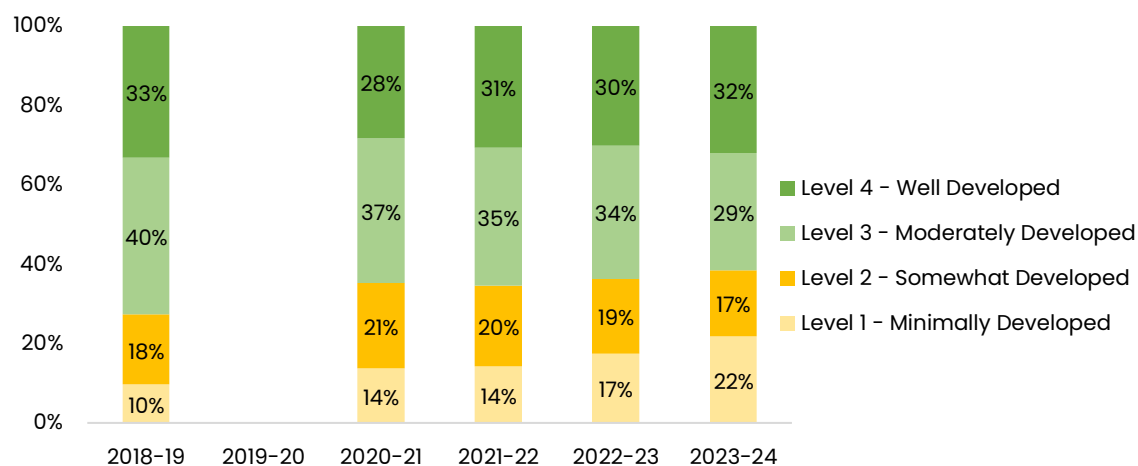
The percentage of Dual Language Education students scoring at Level 4 remained stable between 2022-23 and 2023-24 (18%). See Figure 51. Performance on the oral and written components of the ELPAC are presented in Figures 52 and 53.

Figure 51: ELPAC Overall Performance, Dual Language Education



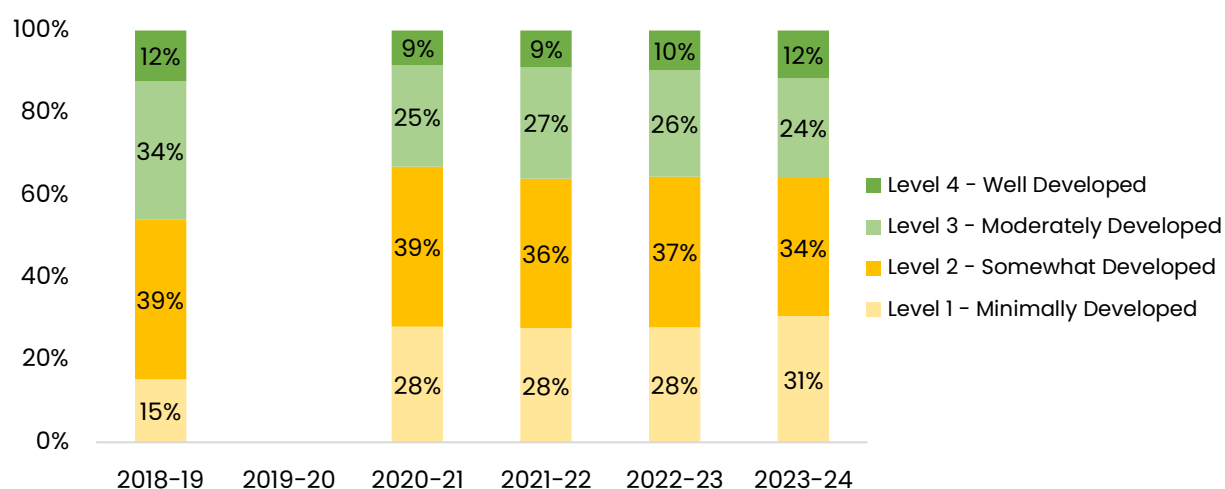
Source: MyData Database.

Figure 52: ELPAC Oral Performance, Dual Language Education



Source: MyData Database.

Figure 53: ELPAC Written Performance, Dual Language Education

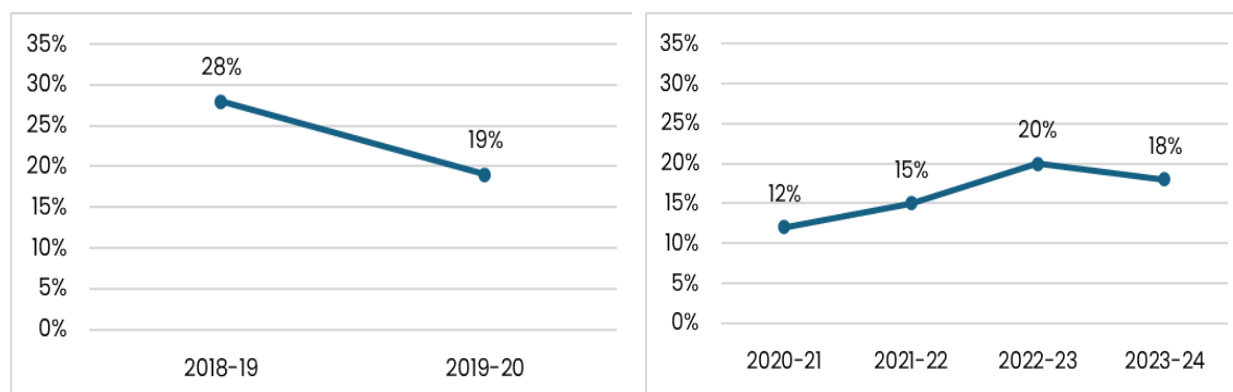


Source: MyData Database.

Reclassification: Dual Language Education

English learners in Dual Language Education programs showed a 28% reclassification rate in 2018-19, which dropped to 19% in 2019-20, a likely result of school closures during the 2019-20 school year. We used the new methodology for calculating reclassification rate for 2020-21 and 2021-22. DLE students showed a small drop in reclassification rate from 20% to 18% between 2022-23 and 2023-24 (Figure 54).

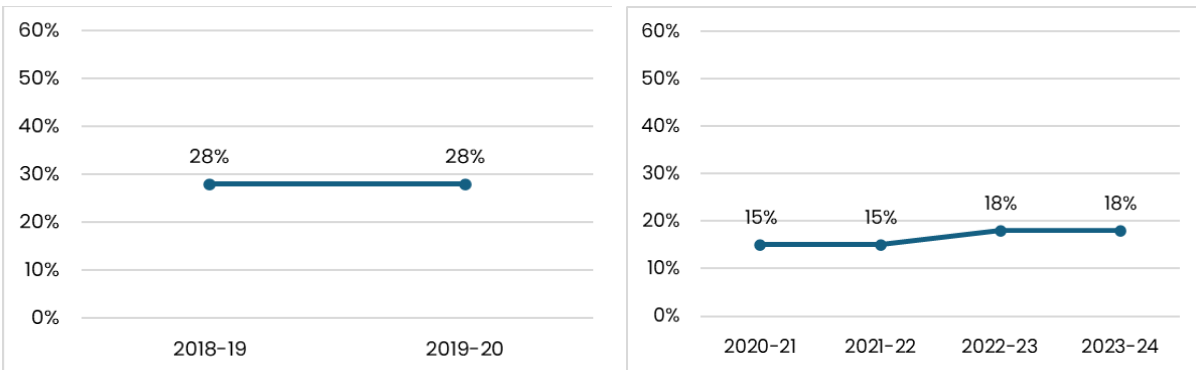
Figure 54: Reclassification Rate, English Learners in Dual Language Education Programs



Source: LAUSD CALPADS data files and Focus database.

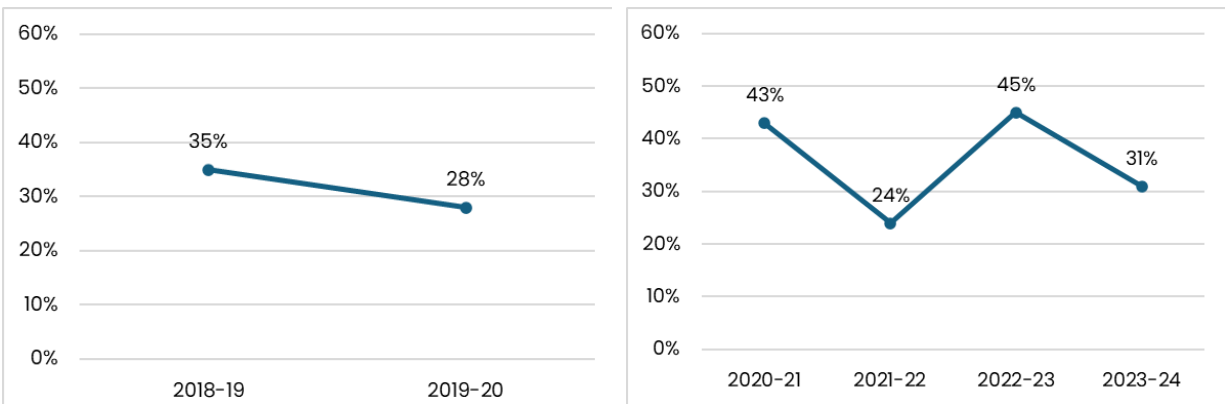
In Figures 55 to 58, we present reclassification rates across year by language of DLE programs. The reclassification rates of EL students enrolled in Armenian, Mandarin, and Spanish DLE programs all remained fairly stable between 2022-23 and 2023-24. The rate among students in Korean DLE programs dropped from 45% to 31% between 2022-23 and 2023-24.

Figure 55: Reclassification Rate, Armenian Dual Language Education Programs



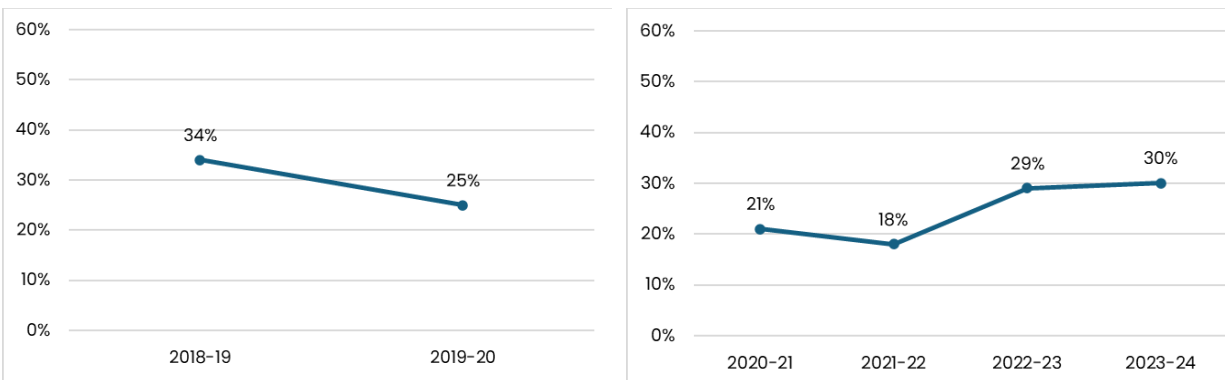
Note. Count of ELs in program in 2023-24 was 348. Source: LAUSD CALPADS data files and Focus database.

Figure 56: Reclassification Rate, Korean Dual Language Education Programs



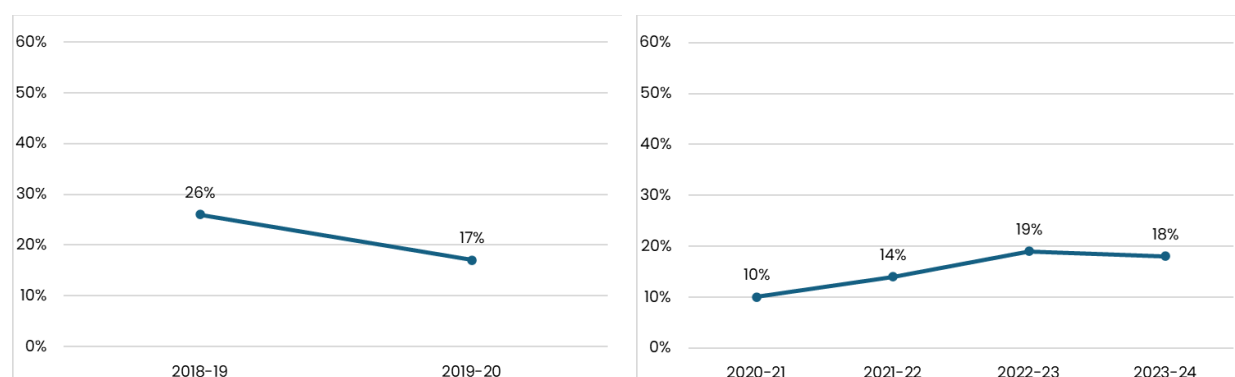
Note. Count of ELs in program in 2023-24 was 170. Source: LAUSD CALPADS data files and Focus database.

Figure 57: Reclassification Rate, Mandarin Dual Language Programs



Note. Count of ELs in program in 2023-24 was 144. Source: LAUSD CALPADS data files and Focus database.

Figure 58: Reclassification Rate, Spanish Dual Language Programs

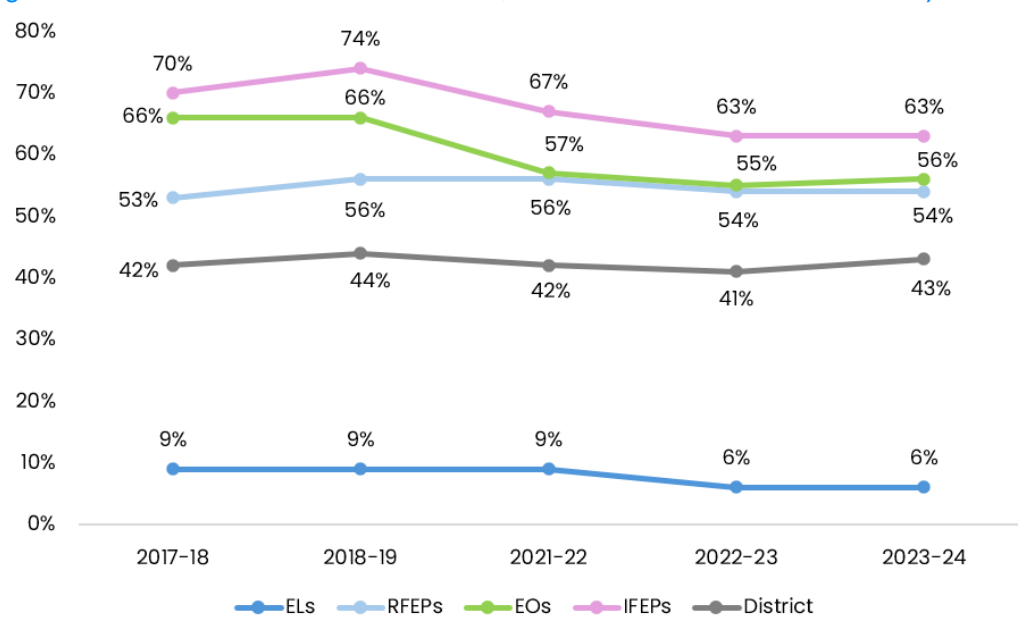


Note. Count of ELs in program in 2023-24 was 7,369. Source: LAUSD CALPADS data files and Focus database.

SBA Performance: Dual Language Education

Figure 59 presents the percentage of DLE students who met or exceeded standards on the SBA ELA test by language classification. For all language classification groups, the percentage of students who met or exceeded standards on the SBA ELA test remained fairly stable between 2022-23 and 2023-24.

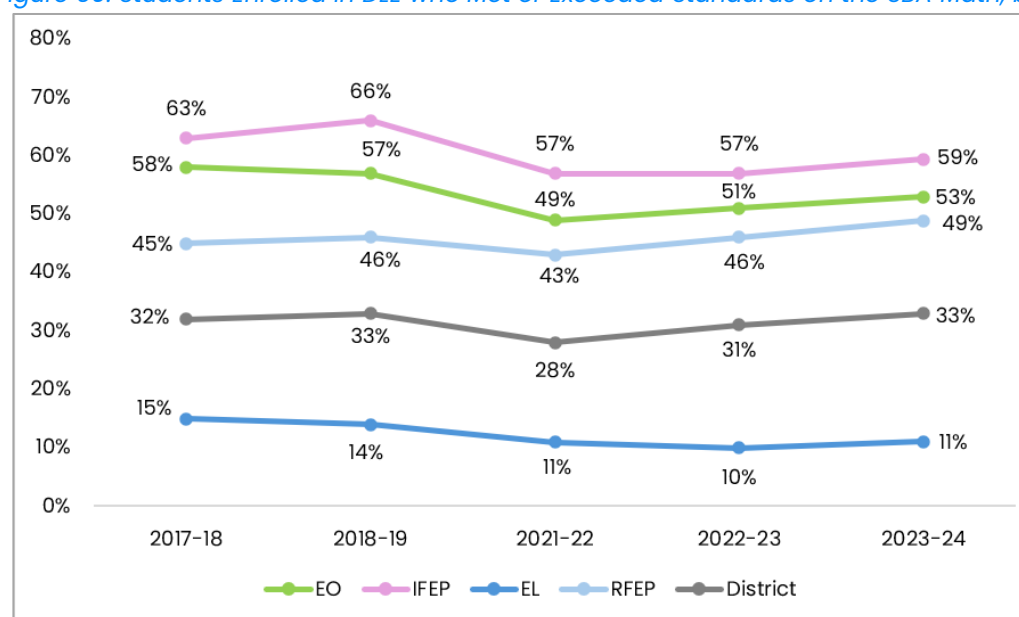
Figure 59: Students Enrolled in DLE who Met/Exceeded Standards on SBA ELA, by School Year



Source: MyData Database and Focus Database. The line for the District represent all District students (DLE and non-DLE).

Figure 60 presents the percentage of DLE students who met or exceeded standards on the SBA math test by language classification. For ELs, the percentage of students who met or exceeded standards on the SBA math test increased by 1 percentage point between 2022-23 and 2023-24. During the same time, the percentage of EOs, IFEPs, and RFEPs who met or exceeded standards increased by 2 to 3 percentage points.

Figure 60: Students Enrolled in DLE who Met or Exceeded Standards on the SBA Math, by School Year



Source: MyData and Focus Database. The line for the District represent all District students (DLE and non-DLE).

Basic Skills Performance: Dual Language Education

The percentage of all grade K-2 students enrolled in DLE scoring at or above benchmark on the DIBELS in 2023-24 increased from 50% at BOY to 76% at EOY (Table 14). During the same time, grade K-2 students in Spanish DLE scoring at or above benchmark on the DIBELS mClass Lectura increased from 53% at BOY to 57% at EOY.

The percentage of all grade 3-12 students enrolled in DLE scoring at or above grade level on the i-Ready Reading in 2023-24 increased from 26% at BOY to 45% at EOY. During the same time, grade 3-8 Spanish DLE students scoring at or above grade level on the i-Ready Assessment of Spanish Reading (ASR) increased from 4% at BOY to 10% at EOY. The percentage of all students enrolled in DLE scoring at or above benchmark on the i-Ready Math increased from 13% at BOY to 48% at EOY (Table 14).

Table 14. Percent of DLE Students Performing at Grade Level on DIBELS, i-Ready Reading, i-Ready Math, and i-Ready Assessment of Spanish Reading (ASR), 2023-24

	DIBELS	DIBELS mClass Lectura	i-Ready Reading	i-Ready ASR	i-Ready Math
BOY	50%	53%	26%	4%	13%
MOY	60%	57%	37%	8%	27%
EOY	76%	57%	45%	10%	48%
Change BOY to EOY	26%	4%	19%	6%	36%

Source: Snowflake Database.

Journey to Multilingualism

The L.A. Unified K-12 Journey to Multilingualism Awards recognize students' language performance across grade levels. These awards include the UTK-8 Pathway to Biliteracy Award, and the grade 12 Seal of Biliteracy Award. Students who are recognized have achieved a high degree of proficiency in one or more languages in addition to English. L.A. Unified has granted biliteracy awards in over 42 different languages, including American Sign Language and Indigenous languages. Grade 12 students are awarded a Seal of Biliteracy when graduating if they meet certain criteria illustrating proficiency in English and another language.³

See Table 15 for counts of Pathway and Seal of Biliteracy Awards.

Table 15: Growth in UTK-12th Awards and Seals of Biliteracy

Promise/Pathway & Seal of Biliteracy Awards			
	2021-22	2022-23	Growth from 2021-22 to 2023-24
UTK-8	6,480	19,738	25,246
12 th Grade Seal of Biliteracy	5,879	6,452	7,190
Total	12,359	26,190	32,436

Source: Focus Database

Probable Standard English Learners

According to the 2018 Master Plan for English Learners and Standard English Learners, “the term probable standard English learners (PSELs) refers to the pool of students from which SELs are identified” (p. 101). Students are considered PSELs based on their language classification (either English Only or Initially Fluent English Proficient students) and ethnic classification status (either African American, American Indian/Alaskan Native, Hispanic, or Pacific Islander students). The demographic and achievement data presented in this section includes only students with the appropriate language and ethnic classifications who attend schools that offer Academic English Mastery Programming (AEMP). (Note: many schools that offer Academic English Mastery Programming also offer dual language programming. The student data presented in this section excludes students enrolled at AEMP schools who participate in a dual language program.)

Probable Standard English Learner Enrollment

Table 16 shows the counts and percentages of PSEL students in the district as a whole; Table 17 shows the counts and percentages for PSELs at schools offering AEMP programming. At AEMP

³ LAUSD Reference Guide REF-5306.10

schools, PSELs were more likely to be EOs (less likely to be IFEPs) compared to the district. IFEPs, on average, tend to be higher performing on standardized assessments compared to EOs.

Table 16: All District PSEL Students by Language Classification across Six Years, Counts and Percentages

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	n	%	n	%	n	%	n	%	n	%	n	%
EO	169,703	85%	167,636	85%	163,707	86%	163,379	87%	164,239	88%	163,012	89%
IFEP	31,075	15%	29,339	15%	27,351	14%	24,954	13%	22,641	12%	20,709	11%
Total	200,778	100%	196,975	100%	191,058	100%	188,333	100%	186,880	100%	183,721	100%

Source: Focus Database. Data as of last day of each school year

Table 17: PSEL Students at Schools Offering Academic English Mastery Programming by Language Classification across Six Years, Counts and Percentages

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	n	%	n	%	n	%	n	%	n	%	n	%
EO	29,354	90%	28,306	90%	27,327	91%	22,474	91%	18,957	92%	20,043	92%
IFEP	3,364	10%	3,124	10%	2,843	9%	2,187	9%	1,617	8%	1,736	8%
Total	32,718	100%	31,430	100%	30,170	100%	24,661	100%	20,574	100%	21,779	100%

Source: Focus Database. Data as of last day of each school year.

Of PSELs at schools offering AEMP in 2023-24, approximately 6 in 10 identified as Hispanic; around 4 in 10 identified as African American, and less than one percent identified as either American Indian/Alaska Native or Pacific Islander. Between 2018-19 and 2023-24, the proportion of PSELs who identified as Hispanic increased by 4 percentage points and the proportion who identified as African American decreased by 3 percentage points. See Table 18.

Table 18: PSEL at Schools Offering Academic English Mastery Programming by Ethnicity across Six Years, Counts and Percentages

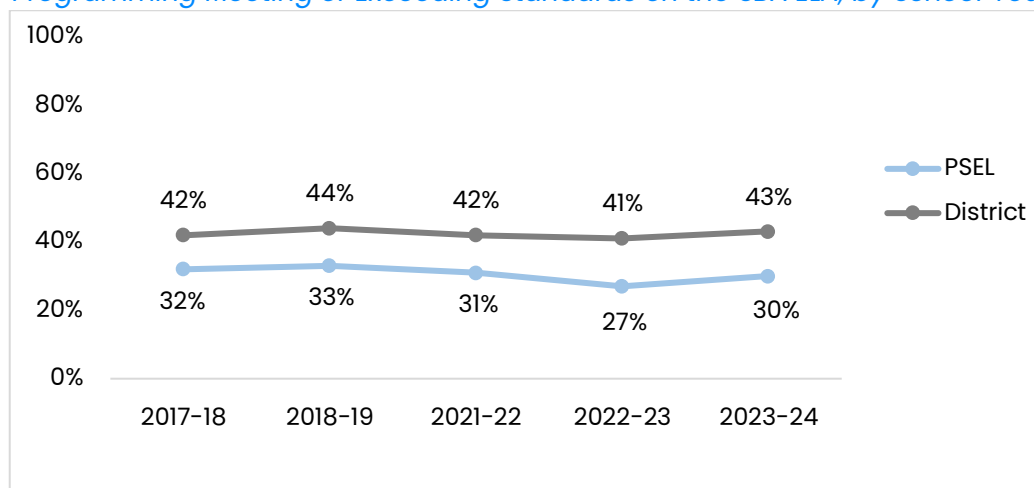
	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	n	%	n	%	n	%	n	%	n	%	n	%
African American	14,336	44%	13,210	42%	12,195	40%	10,569	41%	8,135	39%	8,858	41%
American Indian	74	<1%	64	<1%	45	<1%	42	<1%	26	<1%	31	<1%
Hispanic	18,211	56%	18,068	57%	17,852	59%	13,985	58%	12,362	60%	12,838	59%
Pacific Islander	97	<1%	88	<1%	78	<1%	65	<1%	51	<1%	52	<1%
Total	31,718	100%	31,430	100%	30,170	100%	24,661	100%	20,574	100%	21,779	100%

Source: Focus Database. Data as of last day of each school year.

SBA: Probable Standard English Learners

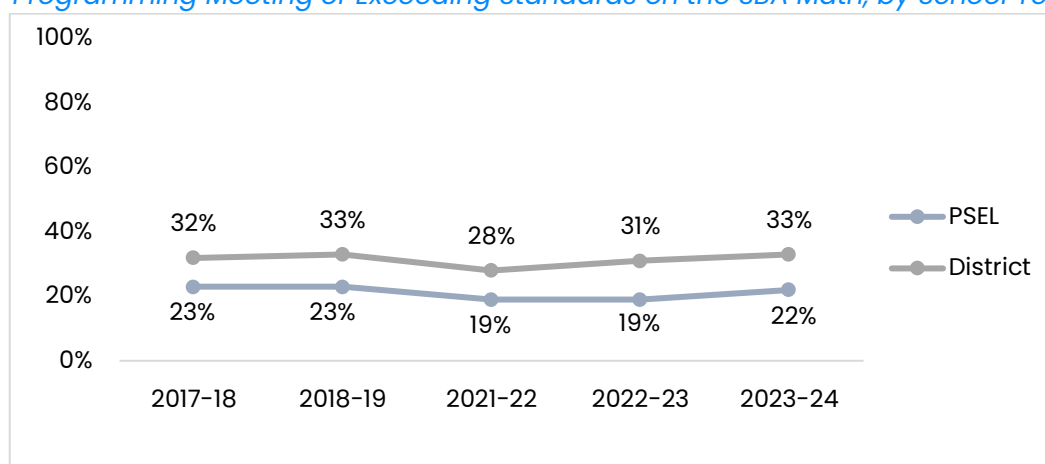
The percentage of PSELs at schools offering AEMP who met or exceeded standards on the SBA ELA increased by 3 percentage points (27% to 30%) between 2022-23 and 2023-24. The District as a whole also showed a small increase (41% to 43%) during the same time. The pattern of change was similar for both PSELs and the District on the SBA math. See Figures 61 and 62.

Figure 61. Percent of PSELs at Schools Offering Academic English Mastery Programming Meeting or Exceeding Standards on the SBA ELA, by School Year



Source: Focus Database.

Figure 62. Percent of PSELs at Schools Offering Academic English Mastery Programming Meeting or Exceeding Standards on the SBA Math, by School Year



Source: Focus Database.

The trend in SBA scores varied by student ethnicity among PSELs at AEMP schools. The percentage of African American, Pacific Islander, and Hispanic PSELs at AEMP schools meeting or exceeding SBA ELA standards between 2018-19 and 2023-24 decreased (2 percentage points, 1 percentage point, 5 percentage points - respectively). Between 2018-19 and 2023-24, the

percentage of American Indian PSELs at AEMP schools meeting ELA standards grew by 19 percentage points (see Table X). It is worth noting, however, the very small number of American Indian PSEL students at AEMP schools ($n = 33$) mean just a couple of students' performance can strongly influence the group's performance trend.

The percentage of African American, American Indian, and Pacific Islander PSELs at AEMP schools who met SBA math standards increased between 2018-19 and 2023-24 (1 percentage point, 2 percentage points, and 6 percentage points – respectively). The percentage of Hispanic PSELs at AEMP schools meeting or exceeding SBA math standards decreased by 2 percentage points (from 29% to 27%) between 2018-19 and 2023-24 (see Table 19).

Grade K-2 PSEL students at AEMP schools showed similar growth on the DIBELS basic skills assessment in the 2021-22, 2022-23, and 2023-24 school years. The beginning of the year (BOY) administration of the assessment shows that a lower percentage of PSELs at AEMP schools were meeting benchmark compared to the previous year; middle- and end-of-year assessments show that this trend persisted throughout the 2022-23 and 2023-24 school years (see Table 20).

Table 19: Percent of PSELs at School Offering Academic English Mastery Programming Meeting or Exceeding Standards on the SBA, by School Year and Ethnicity

	ELA				Math			
	2018-19	2021-22	2022-23	2023-24	2018-19	2021-22	2022-23	2023-24
African American/Black	23%	25%	18%	21%	14%	13%	12%	15%
Amer. Indian	23%	36%	44%	42%	15%	14%	19%	17%
Hispanic	40%	35%	32%	35%	29%	23%	24%	27%
Pac. Islander	34%	50%	23%	33%	26%	36%	32%	32%
All PSELs	33%	31%	27%	30%	23%	19%	19%	22%
District	44%	42%	41%	43%	33%	28%	31%	33%

Source: My Data Database and Focus Database.

Table 20: Percent of Grade K-2 PSELs at School Offering Academic English Mastery Programming Performing at or above Benchmark on the DIBELS Basic Literacy Assessment, by School Year

	2021-22	2022-23	2023-24
BOY	34%	37%	44%
MOY	43%	48%	52%
EOY	56%	61%	63%
Change BOY to EOY	+22pp	+24pp	+19pp

Source: My Data Database and Focus Database.

On average, African American PSEL students at AEMP schools performed lower on the DIBELS Basic Literacy Assessment compared to their Hispanic peers. African American PSEL students

at AEMP schools also made, on average, fewer percentage point gains between beginning- and end-of-year assessments across years compared to their Hispanic and Pacific Islander peers (Table 21). It is worth noting, however, the very small number of Pacific Islander PSEL students at AEMP schools ($n < 15$) mean just a couple of students' performance can strongly influence the group's performance trend.

Table 21: Percent of PSELs at School Offering Academic English Mastery Programming Performing at or above Benchmark on the DIBELS Basic Literacy Assessment, by School Year & Ethnicity

	2021-22			2022-23			2023-24		
	AA	Hispanic	PI	AA	Hispanic	PI	AA	Hispanic	PI
BOY	35%	34%	27%	37%	37%	40%	43%	45%	54%
MOY	41%	43%	36%	43%	50%	53%	47%	54%	57%
EOY	53%	58%	45%	55%	65%	93%	57%	67%	73%
Change BOY - EOY	+18pp	+24pp	+18pp	+18pp	+28pp	+53pp	+14 pp	+22pp	+19pp

Source: MyData Database (2021-22, 2022-23), Data Warehouse (2023-24) and Focus Database. Note: Data for American Indian students is not presented because of cell sizes of less than ten students. Data for Pacific Islander students should be interpreted with caution due to small cell sizes ($n < 15$). AA = African American; PI = Pacific Islander.

The trend in i-Ready scores was consistent among PSEL student groups at AEMP schools. In the 2023-24 school year, African American, American Indian, Hispanic, and Pacific Islander PSELs at AEMP schools made similar gains in terms of the percentage of PSEL students performing at or above benchmark between beginning- and end-of-year assessments on i-Ready ELA (13 percentage points, 8 percentage points, 16 percentage points, and 9 percentage points - respectively). See Table 22.

Table 22: Percent of Grade 3-12 PSELs at School Offering Academic English Mastery Programming Performing On or Above Grade Level on the i-Ready ELA, by Ethnicity

	2023-24				
	All	AA	American Indian	Hispanic	PI
BOY	16%	11%	12%	19%	24%
MOY	21%	15%	12%	26%	21%
EOY	30%	24%	20%	35%	33%
Change BOY - EOY	+14pp	+13pp	+8pp	+16pp	+9pp

Source: Data Warehouse and Focus Database. Note: AA = African American; PI = Pacific Islander.

In i-Ready math, in the 2023-24 school year, African American and American Indian PSELs at AEMP schools made similar gains in terms of the percentage of PSEL students performing at or above benchmark between beginning- and end-of-year assessments (20 percentage points and 18 percentage points, respectively). Between beginning- and end-of-year assessments in 2023-24, the percentage of Hispanic and Pacific Islander PSELs at AEMP schools performing at or above benchmark on i-Ready math grew by 26 percentage points and 27 percentage points, respectively (see Table 23).

Table 23: Percent of Grade K-12 PSELs at School Offering Academic Mastery On or Above Grade Level on the I-Ready Math, by School Year & Ethnicity

	2023-24				
	All	AA	American Indian	Hispanic	PI
BOY	7%	5%	4%	8%	9%
MOY	16%	12%	4%	19%	19%
EOY	32%	25%	22%	36%	36%
Change BOY - EOY	+25pp	+20pp	+20pp	+26pp	+27pp

Source: Data Warehouse and Focus Database. Note: AA = African American; PI = Pacific Islander.

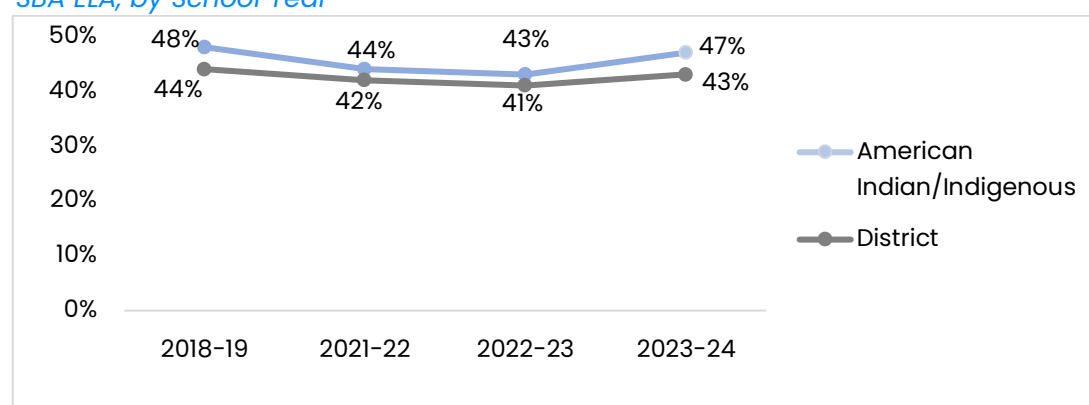
American Indian Students

In this section we present performance patterns across years for District students who identify as American Indian/Alaska Native of all language classifications. In the 2023-24 school year, 631 students with American Indian/Alaska Native ethnicity were enrolled in the District.

SBA Performance

The percentage of American Indian students who met or exceeded standards on the SBA ELA test was slightly higher than the District percentage and increased from 43% in 2022-23 to 47% in 2023-24 (Figure 63).

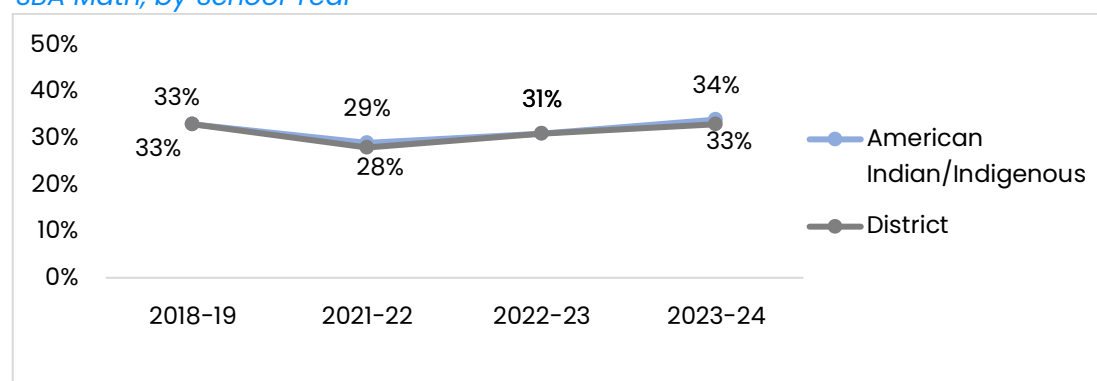
Figure 63. Percent of American Indian Students Meeting or Exceeding Standards on SBA ELA, by School Year



Source: MyData Database and Focus Database.

The percentage of American Indian students who met or exceeded standards on the SBA math test was similar to the District percentage across years (Figure 64).

Figure 64. Percent of American Indian Students Meeting or Exceeding Standards on SBA Math, by School Year

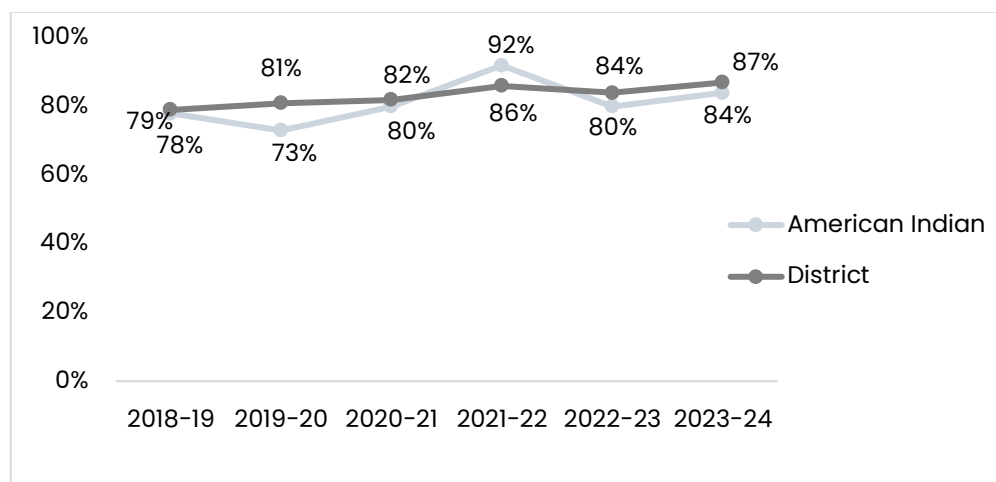


Source: MyData Database and Focus Database. For 2018-19, the percentage of American Indian students who met or exceeded standards on SBA Math was the same as the district.

Graduation Rate

In this section we present the four-year cohort graduation rate for American Indian students and all District students. Between 2018-19 to 2023-24, the percentage of American Indian students graduating within four years grew from 78% to 84% (6 percentage point increase), a rate of change slightly less than the District average (8 percentage point increase). See Figure 65.

Figure 65. Graduation Rate among American Indian Students, by School Year



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

DIBELS & i-Ready Performance

Grade K-2 American Indian students showed similar growth on the DIBELS basic skills assessment between BOY and EOY in the 2022-23 and 2023-24 school years. However, at all three assessment timepoints, American Indian students were less likely to perform at or above benchmark in 2023-24 than in the previous year (see Table 24).

Table 24. Percent of American Indian Students Performing At or Above Benchmark on DIBELS, by Year

	2021-22	2022-23	2023-24
BOY	58%	58%	46%
MOY	53%	69%	49%
EOY	66%	77%	63%
Change BOY to EOY	8%	19%	17%

Source: MyData Database (2021-22, 2022-23), Data Warehouse (2023-24) and Focus Database

The percentage of grade 3-12 American Indian students performing at or above grade level on the i-Ready Reading assessment in 2023-24 increased from 25% at BOY to 35% at EOY. The

percentage of grade K-12 American Indian students performing at or above grade level on the i-Ready Math assessment in 2023-24 increased from 12% at BOY to 35% at EOY (see Table 25).

Table 25. Percent of American Indian Students Performing at Grade Level on i-Ready ELA, 2023-24

	Reading	Math
BOY	25%	12%
MOY	29%	21%
EOY	35%	35%
Change BOY to EOY	10%	23%

Source: Data Warehouse and Focus Database.

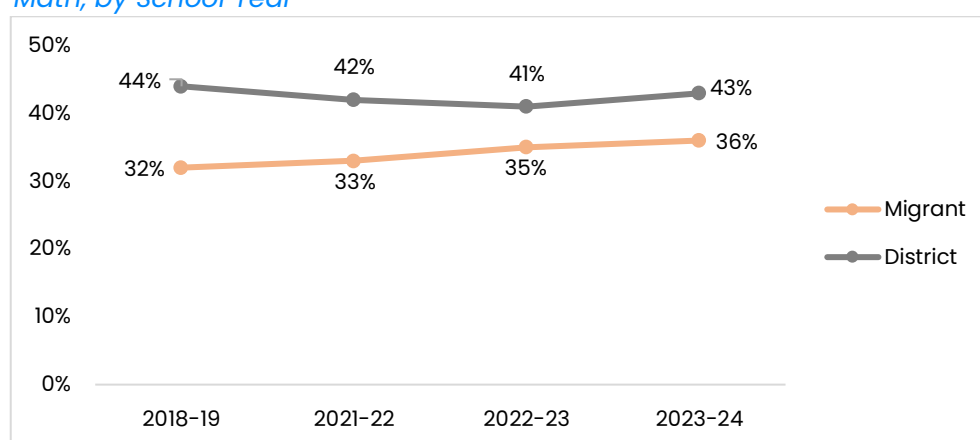
Migrant Students

As defined by the District English Learner Advisory Committee, students are considered migrant students if their parent, guardian, or family member is a migratory worker (e.g., working in agriculture, dairy, lumber, packing, fishing, or livestock industries) who has performed work within the last 36-months and has traveled with the student. In the 2023-24 school year, 1,277 migrant students were enrolled in the District. In this section we present performance patterns across years for District students who identified as migrant students of all language classifications.

SBA Performance

Figure 66 presents the percentage of migrant students who met or exceeded standards on the SBA ELA test relative to the District average. The percentage of migrant students who met or exceeded standards on the SBA ELA test remained below the District average but grew from 32% in 2018-19 to 36% in 2023-24.

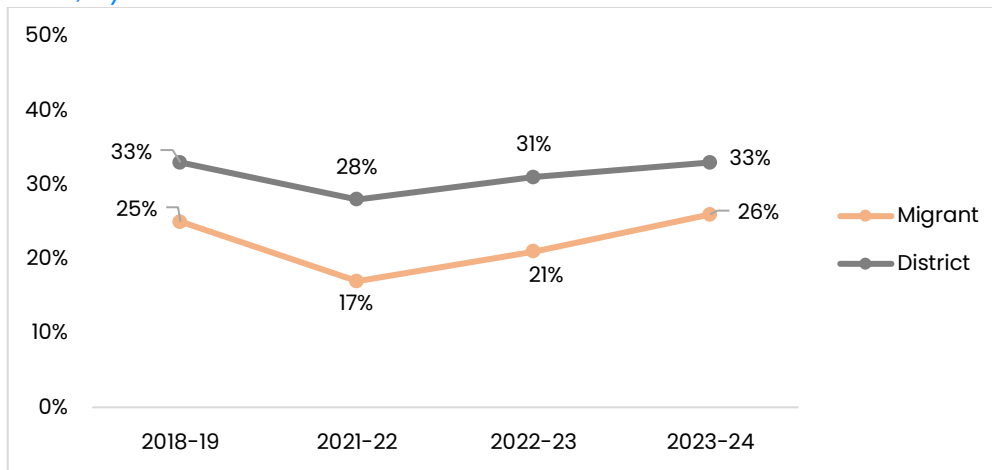
Figure 66. Percent of Migrant Students Meeting or Exceeding Standards on SBA Math, by School Year



Source: MyData Database and Focus Database.

Figure 67 presents the percentage of migrant students who met or exceeded standards on the SBA math test relative to the District average. The percentage of migrant students who met or exceeded standards on the SBA math test decreased 8 percentage points between 2018-19 and 2021-22 but increased and recovered to pre-pandemic levels by 2023-24, though still below the District average.

Figure 67. Percent of Migrant Students Meeting or Exceeding Standards on SBA Math, by School Year

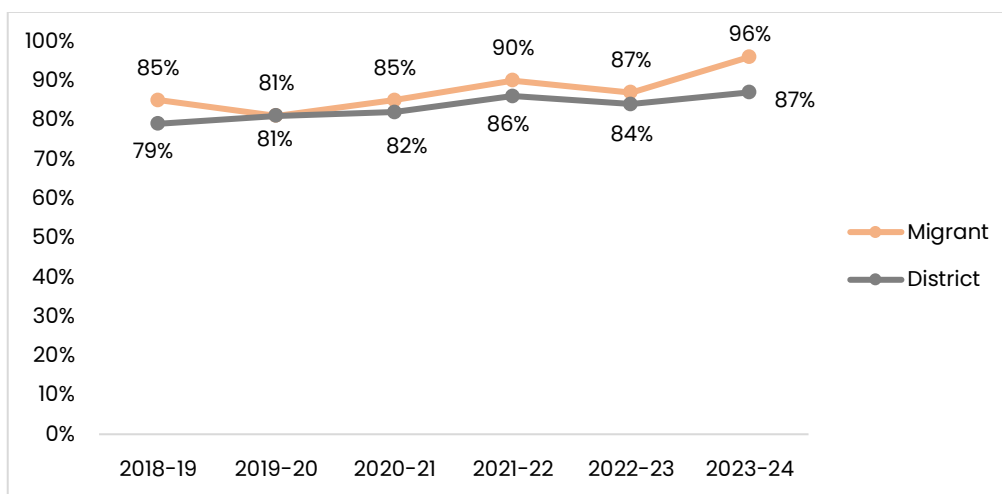


Source: MyData Database and Focus Database.

Graduation Rate

In this section we present the four-year cohort graduation rate for migrant students and all District students. Across years, a greater proportion of migrant students graduated in four years compared to the District average. Between 2018-19 to 2023-24, the percentage of migrant students graduating within four years grew 11 percentage points from 85% to 96%. See Figure 68.

Figure 68. Graduation Rate among Migrant Students, by School Year



Source: MyData Database (2018-19 to 2022-23) and Data Warehouse (2023-24).

Basic Skills Performance

Grade K-2 migrant students showed similar growth on the DIBELS basic skills assessment in the 2021-22, 2022-23, and 2023-24 school years. Across years, the beginning of the year (BOY) administration of the assessment shows that a lower percentage of migrant students were meeting benchmark compared to the previous year. Similarly, across school years, middle- and end-of-year assessments show that a larger share of students performed at or above benchmark over the course of the year (see Table 26).

Table 26. Percent of Migrant Students Performing At or Above Benchmark on DIBELS, by Year

	2021-22	2022-23	2023-24
BOY	36%	42%	40%
MOY	43%	51%	48%
EOY	60%	64%	65%
Change BOY to EOY	24%	22%	25%

Source: MyData Database (2021-22, 2022-23), Data Warehouse (2023-24) and Focus Database.

Grade 3-12 showed an upward trend from BOY (11%) to EOY (25%) for Migrant students performing at or above grade level on the i-Ready assessment in 2023-24 (see Table 27). Similarly, grades K-12 Migrant students performing at or above grade level for the math i-Ready showed an upward trend from the BOY (7%) to EOY (28%).

Table 27. Percent of American Indian Students Performing at Grade Level on i-Ready ELA, 2023-24

	Reading	Math
BOY	11%	7%
MOY	20%	13%
EOY	25%	28%
Change BOY to EOY	14%	21%

Source: Data Warehouse and Focus Database.

Program Implications, Recommendations, and Action Steps

This section provides general program recommendations/action steps for achieving the goals set by the 2018 Master Plan for English Learners and Standard English Learners in 2024-25 (Year 6) and addressing data findings incorporated within the 2018 Master Plan Evaluation Report for the 2023-24 academic year.

ELPAC Performance

- Emphasize to schools the importance of monitoring the English Learner Progress Indicator (ELPI) to focused attention on the implementation of an effective Comprehensive English Language Development (ELD) program, which includes both Designated and Integrated ELD.
- Provide ongoing professional development (PD) to improve Designated and Integrated English Language Development (ELD) instruction, guided by the ELD standards and ELD/ELA Framework.
- Provide ongoing, differentiated EL-specific professional development for teachers of ELs, administrators, and support staff, guided by teacher/partner input, EL program data, the English Learner Roadmap, ELD/ELA Framework, and Culturally and Linguistically Responsive Education practice and research, including professional development on:
 - ELD standards, their structure/organization, language modes and processes, proficiency levels and proficiency level descriptors.
 - Difference between Designated and Integrated ELD, and the alignment of the ELD standards to the California Content Standards.
 - EL Roadmap policy: principles, elements, illustrative case samples and characteristics.
 - Review of students' ELD work samples, ELD progress, and grading guidelines.
 - EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing) and Elegance of 12 Suite of Strategies (3 Listens, 3 Discussions, 3 Reads, and 3 Writes)
- Ensure that all elementary and secondary ELs, including ELs with Disabilities, are enrolled in a Designated ELD course.
- Provide acceleration services on ELD reading and writing for ELs who need this support.
- Provide training on ELPAC testing accessibility supports and domain exemptions to ensure ELs have the proper/needed support during testing.
- Monitor the ELD progress expectation of English Learners towards English Language Proficiency/reclassification and provide multi-tiered supports as needed.
- Provide ongoing training/workshops to families of English Learners to create effective school-parent partnerships in the education of their children.

Reclassification

- Provide monthly reclassification data reports (the English Learner Typology Monitoring Report) at all District levels (schools, region, and director level) to monitor reclassification progress towards meeting established targets.
- Provide and review English Learner Progress Indicator data to identify students in need of targeted English Language Development acceleration.
- Establish Individual Reclassification Plans for every Potential Long-term English Learners (PLTEL) and Long-term English Learners (LTEL), in which students, parents, and teachers are involved in data analysis and progress monitoring through data chats.
- Implement research-based instructional strategies to support the acceleration of English language proficiency to increase the number of students achieving performance level 4.
- Provide District-wide professional development on effective EL instructional services/supports based on identified student needs.

Content Standards Performance

- Place emphasis on Integrated ELD at the secondary level to ensure English Learners have access to grade level instruction.
- Provide Integrated ELD methodology, EL Instructional Approaches (Active Listening, Extended Communication and Oral Summarizing) and Elegance of 12 Suite of strategies to support/enhance English Learner's access to core instruction.
- Ensure that Integrated ELD (iELD) is being implemented across A-G courses to give English Learners access to the curriculum.
- Provide and model opportunities for students to practice academic language in all four language domains (listening, speaking, reading, and writing).
- Multi-fund elementary and secondary Multilingual Multicultural Academic Language Coaches (MMALC) to provide:
 - Support EL/SEL-specific professional development.
 - Build EL/SEL teacher, conduct coaching cycles/lesson studies around dELD, iELD, Mainstream English Language Development (MELD), Target Language Development (TLD).
 - Develop and model iELD and dELD lessons.
 - Provide acceleration/enrichment to EL/SELs.
 - Provide family training on ELD, reclassification, literacy, and numeracy.

Progress Towards Graduation and Graduation Rate

- Work concurrently with A-G program administrators to create a holistic approach for supporting ELs to pass all of their high school coursework.
- Monitor students' A-G progress every five weeks and determine intervention support needed.

- Make sure that Student Support and Progress Teams (SSPTs) are being held for students that may need additional instructional support/intervention.
- Provide English Learners with ample credit recovery opportunities to ensure they are on track for graduation and beyond.

Advanced Program Option Participation

- Implement more outreach to families and EL students to encourage them to take honors (or advanced placement) courses in middle and high school.
- Provide information to families on available advanced program options during Master Plan programs meetings.
- Ensure that Integrated ELD is being implemented in all courses to provide all English Learners with access to the curriculum.
- Ensure that AP/honors teachers are aware and participate in MMED professional development that will address English Learner needs.
- Provide teachers with instructional strategies and resources to employ in their AP/honors classroom with ELs.
- Collaborate with Advanced Placement Options and Counseling Services to increase EL participation in honors/AP courses.
- Increase availability of level 4 Language Other than English (LOTE) courses to promote greater English Learner participation.

Dual Language Education

- In support of program participation, provide Dual Language Education (DLE) schools with recruitment/enrollment support kits, which include customizable community presentations, DLE promotion flyers and family informational letters to increase enrollment of students in DLE.
- Ensure professional learning outcomes are designed to include instructional support for target language proficiency in the mode of communication for productive writing to increase reclassification rates in DLE, building content around the ELD/Spanish Language Development (SLD)/Target Language Development (TLD) standards that guide productive written communication.
- Build in cross-linguistic transfer between Target Language Arts (TLA) and ELA concepts, skills, and processes to ensure optimal leveraging for ways of learning and thinking of the multilingual brain to increase results on the ELA Smarter Balance Assessments (SBA) for DLE students.
- Strategically build in cross-linguistic transfer during math instruction to continue increase DLE students' results on the math SBA.

Journey to Multilingualism

- Provide Seal of Biliteracy Focus Dashboard training to school site designees on how to extract real-time school data in order to closely monitor students working towards the Seal of Biliteracy to improve the overall rates and counts of students earning the Seal in future years.
- Hold Seal of Biliteracy Informational meetings with parents and students to educate stakeholders on the criteria.
- Provide Seal of Biliteracy Language Other than English (LOTE) proficiency exam training with World Languages Teachers to increase opportunities for students to meet the criteria.
- Emphasize Elementary and Middle School Pathways at parent and student meetings to inform stakeholders on the Pathway to Biliteracy Award with the end goal of receiving the State Seal of Biliteracy.
- Create My Professional Learning Network (MyPLN; virtual PD) Courses for school personnel to access materials and training on the Seal of Biliteracy.
- Expand level 4 LOTE course offerings to recruit EL students.
- Offer LOTE Edgenuity courses to Middle School students as Winter or Summer Enrichment.
- Provide New World Language Standards professional development to over 90 World Languages teachers.
- Continue providing professional development sessions focused on PROFICIENCY strategies that support student advancement on the proficiency spectrum.
- Increase opportunities for students to take World Languages and Culture (WLC) courses through Supplemental Educational Programs (SEP).
- Increase Expanded Learning Opportunities Program (ELO-P) WLC opportunities for greater access to learning WLs.
- Create summer program WL enrichment opportunities for elementary, middle, and high school students to maximize students' eligibility for the Pathway and Seal of Biliteracy awards

Probable Standard English Learners

- At AEMP Program schools, ensure that the MISIS enhancement regarding the LAS Links Assessment and [Linguistic Screener Assessment](#) are entered for all PSELs in order to produce a SEL Alert.
- Create partnerships with District programs and departments to provide training on the importance of Culturally and Linguistically Responsive (CLR) pedagogy and early literacy, particularly for African American and Latinx students who are classified as English Only.
- Provide districtwide training on the Six Key Access Strategies for CLR pedagogy.
- Through implementation of the Continuous Improvement Cycle and lesson study design, use data to inform instructional practices and progress monitor for desired student outcomes.

- Monitor the MELD progress expectation of Standard English Learners towards academic English Language Proficiency and provide multi-tiered supports as needed.

American Indian Students

- Implement district-wide professional development for educators, administrators, and staff on American Indian cultures, histories, and the impact of federal policies to enhance cultural competency and create inclusive learning environments.
- Expand access to culturally responsive literature by increasing the availability of books and materials by Indigenous authors that accurately represent tribal cultures, histories, and traditions.
- Provide training and instructional resources to help educators incorporate culturally responsive teaching strategies that integrate Indigenous knowledge and perspectives into the curriculum.
- Organize culturally relevant family engagement opportunities such as literacy nights with Indigenous authors, storytelling sessions with tribal elders, and celebrations of Native heritage to strengthen school-family connections.
- Establish partnerships with local tribal communities and Indigenous organizations to develop training programs, facilitate knowledge-sharing, and support the integration of Indigenous languages and histories into educational programs.
- Enhance the identification process for American Indian students to ensure accurate data collection and better support their educational needs.

Migrant Education

- Add targeted academic support, focusing on ELA and Math, small-group instruction, and personalized learning plans in order to close the performance gap between migrant students and the District overall.
- Expand efforts to involve families in the education process, particularly for migrant families who may face language barriers or logistical challenges.
- Provide parent workshops, informational sessions, and resources that help families support student's education through extended learning, Saturday school, and at home.
- Develop partnerships with community organizations that work with migrant families to provide additional resources, such as food security, mental health services, and access to technology.
- Expand on Summer, Saturday School, and After-School Programs.

Appendix

Table A-1. ELPAC Overall Performance, 2019-20, All English Learners and by Schooling Level

		Level 1 – Minimally Developed	Level 2 – Somewhat Developed	Level 3 – Moderately Developed	Level 4 – Well Developed	Total
All ELs	%	11%	24%	44%	22%	100%
	n	2,465	5,436	10,190	5,004	23,095
Grade K-5	%	7%	25%	47%	22%	100%
	n	1,068	4,049	7,814	3,582	16,513
Grade 6-8	%	10%	21%	43%	27%	100%
	n	327	702	1,453	936	3,418
Grade 9-12	%	34%	22%	29%	15%	100%
	n	1,070	685	923	486	3,164