

DELAC Considerations

February 11, 2016

Slides

Notes

AMAO 1 2014-15

1

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	117,019
Number with Required Prior CELDT Scores	116,685
Percentage with Required Prior CELDT Scores	99.7%
Number in Cohort Meeting Annual Growth Target	62,734
Percentage Meeting AMAO 1 in LEA	53.8%
2014-15 Target	60.5%

What does this data tell you?

AMAO 1 2013-14

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2013-14 Annual CELDT Takers	127,887
Number with Required Prior CELDT Scores	127,417
Percentage with Required Prior CELDT Scores	99.6%
Number in Cohort Meeting Annual Growth Target	71,399
Percentage Meeting AMAO 1 in LEA	56.0%
2013-14 Target	59.0%
Met Target for AMAO 1	No

Based on the data, what might our district do to improve English Learners' linguistic and academic achievement?

AMAO 2 2014-15

2

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2014-15 English Learners in Cohort	101,566
Number in Cohort Attaining the English Proficient Level	26,694
Percentage in Cohort Attaining the English Proficient Level	26.3%
2014-15 Target	24.2%

5 Years or More Cohort

Number of 2014-15 English Learners in Cohort	39,632
Number in Cohort Attaining the English Proficient Level	13,252
Percentage in Cohort Attaining the English Proficient Level	33.4%
2014-15 Target	50.9%

What does this data tell you?

AMAO 2 2013-14

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2013-14 English Learners in Cohort	105,324
Number in Cohort Attaining the English Proficient Level	29,224
Percentage in Cohort Attaining the English Proficient Level	27.7%
2013-14 Target	22.8%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2013-14 English Learners in Cohort	47,588
Number in Cohort Attaining the English Proficient Level	17,495
Percentage in Cohort Attaining the English Proficient Level	36.8%
2013-14 Target	49.0%
Cohort Met Target	No

Met Targets for AMAO 2

No

Based on the data, what might our district do to improve English Learners' linguistic and academic achievement?

Selected District Level Data - 1964733--Los Angeles Unified
for the year 2014-15

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Los Angeles Unified	1964733	646,683	164,349 (25.4 %)	225,759 (34.9 %)	29,694 (16.6 %)
County Total:		1,539,260	349,878 (22.7 %)	432,585 (28.1 %)	51,500 (13.9 %)
State Totals:		6,235,520	1,392,263 (22.3%)	1,279,865 (20.5%)	154,959 (11.0%)

Selected District Level Data - 1964733--Los Angeles Unified
for the year 2013-14

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Los Angeles Unified	1964733	653,826	179,322 (27.4 %)	226,101 (34.6 %)	25,532 (13.9 %)
County Total:		1,552,704	369,289 (23.8 %)	435,748 (28.1 %)	50,197 (13.2 %)
State Totals:		6,236,672	1,413,549 (22.7%)	1,273,561 (20.4%)	169,573 (12.0%)

What does this data tell you?

Based on the data, what might our district do to improve English Learners' linguistic and academic achievement?

English Learners in Master Plan Programs-Part I

Master Plan Programs	# of LEP	% of LEP
STRUCTURED ENGLISH IMMERSION	90344	63.59%
ACCELERATED LEARNING PROGRAM FOR LTEL	27185	19.13%
MAINSTREAM ENGLISH PROGRAM	13943	9.81%
DUAL LANGUAGE - SPANISH	3858	2.72%
SPANISH TRANSITIONAL BILINGUAL (GRADES K-3)	720	0.51%
SPANISH MAINTENANCE (GRADES K-5)	550	0.39%
NEWCOMER	362	0.25%
DUAL LANGUAGE - KOREAN	361	0.25%
DUAL LANGUAGE - MANDARIN	144	0.10%
KOREAN TRANSITIONAL BILINGUAL (GRADES K-3)	120	0.08%
KOREAN MAINTENANCE (GRADES K-5)	40	0.03%
OTHER PROGRAMS	4448	3.13%
Grand Total	142075	100.00%

Source: MiSiS 1/13/16

What does this data tell you?

Based on the data, what might our district do to improve English Learners' linguistic and academic achievement?

EL Master Plan Programs in Schools

Master Plan Program	Elementary	Secondary	Span
Structured English Immersion	536	250	35
Mainstream English	494	207	30
Dual Korean	7		1
Dual Spanish	56	12	4
Dual Mandarin	2		
Transitional Spanish	18		1
Transitional Korean	1		
Maintainance Spanish	13	1	2
Maintainance Korean	1		
Secondary English Newcomer		51	6
Accelerated Language LTEL	58	336	44
Total Schools	538	339	45

Source: MiSIS 1/13/16

Based on the data, what might our district do to improve English Learners' linguistic and academic achievement?

Considerations and Ideas