



How GOOD is GOOD ENOUGH ?

*Moving California's English Learners to
English Proficiency*

by Joanne Jacobs

May 2007

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EXECUTIVE SUMMARY

A Only 9.6 percent of English Learners (ELs) in California public schools were redesignated to Fluent English Proficient status during the 2005-06 school year. According to one state education department study, only one-third of those who start in kindergarten are reclassified by fifth grade. This prompted state Superintendent Jack O'Connell to instruct school districts to reexamine their reclassification policies and procedures.

Reclassification rates vary significantly from one school district to the next. School districts discussed range from Riverside's Alvord Unified, where 1 percent of ELs were reclassified as proficient last year, to Glendale Unified, where 19.7 percent of ELs were reclassified.

Some school districts set higher bars for reclassification than others, requiring higher scores on state tests, writing or math proficiency and passing grades. However, some districts with high requirements also have high reclassification rates because of effective instruction, close monitoring of students' progress and a higher percentage of ELs from middle-class and Asian families.

State and federal policies may delay reclassification: Districts lose extra funding when students leave EL status; they also may find it harder to meet state goals for improving English proficiency as the most proficient students are reclassified.

Are California's EL students learning English and academic skills? Are they learning the skills but getting stuck in an "EL track" that leads nowhere? This paper explores these and other questions.

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In the playground of a California elementary school, Anna, Maria and Teresa chatter in rapid Spanish, then switch in mid-sentence to rapid English when they're joined by Mai, whose first language is Vietnamese, and Sara, who speaks Armenian at home. To an observer, the second graders sound fluent in English. But officially they're "English Learners" (ELs). Odds are two or three of the five girls will remain English Learners until they graduate from high school -- or drop out.

One in four California students -- one of three elementary students -- is classified as an EL. About 85 percent come from Spanish-speaking families; a similar percentage come from low-income families. In 2005-06, only 9.6 percent were reclassified as "fluent English proficient."

Students who qualify for reclassification in elementary school are likely to do well. But students who remain ELs into middle school may end up on an "EL track" that leads nowhere.

"How many students leave your elementary schools still as ELs?" researcher Robert Liguanti asks when he meets with school administrators. "Of those, how many have been there since kindergarten or first grade? How many go on to be reclassified? How well do they do?"

Superintendents and principals are "horried" when they look at the data. He's seen educators break into tears when they realize how badly their long-term EL students are doing in middle and high school. "They haven't been paying attention to kids."

There are two intertwined issues: Are ELs learning English and academic skills? Are they learning the skills but getting stuck in the program?

Nearly half of ELs pass the California English Language Development Test (CELDT), which measures speaking, listening, reading and writing. Some don't meet the state's second criteria, which calls for scoring "basic" or better on the English Language Arts portion of the California Standards Test (CST). Others qualify by state criteria but don't meet higher standards set by their districts. Some meet all the criteria and are kept as ELs anyhow, a state audit found.

The vast majority of ELs are born in the U.S. or come before kindergarten. Most start kindergarten with "early intermediate" or "intermediate" English skills, not as absolute beginners.

But only 32 percent will be reclassified by fifth grade, concludes a 2004 state education department study by James Grissom. After 10 years in California schools, less than 40 percent of ELs will be reclassified, according to a 2006 state-commissioned study on the

long-term effects of Proposition 227, which limited bilingual education, by the American Institutes for Research and WestEd.

A 2004 study by the Legislative Analyst's Office (LAO), updated in 2006, estimated faster progress: Half of EL students who began school in California as kindergartners will be reclassified by sixth grade, 60 percent by seventh grade. This is too slow, the LAO concluded. "Students who are still learning English in grades 4 through 6 risk falling behind in school by failing to master the skills needed for success in middle and high school."

"'English Learner' should not be a life sentence," says Linqanti of WestEd, a co-author of the 227 study. "If they're still EL in middle or high school, that's a failure of the system."

In Los Angeles Unified, only 29 percent of ninth-grade ELs are still enrolled in 12th grade. "ELs aren't passing the graduation exam," says Linqanti. "They're dropping out in huge numbers."

On the other hand, if students leave EL status -- and the extra attention that comes with -- before they're ready, they may fall behind.

"'English Learner' should not be a life sentence, if they're still EL in middle or high school, that's a failure of the system." Robert Linqanti, WestED researcher.

Linqanti tells the story of a superintendent who declared a simple solution to the failure rate of students who go to middle school as ELs: "Let's reclassify them all in fifth grade!"

Not a good idea.

To be eligible for reclassification, ELs must score "early advanced" (4) or "advanced" (5) on CELDT with no subtest score below "intermediate" (3).

But students are hitting 4 or 5 on CELDT year after year. Only a quarter of students who pass CELDT are reclassified, concludes a 2005 study, "English Learners in California Schools," for the Public Policy Institute of California.

Only a quarter of students who pass CELDT are reclassified, concludes a 2005 study.

The problem predates CELDT. In 1998-01, 25 percent of "strong candidates for reclassification had not been reclassified," the Grissom study concluded.



“You get kids who are sitting around forever, languishing,” says Jeanette Ganahl, a program consultant for the education department. “If they pass CELDT, they have adequate skills in English. They should be able to compete in the classroom.”

The state also requires students to show English proficiency by scoring at the low- to mid-basic level on the English Language Arts portion of the California Standards Test. As students get older, that becomes an increasingly difficult mark to hit. Indeed, 27 percent

of native-English-speaking students wouldn't qualify based on their test scores, Linquanti points out.

In an audit of eight school districts in 2005, the state auditor found 62 percent of ELs who qualified for reclassification by state standards had been retained as ELs without explanation. The auditor also found 21 percent of reclassified students were still being reported as ELs to the state; districts were getting extra money without providing any services.

Table 1. California School Districts with Largest EL Populations, plus selected others

| DISTRICT | <i>% of Students Redesignated FEP 2005-06</i> | <i>% of Students Redesignated FEP 2004-05</i> | <i>% of Students Redesignated FEP 2003-04</i> |
|-----------------------------|---|---|---|
| LOS ANGELES UNIFIED | 9.5 | 7.7 | 4.2 |
| SAN DIEGO UNIFIED | 10.4 | 8.7 | 10 |
| SANTA ANA UNIFIED | 8 | 7.2 | 9.3 |
| GARDEN GROVE UNIFIED | 9.3 | 9.3 | 9.4 |
| FRESNO UNIFIED | 9.1 | 8.9 | 6.7 |
| LONG BEACH UNIFIED | 15.2 | 18 | 16.9 |
| SAN BERNARDINO CITY UNIFIED | 4.7 | 5.5 | 5.6 |
| FONTANA UNIFIED | 7.7 | 1.6 | 6.8 |
| COMPTON UNIFIED | 6.7 | 6.1 | 8.2 |
| SAN FRANCISCO UNIFIED | 12.6 | 9.8 | 10.2 |
| ALVORD UNIFIED | 1 | 2 | 1.9 |
| ALUM ROCK UNION ELEMENTARY | 8.8 | 6.4 | 4.6 |
| GLENDALE UNIFIED | 19.7 | 21.8 | 23.6 |
| EVERGREEN ELEMENTARY | 13.7 | 13.5 | 14.7 |
| STATE TOTALS | 9.6 | 9 | 8.3 |

*For a broader list of California School Districts, see Appendix.

Districts can set the bar higher than the state's minimum criteria by requiring higher CELDT or CST scores, writing and/or math proficiency, passing grades and more; most require a teacher's recommendation.

Many administrators think students need more than adequate English skills to succeed without EL support. They want students to match the academic performance of native-

English-speaking classmates. The range between low-basic and high-basic skills on the standards test is significant and many set the cut score at the high end of the range.

It's also common to require students to score a 4 or better on all subtests of CELDT. That knocks out students who are advanced in speaking and listening but only intermediate in reading and/or writing.

Different Districts, Different Strategies

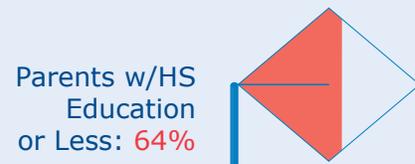
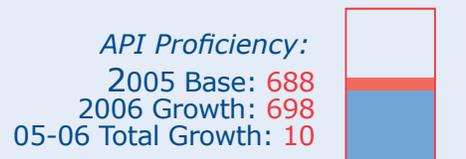
Alvord Unified

Alvord Unified, a predominantly Hispanic district in Riverside County, sets a high bar: To be reclassified, students must hit 4 on all CELDT subtests, score basic or better in English *and* math on CST and earn C's or better in English, math, history and science for two consecutive semesters.

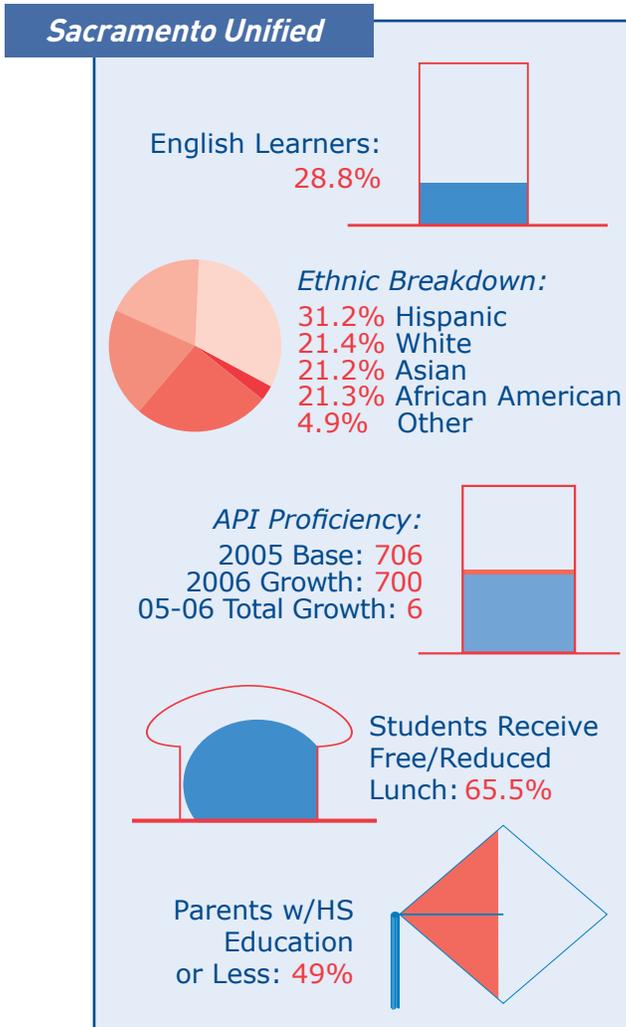
By the state's minimum standards, 65 percent of Alvord's fourth-grade ELs score basic or better on CST and 45 percent pass CELDT; in fifth grade, 61 percent of ELs are basic and above and 66 percent pass CELDT. Yet Alvord's reclassification rate was the lowest in California in 2005-06 at 1 percent. The rate for elementary students is close to zero.

"We don't want to reclassify until they're adequately prepared," says Hope Meyers-McCartney, who runs Alvord's EL program. Reclassification is not a priority, she says. "It's much more important that they meet the proficient or advanced levels."

However, Alvord's ELs have trouble reaching the basic level on the CST, especially in math, and even more trouble going two semesters in a row with no grade below a C.



Sacramento City Unified, which reclassified 4.7 percent of ELs in 2005-06, also makes it harder to qualify. “Our standards are higher because we are trying to ensure that once students are reclassified they do not slip backwards,” explains Ramona Bishop, director of Multilingual/Multicultural Equity, Access and Achievement.

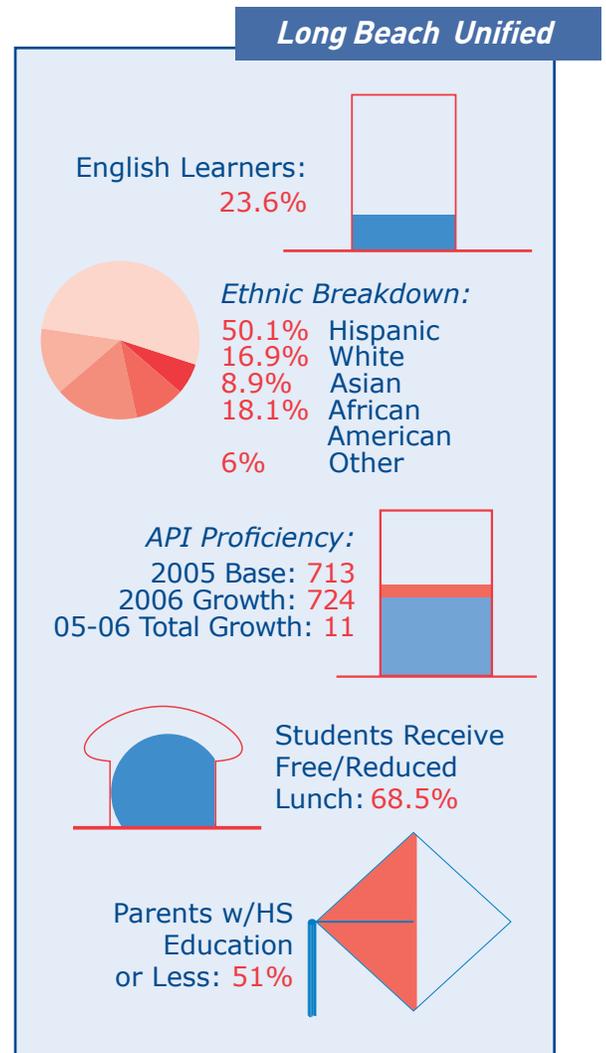


However, many districts with high reclassification rates also set extra criteria. The difference seems to be that they follow students' progress closely, so they can leave EL status as soon as possible.

“High reclassification districts have tight, rigorous procedures to monitor kids,” Linquanti says. Principals are held accountable for results. Hiring skilled teachers is a top priority.

Long Beach Unified, with many low-income Hispanic EL students, nonetheless boasts a 15.2 percent reclassification rate. Twice a year, when CST and CELDT scores come out, schools are sent a list of students who meet state criteria for reclassification. “We don't let them forget who's eligible,” says Rosemary Perry, research director. Teachers take a closer look at students on the list, considering their reading, writing and math proficiency, and consulting with parents if possible.

If the school team decides the student isn't ready for reclassification, they send a “why it's a no” report back to the district justifying their reasons. “We can compare the eligibles versus the actuals and look at what's holding up their progress,” says Perry. The report and data will go to the student's next teacher.



Reclassified students are monitored for two years to make sure they're making progress. All districts are supposed to do that. Long Beach's data system makes it easy to keep track of students. Teachers are more likely to recommend reclassification if they know students won't be lost in the system.

Incentives and Accountability

Districts that move students quickly to English proficiency pay a price -- literally. When students are reclassified, the extra state funding goes away. The state provides 13 percent more funding for ELs, estimates the Legislative Analyst. Nobody decided that was the right amount. It's just what all the funding programs add up to. Combined with federal funds, an EL is worth an additional \$860.

Combining state and federal funds, an English Learner is worth an additional \$860 to a school district each year.

District administrators deny vehemently they're motivated by money in deciding who to retain or reclassify.

Ganahl says she hasn't seen districts retain ELs just to keep the extra funding. "Districts don't get that much extra money for ELs and they have so much to do."

"I haven't seen money being a factor," Linquanti says. "I'd like to see the funding continue after reclassification if the kid needs ongoing services."

State and federal testing also creates an incentive to keep high-scoring students as ELs as long as possible. ELs are low scoring by definition; retaining the most successful pumps up the scores.

However, that's not as significant as many people think. On No Child Left Behind and the state's accountability measures, California schools count reclassified students as ELs until they've achieved proficiency for three years on state tests. (Other states get to count

them for two years; California negotiated a special deal.)

Some argue that schools should be held accountable for a joint EL/reclassified group for as long as students are enrolled to see how students who start as ELs do over time. That would make it clear there's no advantage in retaining high-scoring ELs.

Researchers also recommend changing a state rule that credits districts for students who advance a level each year on CELDT or who *stay* at the advanced level on CELDT; this can be a reward for failing to reclassify the most fluent students.

Young children often speak and understand "playground English" in a year. However, it takes five to seven years, say most educators, to master the "academic English" needed to do as well in school as native-English-speaking students.

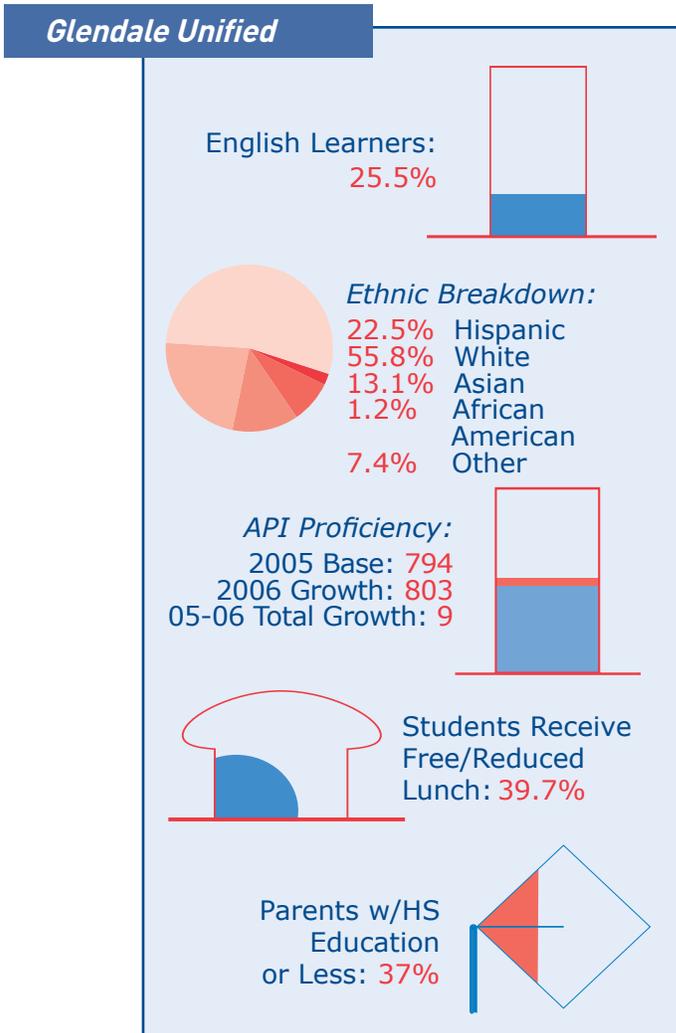
Children from educated families and most Asian cultures often transition quickly to English fluency and go on to become high-scoring students.

The median number of years to achieve fluency ranges from 3.6 years for Mandarin speakers, 4 for Korean, 5 for Vietnamese and Armenian, 6.7 Spanish and 7.4 Hmong.

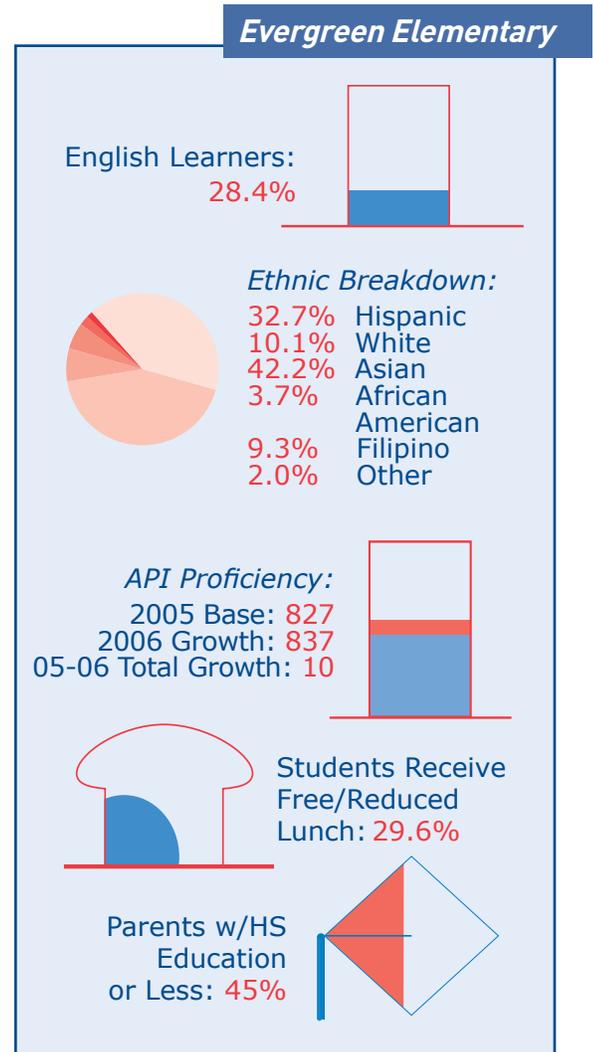
In the Grissom study, 26.7 percent of Spanish-speaking ELs were reclassified by fifth grade compared to 39.7 percent of ELs speaking other languages at home. The gap was similar for poor and non-poor students.



Glendale Unified, near Los Angeles, reclassified 19.7 percent of students in 2005-06, the highest rate among large districts in the state. Glendale serves a predominantly middle-class area: Most parents have at least "some college." ELs include many Armenian and some Asian immigrants as well as students from Mexican families. The predominance of native English speakers and the mix of other languages encourages English as the *lingua franca* of the playground. When students socialize in English, they tend to learn it faster.



In southeast San Jose, **Evergreen Elementary** District beats the state average with a 13.7 percent reclassification rate, despite adding a writing requirement, passing grades and a test of social language to the state criteria.



Evergreen includes low-income immigrant communities and upper-middle-class neighborhoods. Some 45 percent of parents have a high school education or less; other parents are high-tech professionals. ELs speak a variety of Asian languages in addition to Spanish. Again, English is the common language.

Evergreen schools do a good job of teaching reading, writing and math to all students: Schools earn good to excellent scores on the state's Academic Performance Index. Surrounded by students who are learning grade-level academic skills and content, ELs reach proficiency more quickly.



Statewide, only seven percent of the state's ELs are in bilingual classes taught mostly or partially in their home language. That's down from 30 percent before voters passed Proposition 227 in 1998.

Whether students are taught in English or partially in their home language makes little difference in their progress toward English proficiency, concluded the 227 report. While students in bilingual classes made slower progress on CELDT, these tend to be children who start with weaker English skills and come from more disadvantaged families. When that's factored out, language of instruction didn't affect results. Quality of instruction did.

Some bilingual programs move students effectively to English proficiency: San Jose Unified's River Glen K-8, which mixes Spanish-speaking ELs with native English speakers in a "double immersion" model, has a 15.6 percent reclassification rate. River Glen attracts middle-class parents who expect a rigorous curriculum. Teachers don't have to cope with students coming and going; mobility is very low because parents love the program so much. The strong focus on teaching language skills pays off.

However, most ELs are taught in mainstream English classes. Teachers, who are supposed to have training in teaching language learners, try to use techniques that make it easier for non-fluent students to understand the material.

Children at the beginning and intermediate levels of fluency usually are in "Structured English Immersion" (SEI) on official records. Those scoring 4 or 5 on CELDT typically are

in "English Language Mainstream" (ELM). However, there's little difference in how children are taught. "An SEI kid may be sitting next to an ELM kid in the same classroom," Ganahl says.

Often, EL students are pulled out of class for a English Language Development (ELD) class taught by a specialist. However, some schools believe pulling students out of class is counterproductive. In some cases, an ELD specialist or a bilingual aide may teach ELs in their mainstream class while the teacher works with other students. In other schools, all instruction is provided by the classroom teacher, who is expected to "differentiate" instruction for different children's needs.

When students socialize in English, they tend to learn it faster.

Mainstreaming "isn't easy but it works," says Allison Leslie, principal of East Palo Alto Charter School, which reclassified 13.3 percent of ELs in 2005-06.

All teaching is done by classroom teachers, who know that language development is an issue for almost all students, whether they're EL or not. Teachers present material in a variety of ways -- not just by talking -- so that students have multiple chances to understand the lesson.

The school analyzes data to target extra help to students or subgroups. A longer school day and year gives students more time to learn the content and the language. "Peer buddies" help out in class and tutoring is available after school.

Teaching is in English but beginners may read Spanish-language texts in history or science and may answer or write in Spanish.

In middle school, students can take an elective Spanish class that trains them to be helpers for beginning ELs and translators for parent-teacher conferences.

EPAC, as it's called, earned an impressive 8 out of 10 on the Academic Performance Index

compared to all schools in the state, although it serves a low-income, all-minority student body.

Most students aren't fluent in English when they start school. Kindergartners start using English by mid-year. By third grade, half of EPAC's English Learners are proficient or better in English on the standards test and ready to be reclassified.

If they start in kindergarten, all will be reclassified within five years, Leslie says.

"If they start in Kindergarten, all will be reclassified within five years," Allison Leslie, principal of East Palo Alto Charter School.

The school expands in fourth grade and takes transfers, so there are new students at the upper grades who speak little English. EPAC expects all to be reclassified by eighth grade.

KIPP Heartwood, a three-year-old middle school in East San Jose's low-income Alum Rock neighborhood, also mainstreams all ELs. About 56 percent come into fifth grade as ELs. Many have high CELDT scores but are below basic in reading.

That changes at KIPP Heartwood, which has very high scores in reading (and phenomenally high scores in math). Despite students' disadvantages, the school ranks among the top 10 percent in the state on the Academic Performance Index.

All teachers are trained to teach second-language learners, says Sehba Ali, the principal. "Sheltered" reading and writing strategies that help second-language learners are used in all classes. Only the beginners are pulled out during English lessons for separate instruction. "We use a lot of different ways to present information," Ali says. "We use lots of visuals, have them read out loud, give them all the vocabulary before the history lesson. We like to teach vocab by playing charades."



The other students aren't hurt by the focus on language. "A lot of kids who don't have EL status -- 85 to 90 percent -- come from homes where English is not spoken," says Ali.

Most students test out of EL by the end of fifth grade; 18 to 20 percent remain EL into 6th grade. Only two students from the original class of fifth graders remain EL three years later: Both started KIPP Heartwood not long after they arrived from Mexico. Ali is confident they'll be reclassified in eighth grade.

In Evergreen, where a majority of kindergartners aren't fluent in English, reclassification for all is the goal, says Denise Williams. "It's urgent that they become proficient in English before they go to middle school where they won't get as much support," she says.

Students are mainstreamed. An EL specialist goes into classrooms to work in small groups with students who are at the same proficiency level. "What seems to be working is systematic and explicit instruction in phonemic awareness," says Williams.

What seems to be working is systematic and explicit instruction in phonemic awareness.

Like EPAC and KIPP Heartwood, Evergreen schools stress writing skills, which students will need in order to take college-prep courses in high school. "We have a rigorous program," says Williams. "If they're passed through with remedial instruction, they won't be prepared for high school." Evergreen sees today's ELs as tomorrow's college students.

That's not the case in some districts, Linquanti says. Expectations are low for ELs, especially at the secondary level. "They're not in rigorous classes because they're not seen as college bound."

In middle school, low-scoring ELs may leave the mainstream to take separate English classes and sometimes “sheltered” social studies, science and math classes designed for students with limited English proficiency. This can backfire, the 227 follow-up report says: “ELs that have been functioning with reasonable fluency in mainstream classrooms in elementary school often find themselves placed in “EL tracks” upon entry to middle school, based not on their English proficiency or academic performance, but simply as a result of their EL status. Some are grouped together with newly arrived immigrants with little or no English fluency. Such treatment often leaves these students with a sense of failure and demoralization.”

By middle school, students resent being in an ELD class, Ganahl says. “They think it’s ‘baby work’.” But they’re not improving.

In high school, ELs often take English as a Second Language instead of a regular English class and may be assigned to sheltered classes in other subjects. Few take the college-prep courses required by California’s public university systems.

For new immigrants who understand very little English, sheltered classes give them a chance to master content while learning the language. But most middle-school and high-school ELs aren’t newcomers with no English. They’re long-time students with below-basic reading and writing skills.

“Is keeping kids EL more likely to give them services that will let them excel? Or will it keep them in a watered-down curriculum,” Linquanti asks.

Getting the Teaching Right

Downtown College Prep, a San Jose charter school, was created to put low-achieving Mexican-American students on the college track. Eighty percent of students speak English as a second language and most earned D’s and F’s in middle school.

Ninth-grade ELs with low CELDT scores may take an ELD class, a reading skills class *and* the regular college-prep English class. Like all DCP students, they must pass English I with a C or better to move on to ninth grade.

Schoolwide, teachers work to help students catch up while also developing more advanced skills they’ll need in college. Students study vocabulary words to build comprehension. They write in every class from English to art. They debate, act and give speeches. Even recent immigrants speak at school assemblies. ELs are encouraged to speak English when they’re socializing at lunch or between classes. If they don’t become fluent in English, they won’t be prepared for college.

“We had a boy in our first class who’d only been in the U.S. for seven months,” recalls Jennifer Andaluz, the school’s executive director. “Ricardo carried a Spanish-English dictionary with him every day for four years. I want to have it bronzed.” Ricardo is finishing his junior year at Chico State University majoring in construction management.

DCP’s reclassification rate was 19.3 percent in 2005-06. Half of ninth graders are ELs, usually because of poor reading skills. By 12th grade, less than 3 percent are ELs.



Getting the teaching right is critical. Effective schools for English Learners -- and all learners -- focus relentlessly on teaching reading and writing, helping teachers improve their skills and strategies, analyzing data to see who's learning and what lessons aren't getting through, linking curriculum to standards and keeping expectations high for all students.

In addition to measurable objectives, coherent standards-based curriculum and data-driven instruction, effective schools for ELs hire competent teachers and provide them with up-to-date instructional materials, concluded a 2007 EdSource report, which compared California elementary schools with similar demographics but very different Academic Performance Index scores for ELs. "These standards-based effective-schools practices appear to benefit the academic achievement of low-income, Spanish-speaking English Learner students in California as they do other students in the school," EdSource advised.



Under pressure from No Child Left Behind and from California's accountability system, low-performing schools are working harder on improving reading, writing and math instruction for all students. More California schools are linking instruction to the state's rigorous standards, knowing they must get all students to the proficient level to avoid sanctions. A rising tide of achievement lifts ELs.

The media has publicized the gap between students passing CELDT and students being reclassified. State Superintendent Jack O'Connell has told districts to "review their reclassification procedures as well as the current academic support they provide to English learners" to close the gap.

In many districts, there's a greater sense of urgency about the need to get ELs caught up in elementary school. In San Jose Unified, which has an 8.2 percent reclassification rate, bilingual and special programs director Norma Martinez-Palmer says she'd like to reclassify sooner than the goal of six to seven years. "If a student is here for four years, I should be able to reclassify 80 percent of them."

Conclusion: Not a Life Sentence

Some changes would help more students move more quickly to English proficiency.

Eliminating the incentive to keep students as ELs is an obvious first step. For example, the state could pay for five years of EL services for a student at the beginner level. If the student needs less than five years, the school would keep the money. Since ELs tend to move frequently, this wouldn't be simple but once the state's new data system -- due in fall 2008 -- is up and running it will make it easier to track individual students' progress.

Many superintendents support standardizing CELDT and CST cut scores statewide, says the 227 report. A debate on where to set cut scores would clarify the question: How good is good enough to leave EL status?

Strengthening follow-up support also would encourage teachers to recommend students for reclassification. Currently, teachers often fear students will lose all extra help if they're reclassified.

Educators also have to see English Learners as capable of succeeding, despite their difficulties. ELs will have to work harder than students who speak English as their first language. They can do it.

On a spring day in southeast San Jose, the parents at the graduation ceremony spoke Spanish, Mandarin, Vietnamese, Pilippino, Farsi and a dozen other languages. The students spoke English. Evergreen Elementary School District held a ceremony to honor students who'd graduated from EL status. "We wanted to acknowledge how hard these kids work to get to this point," says Denise Williams. "We wanted to honor their parents too for their support."

As far as Williams knows, no other district in California holds a ceremony to honor English Learners who achieve proficiency in English. Evergreen plans to make it a tradition.

Joanne Jacobs, a freelance writer in California, is the author of a book about Downtown College Prep, "Our School: The Inspiring Story of Two Teachers, One Big Idea and the Charter School That Beat the Odds." She blogs on education at JoanneJacobs.com.

GLOSSARY

| | |
|-------|--|
| API | Academic Performance Index |
| CELDT | California English Language Development Test |
| CST | California Standards Test |
| EL | English Learner |
| ELD | English Language Development |
| ELM | English Language Mainstream |
| SEI | Structured English Immersion |

APPENDIX

Percent of EL Students Redesignated to FEP, Top 50 California School Districts by EL Population

| DISTRICT | % of Students Redesignated FEP 2005-06 | % of Students Redesignated FEP 2004-05 | % of Students Redesignated FEP 2003-04 |
|------------------------------|--|--|--|
| LOS ANGELES UNIFIED | 9.5 | 7.7 | 4.2 |
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| POMONA UNIFIED | 5.3 | 3.7 | 4.3 |
| SACRAMENTO CITY UNIFIED | 4.1 | 6.3 | 5.7 |
| OAKLAND UNIFIED | 13.4 | 13.4 | 14.7 |
| MONTEBELLO UNIFIED | 12.1 | 11.8 | 9.4 |
| ANAHEIM ELEMENTARY | 12.2 | 9.4 | 9.6 |
| ONTARIO-MONTCLAIR ELEMENTARY | 9.5 | 8.1 | 10.3 |
| MORENO VALLEY UNIFIED | 9.4 | 10.7 | 6.1 |
| SWEETWATER UNION HIGH | 13.8 | 13.9 | 14 |
| COACHELLA VALLEY UNIFIED | 8.3 | 6 | 7 |
| ELK GROVE UNIFIED | 13.9 | 14.8 | 18.2 |
| WEST CONTRA COSTA UNIFIED | 7.5 | 4.8 | 5.1 |
| STOCKTON UNIFIED | 14.2 | 7.1 | 8.3 |
| LODI UNIFIED | 6.3 | 5.4 | 3.3 |
| PAJARO VALLEY UNIFIED | 6.7 | 5.7 | 5.7 |
| ESCONDIDO UNION ELEMENTARY | 6.9 | 7.2 | 5.6 |

| | | | |
|----------------------------|------------|----------|------------|
| CHULA VISTA ELEMENTARY | 9.2 | 8.1 | 7.1 |
| ANAHEIM UNION HIGH | 11.4 | 6.1 | 10.5 |
| ALVORD UNIFIED | 1 | 2 | 1.9 |
| PALM SPRINGS UNIFIED | 12.4 | 9.6 | 8.3 |
| LYNWOOD UNIFIED | 12.3 | 14.4 | 12.5 |
| RIALTO UNIFIED | 3.4 | 2.9 | 2.5 |
| SAN JOSE UNIFIED | 8.2 | 7.4 | 5.5 |
| ALUM ROCK UNION ELEMENTARY | 8.8 | 6.4 | 4.6 |
| CORONA-NORCO UNIFIED | 14.4 | 13.9 | 6.8 |
| HAYWARD UNIFIED | 6.7 | 6.7 | 5.2 |
| DESERT SANDS UNIFIED | 9.6 | 10.1 | 8.5 |
| JURUPA UNIFIED | 4.4 | 1.9 | 5.8 |
| MADERA UNIFIED | 4.9 | 4.1 | 4.2 |
| RIVERSIDE UNIFIED | 6.7 | 8.3 | 1.1 |
| PARAMOUNT UNIFIED | 10.7 | 10.3 | 4.8 |
| ALHAMBRA UNIFIED | 7.1 | 0 | 0 |
| GLENDALE UNIFIED | 19.7 | 21.8 | 23.6 |
| CALEXICO UNIFIED | 3.6 | 6.9 | 7.5 |
| PALMDALE ELEMENTARY | 9.5 | 10.5 | 5.4 |
| OXNARD ELEMENTARY | 10.4 | 7.9 | 9.5 |
| BALDWIN PARK UNIFIED | 2.5 | 7.3 | 8.2 |
| VISTA UNIFIED | 9 | 9.9 | 7.5 |
| ORANGE UNIFIED | 6.8 | 5.9 | 3.2 |
| MT. DIABLO UNIFIED | 5.7 | 5.1 | 6.3 |
| STATE TOTALS | 9.6 | 9 | 8.3 |

*Percent of EL Students Redesignated to FEP, Top 50 California School Districts by EL Population
Source: California Department of Education, Dataquest*





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