

Two Terms for English learner (EL) Reports

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”):

An English learner (EL) student to which all of the following apply:

- (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for four or five years; and
- (3) has **scored at the intermediate level or below** on the prior year administration of the CELDT; and
- (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the **“Standard Not Met” level** on the prior year administration of the CAASPP-ELA.

In addition, please note the following: (1) students are considered “At-Risk” if there is no testing information; and (2) “At-Risk” determination for students in grades 10 – 12, is based solely on the CELDT; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3.

Long-Term English Learner (LTEL):

An English learner (EL) student to which all of the following apply:

- (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six or more years; and
- (3) has **remained at the same English language proficiency level** for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and
- (4) for students in grades 6 to 9, inclusive, has **scored at the “Standard Not Met” level** on the prior year administration of the CAASPP-ELA.

In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above. For more information see Education Code 313.1