

Who is identified as an EL?

An EL is a K-12 student who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. These students are sometimes referred to as Limited English Proficient (LEP). The process for identification is described in the California English Language Development Test (CELDT).

What is the program placement for ELs in California?

An English language classroom is the placement for ELs in California, unless a parental exception waiver is granted for an alternative program. Students are placed in an English Language Mainstream.

English Language Learners receive English language development (ELD) appropriate to each student's level of English proficiency and content instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core.

The goal of the program is that all students meet grade-level core curriculum standards within a reasonable amount of time. English Language Development is emphasized before full access to the core curriculum.

What are the ELD standards?

The English-language Development Standards are designed to supplement the English-language arts content standards to ensure that LEP students (now called ELs in California) develop proficiency in both the English language and the concepts and skills contained in the English-language arts content standards. The standards are designed to assist teachers in moving ELs to fluency in English and proficiency in the English-language arts content standards.

How long must districts provide services to ELs?

School districts are required to continue to provide additional and appropriate educational services to English learners until they have demonstrated English-language skills comparable to that of the district's average native English-language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum. This means that EL students must be provided with ELD and SDAIE, as needed, until they are redesignated as fluent English proficient (FEP).

Does a district have any responsibility for monitoring redesignated/reclassified students?

Yes. Districts receiving Title III funds are required to monitor students for two years after Redesignation

Are all ELs required to receive ELD appropriate to their English proficiency level?

Yes. During the regular day, differentiated ELD instruction appropriate to the English proficiency level of each EL must be provided by an authorized teacher until the student is reclassified. Districts are to provide ELs with instruction using whatever materials are deemed appropriate that are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Understanding your child's Initial ELPAC Score Report: [English](#) | [Spanish](#)

Understanding your child's Summative ELPAC Score Report: [English](#) | [Spanish](#)