



Language Census

2015-2016

Grounding Activity

What is the purpose of the
Language Census?

1. Discuss with a partner

2. Share out

Objectives

1. Understand the purpose of the Language Census
2. Review the components of the Language Census
3. Make recommendations

OBJECTIVE 1

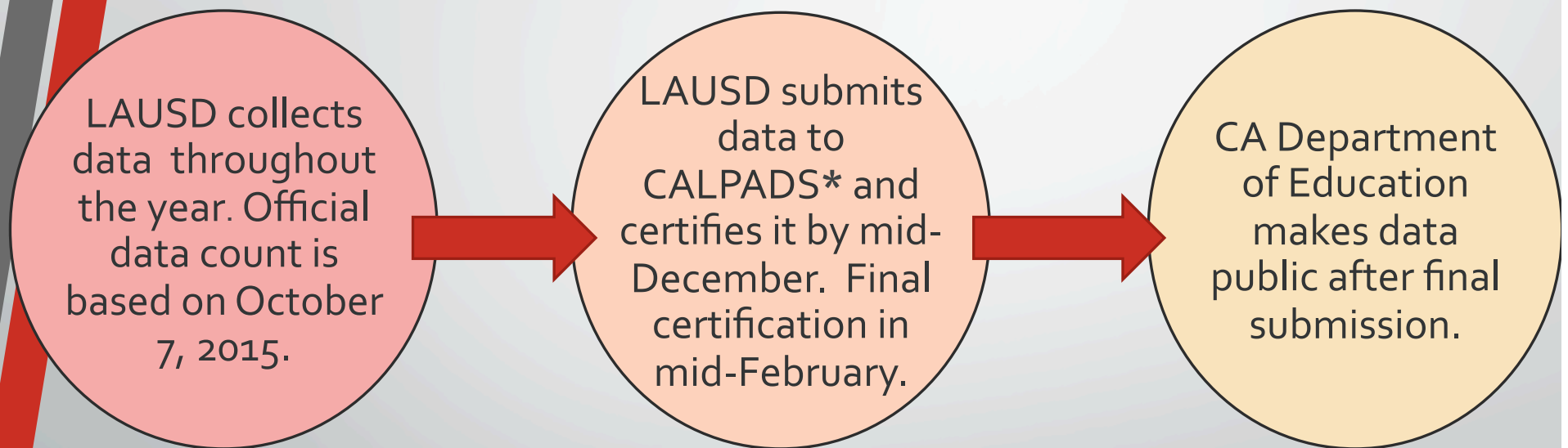
Understand the purpose
of the Language Census

Purpose of Language Census

1. To collect data about students from non-English language backgrounds

2. To collect data about staff who provide services to English Learners

How and when is data collected?



*CALPADS: California Longitudinal Pupil Achievement Data System

How do we use the Language Census Report?



OBJECTIVE 2

Review the Components of the Language Census

Components of Language Census

PART 1:

Number of **English Learner (EL)** students and **Fluent English Proficient (FEP)** students by home language

PART 2:

Number of **EL** students enrolled in specific instructional settings or services; by type of setting or service

PART 3:

Number of students reclassified from **English Learner (EL)** to **Fluent English Proficient (FEP)** from the prior year

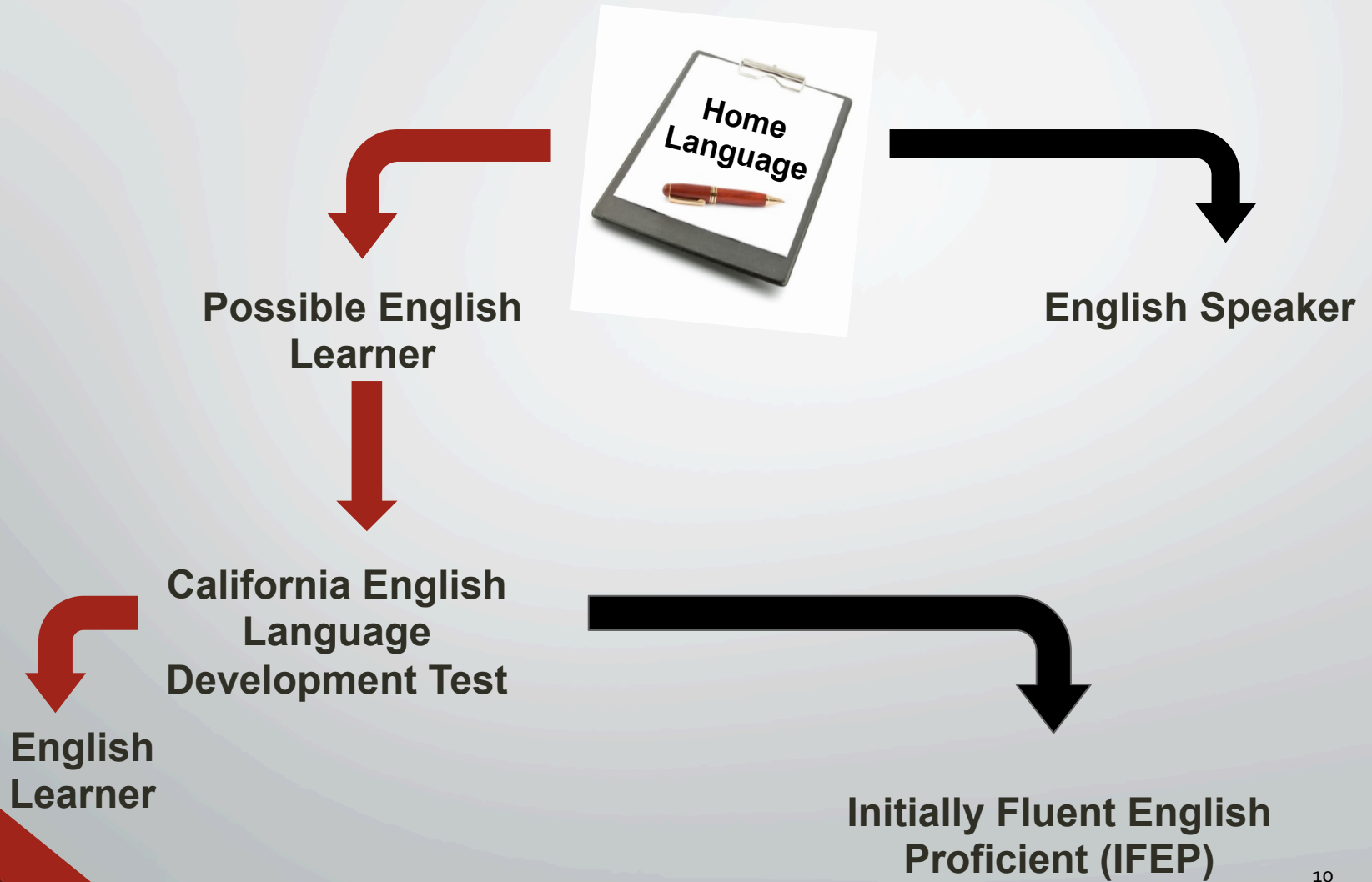
PART 4:

Number of parental waivers requested and granted

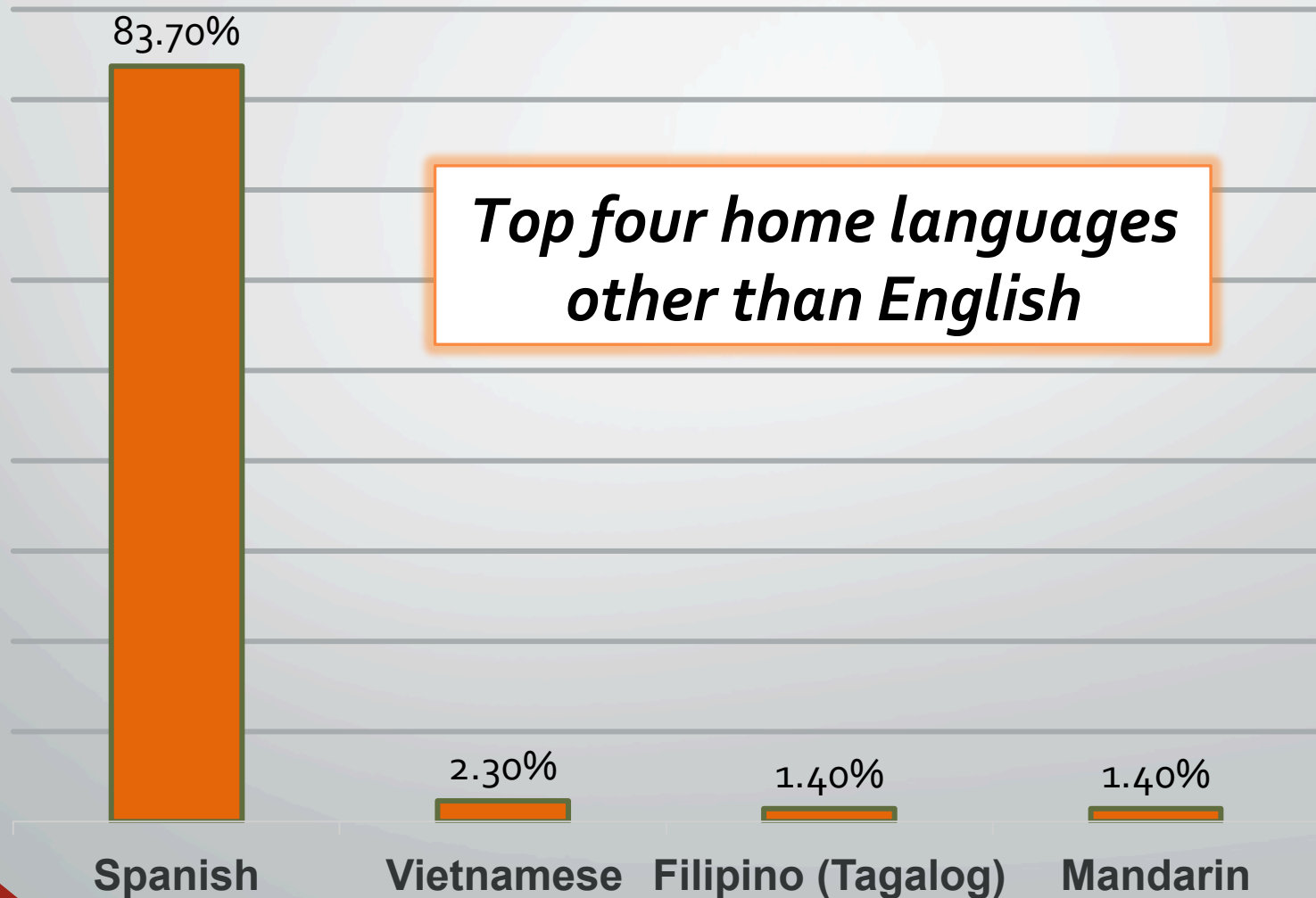
PART 5:

Number of staff providing instructional services to EL students

Initial Language Identification



Home Languages, other than English, in California



Source: California Department of Education –Language Census Fall 2014

PART 1:

Number of **English Learner (EL)** students and **Fluent English Proficient (FEP)** students by home language

English Learners (ELs):

- Have a home language other than English
- Are in the process of acquiring English proficiency, according to initial CELDT scores.

Fluent English Proficient (FEP) Students

- Initial Fluent English Proficient **(IFEP)**
 - Scored *Early Advanced* (4) or *Advanced* (5) overall on the initial CELDT
 - For students in grades 2 -12, must also score 3 or higher in Listening, Speaking, Reading, and Writing.
- Reclassified Fluent English Proficient **(RFEP)**
 - Started out as English learners (ELs)
 - Met the State and District reclassification criteria.

PART 1:

Number of English Learner (EL) students and Fluent English Proficient (FEP) students by home language

Total LEP 2015-16:
165,453

Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Los Angeles Unified Total	All Languages	25,148	21,471	21,676	17,298	16,099	12,934	10,076	7,630	6,587	8,553	7,855	5,085	5,041	0	165,453
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Countywide Total	All Languages	48,007	41,692	42,415	37,307	34,395	27,991	22,305	17,446	15,255	17,083	16,488	12,679	13,091	315	346,469
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Statewide Total	All Languages	180,263	159,243	160,995	151,518	142,870	114,857	93,528	75,878	65,658	64,407	61,360	51,539	49,995	1,613	1,373,724

Total FEP 2015-16:
219,725

Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Los Angeles Unified Total	All Languages	2,973	3,589	5,551	10,805	13,227	16,581	19,387	22,230	23,356	26,939	26,722	23,742	24,623	0	219,725
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Countywide Total	All Languages	5,074	6,238	9,725	16,631	22,659	29,741	36,212	42,277	45,516	51,621	52,817	50,406	53,607	136	422,660
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Statewide Total	All Languages	12,571	15,815	26,983	42,913	64,298	92,083	114,036	133,194	143,696	157,702	160,955	157,690	168,632	629	1,291,197

Home Languages, other than English, in LAUSD

Top four home languages other than English:

LEP

- Spanish
- Armenian
- Korean
- Filipino (Tagalog)

FEP

- Spanish
- Filipino (Tagalog)
- Korean
- Armenian

Source: California Department of Education –Language Census Fall 2015

PART 2:

Number of **EL** students enrolled in specific instructional settings or services; by type of setting or service

Elementary Programs

- ✓ Structured English Immersion (SEI) Program
- ✓ Mainstream English Program
- ✓ Transitional Bilingual Education (TBE) Program
- ✓ Dual Language Two-Way Immersion Program
- ✓ Maintenance Bilingual Education Program

Secondary Programs

- ✓ Structured English Immersion (SEI) Program
- ✓ Mainstream English Program
- ✓ Dual Language Two-Way Immersion Program
- ✓ Accelerated Learning Program for Long Term English Learners (LTEL)
- ✓ Secondary English Learner Newcomer Program
- With Primary Language Support
- With Primary Language Instruction



PART 2:

Number of **EL** students enrolled in specific instructional settings or services; by type of setting or service

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

PART 3:

Number of students reclassified from **English Learner (EL)** to **Fluent English Proficient (FEP)** from the prior year



Los Angeles Unified School District
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT
RECLASSIFICATION CRITERIA CHART

ATTACHMENT A-1

REVISED 8/13/15

	Kindergarten - 1st grade <small>(SEI, ME, MBE, DLP)</small>		2nd - 5th grade	6th - 9th grade	10th - 12th grade
CELDT-Annual (California English Language Development Test)	<ul style="list-style-type: none"> •CELDT overall score of 4 •With scores of 4 or 5 in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 5 •With scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 4 or 5 •With scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 4 or 5 •With scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> •CELDT overall score of 4 or 5 •With scores of 3 or higher in Listening, Speaking, Reading and Writing
Teacher Evaluation	<ul style="list-style-type: none"> •Progress Report Card Marks of 3 or 4 in ELA 		<ul style="list-style-type: none"> •Progress Report Card Marks of 3 or 4 in ELA 	<ul style="list-style-type: none"> •6th Grade Elementary Students Progress Report Card Marks of 3 or 4 in ELA •6th - 9th Grade Secondary Students Grade of C or better in a grade-level English <u>or</u> LTEL course (9th gr- A-G credit only) 	<ul style="list-style-type: none"> •Grade of C or better in an English <u>or</u> LTEL course (A-G credit only)
Basic Skills Assessment	<ul style="list-style-type: none"> •Benchmark score on <u>all skills</u> assessed of the DIBELS measures 		<ul style="list-style-type: none"> •Benchmark score on <u>all skills</u> assessed of the DIBELS measures 	<ul style="list-style-type: none"> •Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI) 	<ul style="list-style-type: none"> •Passing score on CAHSEE - ELA <u>or</u> •Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI)
Parent Approval	Parent Consultation and Approval		Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval
LAT Language Appraisal Team	LAT is required to meet, to review criteria measures, and complete Attachments: B, 4-B, 4-E, and 4-F (if applicable).		When a student has met all criteria <u>except</u> report card marks requirement, student may be referred to LAT for reclassification recommendation. Consult school personnel and LAT Handbook.		

*Students who previously attended TK/2nd year kindergarten students are eligible for reclassification only

*Elementary Instructional Program Options (SEI, ME, MBE, DLP): Structured English Immersion (SEI), Mainstream English (ME), Maintenance Bilingual Education (MBE, 50/50 model), Dual Language Program (DLP, 50/50 and 70/30 model)

PART 3:

Number of students reclassified from **English Learner (EL)** to **Fluent English Proficient (FEP)** from the prior year

Selected District Level Data - 1964733--Los Angeles Unified
for the year 2015-16

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Los Angeles Unified	1964733	639,337	165,453 (25.9 %)	219,725 (34.4 %)	19,952 (12.1 %)
<u>County Total:</u>		1,523,212	346,469 (22.7 %)	422,660 (27.7 %)	38,949 (11.1 %)
<u>State Totals:</u>		6,133,182	1,373,724 (22.4%)	1,291,197 (21.1%)	155,774 (11.2%)

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 %)
<u>County Total:</u>		1,539,260	349,878 (22.7 %)	432,585 (28.1 %)	51,500 (13.9 %)
<u>State Totals:</u>		6,235,520	1,392,263 (22.3%)	1,279,865 (20.5%)	154,959 (11.0%)

PART 4:

Number of parental waivers requested and granted

School districts are required to process waiver request from parents of ELs who petition for enrollment in an alternative program.

- Total number of parental waivers requested
- Total number of parental waivers that have been granted

 **LOS ANGELES UNIFIED SCHOOL DISTRICT**
BULLETIN

Los Angeles Unified School District
Office of Curriculum, Instruction, and School Support

ATTACHMENT B-1
ENGLISH LEARNER PARENTAL EXCEPTION WAIVER REQUEST FORM

Student's Name:	Date of Birth:	For School Year:
School:	Anticipated Grade Level of Participation:	20 - 20

I believe that Structured English Immersion will not meet my child's educational needs. The alternative programs per the EL Master Plan have been thoroughly described to me. I understand the waiver must be requested annually and in person, and expires at the end of each school year. I request that my child be placed in an alternative program.

Program Requested (select one option):			
<input type="checkbox"/> Dual Language Program (K-12) <i>A program designed for ELs & EO/FEPs. Content instruction is provided in 2 languages.</i>	<input type="checkbox"/> Maintenance Bilingual Program (K-5) <i>A program designed for ELs. Content instruction is provided in 2 languages: English and the EL's primary language. Students may elect to continue in DLP grades 6-12.</i>	<input type="checkbox"/> Transitional Bilingual Program (K-3) <i>A program for ELs. Content instruction begins in the student's primary language and transitions to almost all English instruction by 3rd grade.</i>	<input type="checkbox"/> Secondary English Learner Newcomer Program (6-12) <i>A program for ELs who have been enrolled in U.S. schools for fewer than 2 years. Some of the content courses are taught in the students' primary language.</i>

Indicate Language of Requested Program (select one option):	
<input type="radio"/> Spanish/English	<input type="radio"/> Korean/English <input type="radio"/> Mandarin/English <input type="radio"/> Other: _____ /English

Waiver Type (select one option):	
<input type="checkbox"/> My child knows English. (5 CCR 311[a])	
<input type="checkbox"/> My child is ten years old or older. (5 CCR 311[b])	
<input type="checkbox"/> My child has *special needs. (5 CCR 311[c]) I understand that my child must participate in Structured English Immersion for thirty days during the first year of enrollment in California schools. I request the alternative program due to the reasons indicated below:	<input type="checkbox"/> Educational Needs <input type="checkbox"/> Emotional/Psychological Needs <input type="checkbox"/> Physical Needs

* Special Needs does not indicate Special Education

Parent/Guardian Name	Parent/Guardian Signature	Phone Number	Date
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Waiver request forms can be requested at school sites.

Waivers are granted/denied based on the student's educational needs.

PART 5:

Number of staff providing instructional services to EL students

Teachers and bilingual paraprofessionals providing services to English Learners.

- Teachers providing: Primary Language (L1) Instruction and English Language Development (ELD) Instruction and/or Specially Designed Academic Instruction in English (SDAIE) to ELs
- Bilingual paraprofessionals providing services to English Learners

How does this data affect our District?

- Number of teachers assigned to each school
- Staff needed to provide primary language support
- Professional development for teachers and other staff
- Instructional and supplemental materials needed
- Courses offered (secondary schools)
- Monitoring the academic progress of students
- Interventions needed for students
- Funding

1. Review your handouts as a table group.
2. Which of the areas above might be most affected by the data we have reviewed?

Objectives

1. Understand the purpose of the Language Census
2. Review the components of the Language Census
3. Make recommendations



OBJECTIVE 3

Make District Level Recommendations