

Ethnic Studies Adoption Toolkit

Step Two: Develop the District Lens

ACTION ITEM 2.1 – EXAMINE CURRENT DATA

Task 2.1d – Review District Data: English Language Development

Use the tool below to review your English Language Development data.

English Language Proficiency Assessments for California (ELPAC) Data							
		Emerging		Expanding		Bridging	
Grade	# of Students Tested	#	%	#	%	#	%
TK							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

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Task 2.1d – Review District Data: LTELs

Use the tool below to review your LTEL data.

A Long-Term English Learner (LTEL) is defined [EC 313.1(a)] as an EL who is enrolled in any of grades six through twelve, inclusive, has been enrolled in schools in the United States (U.S.) for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, or any successor test, and scores far below basic or below basic on the English-language arts (ELA) standards-based achievement test administered pursuant to EC Section 60640, or any successor test (“Notification of 2013–14 Long-term English Learner and At-risk of Becoming Long- term English Learner Data File” CDE, 2014)

CALPADS Data: Long-Term English Learners (LTELs)			
Grade	# of English Learners	# of English Learners designated at Long-Term (LTEL)	% of English Learners designated at LTEL from total EL Population
5			
6			
7			
8			
9			
10			
11			
12			

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Other ELD Assessment Data (Optional data may include, but is not limited to ELD Report Card, ELD Assessments, ADETP, LAS Links, SOLOM)				
		% Met or Exceeded Standards		
Grade	# of Students Tested	(Insert Local District Assessment)	(Insert Local District Assessment)	(Insert Local District Assessment)
TK				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				