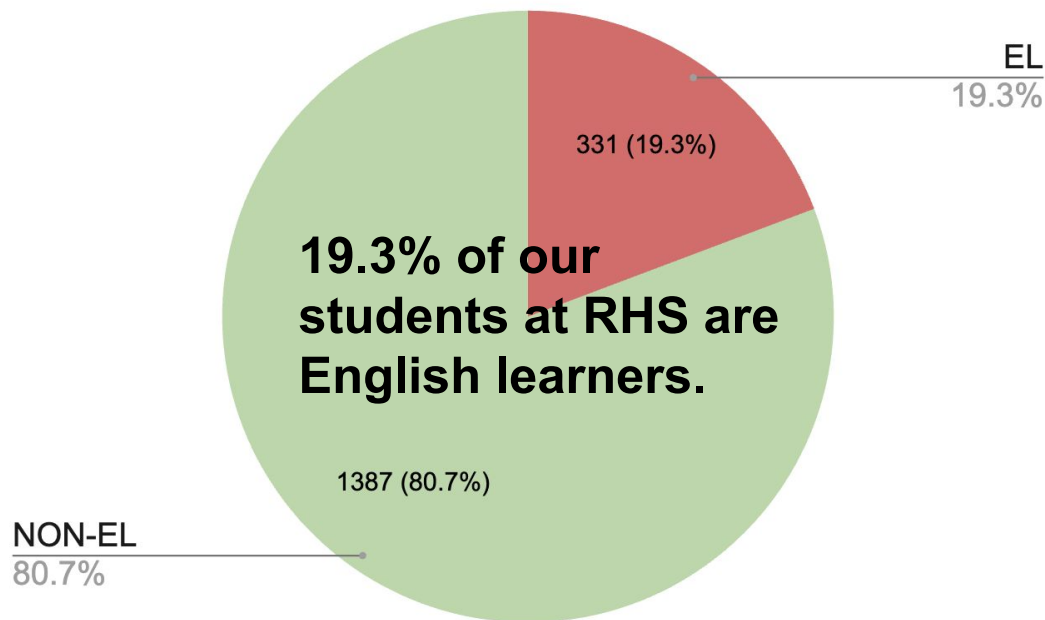


RHS EL DATA

2023-2024

(Data as of 8/17/23)

WHO ARE OUR ENGLISH LEARNERS?



TOTAL RHS STUDENTS:

1718

ENGLISH LEARNERS:

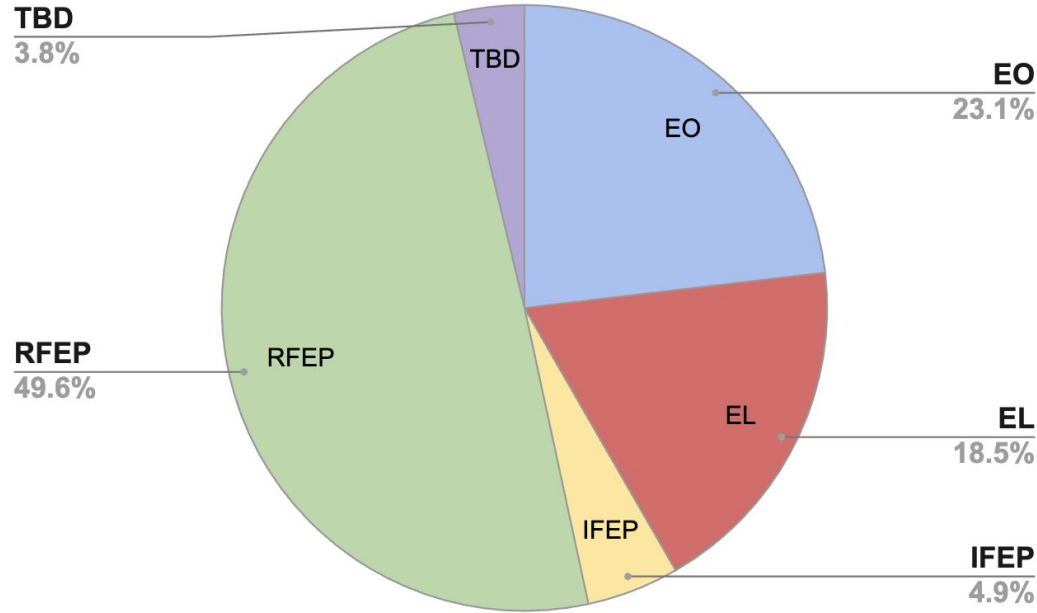
331 (INCLUDING **56**

UNGRADED

SECONDARY FROM

GRANADA)

LANGUAGE CLASSIFICATION



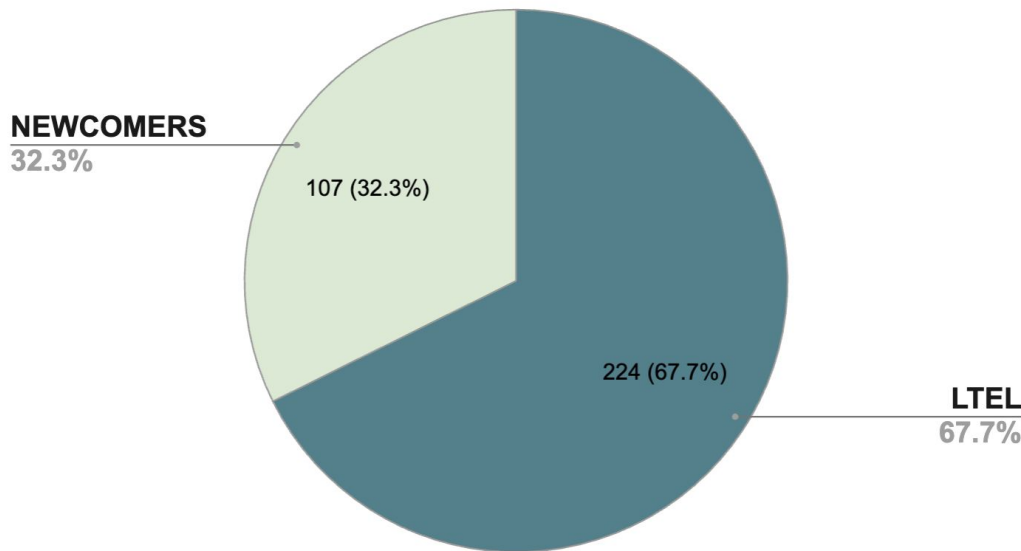
EO: ENGLISH ONLY

EL: ENGLISH LEARNER

IFEP: INITIAL FLUENT
ENGLISH PROFICIENT

RFEP: REDESIGNATED
FLUENT ENGLISH
PROFICIENT

WHO ARE OUR ENGLISH LEARNERS?



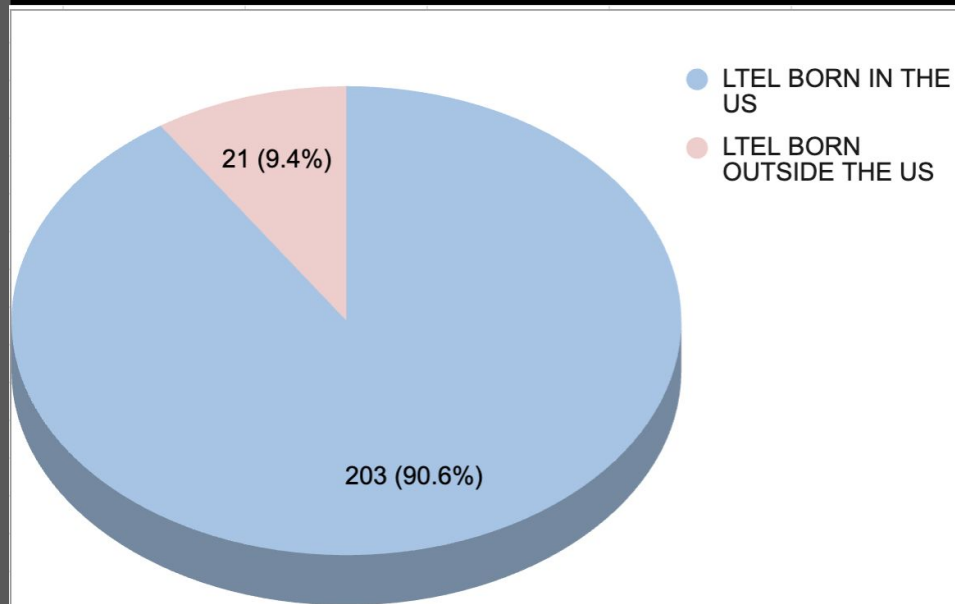
Long term English learners (LTEL): 224 (67.7%)

- in the U.S. for more than six years
- not progressing toward English proficiency
- Struggling academically due to their limited English skills.

Newcomers: 107 (32.3%)

- foreign-born students
- in the U.S. for five years or less

WHO ARE OUR ENGLISH LEARNERS?



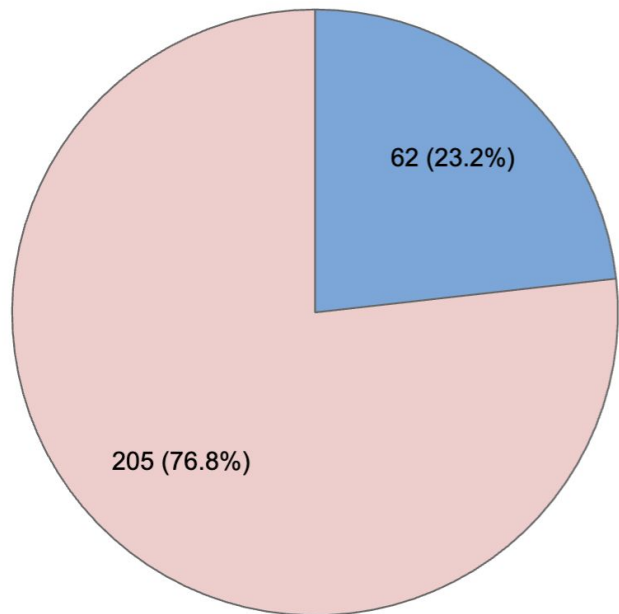
LTELs who were BORN in the U.S.

= **226** students

= **91%** of all LTELs

= **61%** of all ELs

WHO ARE OUR ENGLISH LEARNERS?



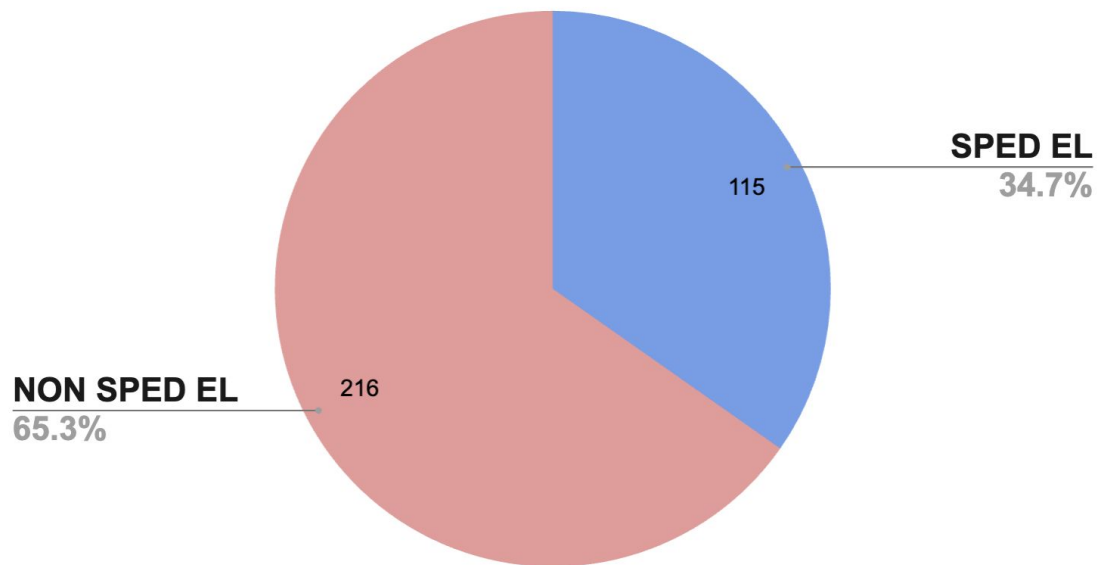
- ELs IN THE ELD PROGRAM
- ELs IN THE MAINSTREAM ENGLISH CLASSES

ELs in the ELD program:

62 (23%)

ELs in the mainstream English classes: **205 (77%)**

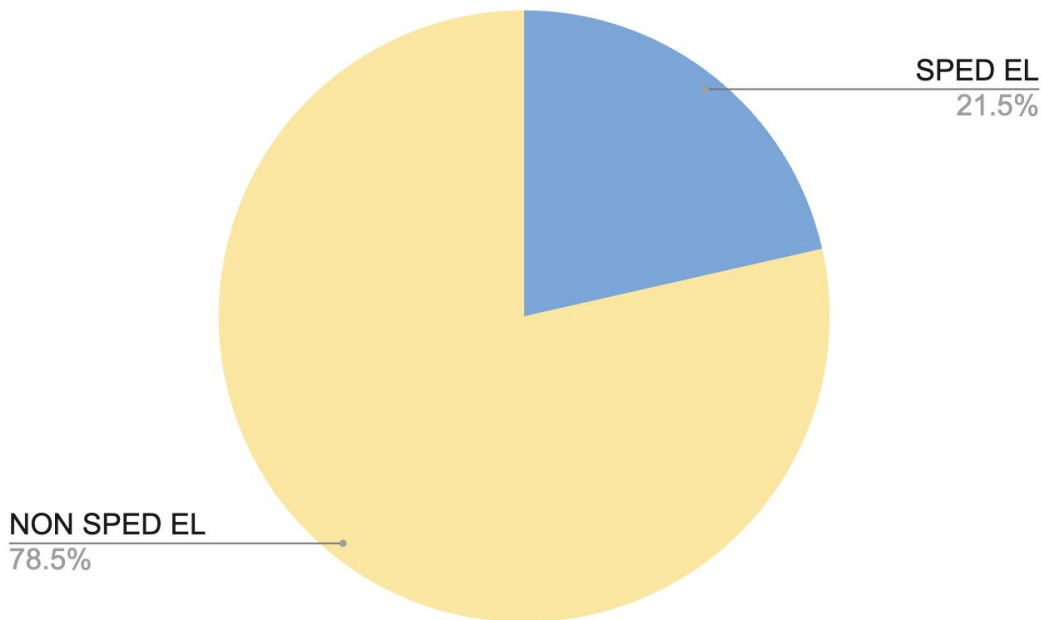
WHO ARE OUR ENGLISH LEARNERS?



35% of our ELs
are Sped Ed. students.

*56 are ungraded secondary
(US) EL at Transition Center
59 are ELs at RHS*

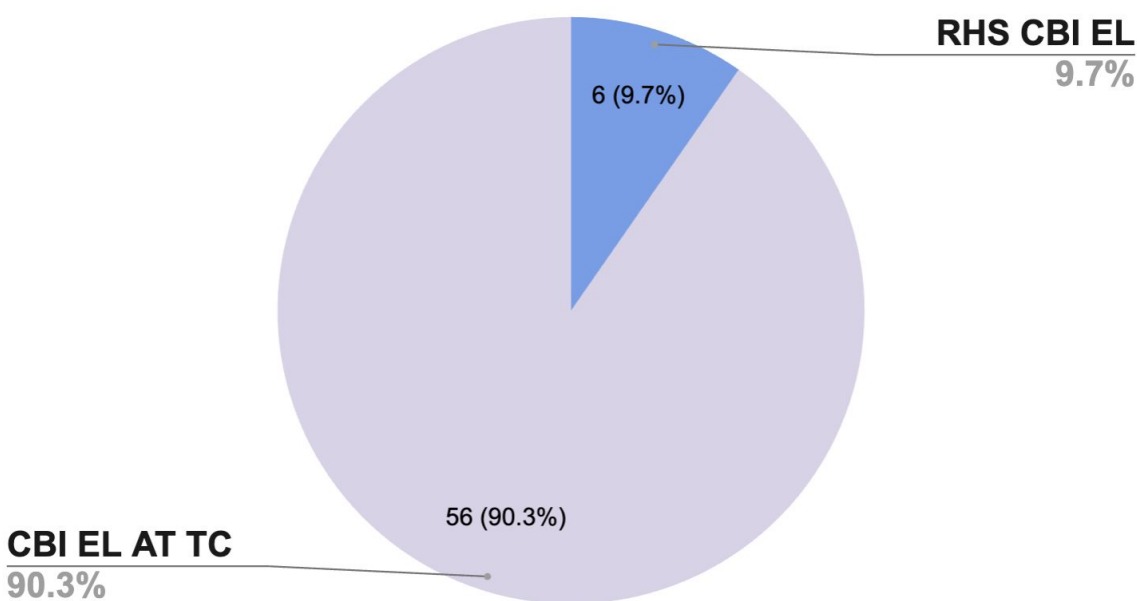
WHO ARE OUR ENGLISH LEARNERS?



Without counting the 56 ungraded secondary (US) EL at Transition Center ...

21% of our ELs
(59/275) are Sped Ed.
students at RHS.

WHO ARE OUR ENGLISH LEARNERS?



Without counting the 56 ungraded secondary (US) EL at Transition center ...

ONLY 5% of our
SPED students
(6/115) are CBI ELs.

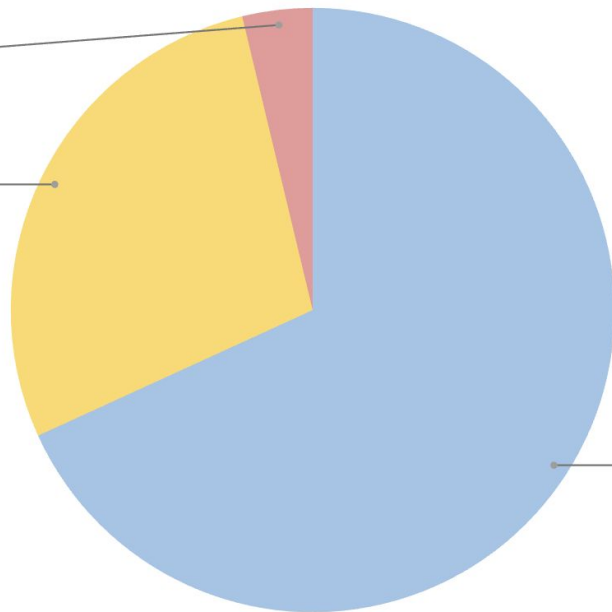
WHO ARE OUR ENGLISH LEARNERS?

OTHER

3.8%

NON-EL

28.1%



EVER-EL

68.2%

*68% of our students are
EVER-ELs ...*

*Which means they are
currently ELs or they used
to be ELs before they were
reclassified. Also, they use
another language at home.*

HOW CAN WE SUPPORT OUR EL?

As a comprehensive approach to ELD, the *English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools* states:

ELs at all English proficiency levels and at all ages require **both** integrated ELD **and** specialized attention to their particular language learning needs, or designated ELD. (p. 119)