

# English Learners (EL) (California)

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Tool Search: English Learners (EL)

The English Learners (EL) tools allow schools and districts to manage student EL programs, assessments, services, and accommodations. The EL tab provides a central location for managing EL information such as the date the student was identified as EL, when the student entered/exited an EL program, when the student is expected to leave an EL program and First Year/Second Year Monitoring data. For students who exited and/or re-entered an EL program, an historical record is kept and displayed on the tab which can be viewed in both State and District Editions of Infinite Campus.

Some fields in the EL tab are specific to your state. All other fields in the EL tab do not require unique, state-specific data. However, many of these fields are required and data entry in these fields is necessary. For more information on these fields, see the [English Learners \(EL\)](#) article.

## EL

English Learners tools allow schools and districts to manage student English Learners (EL) programs, assessments, services, and accommodations. EL tools were designed as a way to provide a single area for managing EL information and pulling data for state and federal reports. Some fields in the EL tab are specific to your state. All other fields in the EL tab do not require unique, state-specific data. However, many of these fields are required and data entry in these fields is necessary. For more information on these fields, see the [English Learners \(EL\)](#) article.

The screenshot shows the 'English Learners (EL) Editor' interface for a student named Julia. The interface is divided into several sections:

- Header:** Student Information > English Learners > English Learners (EL). Student: Julia, Student #: 123456, Grade: 09, DOB: 12/12/2008, Email: Span@Home.
- Active EL Record:**
  - Program Status: Not EL (dropdown)
  - Identified Date: 09/08/2014
  - Expected Exit Date: (empty)
  - Date Determined Misidentified: (empty)
  - Program Exit Date: (empty)
  - Monitoring: First Year, Second Year, Third Year, Fourth Year (all empty)
  - Parent Notified: (empty)
  - Parent Declined: (checkbox)
  - Parent Declined Date: (empty)
  - Program Status Key: Not EL = IFEP, EL = EL, Exited EL = RFEP, Pending = TBD, EO = EO, ADEL = ADEL.
  - Comments: (empty)
- Census Information:**
  - Home Primary Language: spa: Spanish; Castilian
  - First Entered US School: 07/29/2014
  - EL enrolled less than 3 years: N
  - Birth Country: United States
- State Localized Elements:**
  - At Risk EL: (checkbox)
  - Long Term EL: (checkbox)
  - TBD Date: (empty)
- District Defined Elements:**
  - District Start Date: (empty)

# Program Status

Program Status codes indicate the student's EL status. While the codes defined by Infinite Campus are not specific to California, the LEP Indicator Codes defined by California have been aligned to correlate with these codes. Use the [Click here to expand](#) below for translation of this alignment.

English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey *AND* who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

▶ [Click here to expand...](#)

IC Code	California Code	Definition
Not EL	IFEP	A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the California English Language Development Test (CELDT)) and from additional information when appropriate, is determined to be proficient in English.
EL	EL	A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the California English Language Development Test (CELDT)) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.
Exited EL	RFEP	A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner (EL) and subsequently reclassified/redesignated in California, per Education Code 313, as proficient in English. Education Code 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the California English Language Development Test (CELDT), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the California Standards Test English Language Arts, that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

IC Code	California Code	Definition
Pending	TBD	A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.
EO	English Only	An indication that the student does not have an active EL program.
ADEL	Adult English Learner	An indication that the student is an adult learner.

**Database Location:**

Lep.programStatus

**Ad Hoc Inquiries:**

Student > Learner > EL > EL > programStatus

**Reports:**

- [CALPADS Student English Language Acquisition](#)
- [CALPADS Student Information](#)
- [CELDT Pre-ID](#)
- [Perkins CDE 101 E-1](#)
- [Perkins CDE 101 E-2](#)
- [ELC Direct Upload to UC](#)

# State Localized Elements

## At Risk EL

The use of this field is at the discretion of each LEA to determine when and why to mark a student as At Risk.

▶ [Click here to expand...](#)

**Database Location:**

Lep.atRiskEL

**Ad Hoc Inquiries:**

Student > Learner > EL > EL > atRiskEL

## Long Term EL

The use of this field is at the discretion of each LEA to determine when and why to mark a student as Long Term.

[▶ Click here to expand...](#)

### Database Location:

Lep.longTermEL

### Ad Hoc Inquiries:

Student > Learner > EL > EL > longTermEL

## TBD Date

The To Be Determined Date is used to report students who are EO or TBD for Student English Language Acquisition (SELA).

[▶ Click here to expand...](#)

### Database Location:

Lep.flaggedEnglishFluencyDate

### Ad Hoc Inquiries:

Student > Learner > EL > EL > flaggedEnglishFluencyDate

## EL Services

The EL Services tab allows users to: add, edit, delete, and view existing EL Services. Please see the [English Learners \(EL\)](#) article for more information. Fields that are specific to California are described below. Users are able to enter specific service details in the EL Services Detail editor.

## Service Type

ESL Service Type codes indicate whether the student is participating in a state-approved English as a Second Language (ESL) program.

[▶ Click here to expand...](#)

Code	Description	Definition
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Code	Description	Definition
1	Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	<p>This course section is providing primary language instruction, English Language Development (ELD), and Specially Designed Academic Instruction in English. Primary language instruction is an approach used to teach academic courses in and/or through a primary language other than English. The curriculum must be equivalent to that provided to fluent English proficient (FEP) and English only students. Instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). ELD is an academic subject of English language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). SDAIE is an approach used to teach academic courses to English learner (EL) students in English. SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided).</p>
2	ELD Instruction Only	<p>This course section is providing only English Language Development (ELD) instruction, which is an academic subject of English language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).</p>
3	SDAIE Instruction Only	<p>This course section is providing only Specially Designed Academic Instruction in English (SDAIE) services, which is an approach used to teach academic courses to English learner (EL) students in English. SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided).</p>

Code	Description	Definition
4	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	The course section is providing English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) but NOT Primary Language Instruction. ELD is an academic subject of English language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). SDAIE is an approach used to teach academic courses to English learner (EL) students in English. SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided). The course section is NOT providing Primary Language Instruction.
5	No English Learner Services	The course is not providing any instructional services designed specifically for English learners.
6	Other English Learner Service	The course section is providing some type of instructional service, that, while specifically designed for ELs, is an instructional service that is not narrowly defined in the other English learner services (Primary Language Instruction, English language development, or Specially Designed Academic Instruction in English). These instructional services vary either quantitatively or qualitatively from the other EL services. For example, use this code for courses providing ONLY services such as dictionaries or glossaries in the primary language to support learning; or for courses providing alternative EL services to severely disabled students in a special education setting.
300	LIP Developmental Bilingual Program	A language instructional program (LIP) designed for English learners which provides content instruction delivered in the students' native language and English. The goals of this program are language proficiency and academic achievement in students' first and second languages. The portion of the instructional day delivered in each language varies by the type of program. English learners receive instruction in designated and integrated English language development (ELD) based on the California (CA) ELD standards, and all students are provided grade-level content instruction based on the state-adopted academic standards.

Code	Description	Definition
301	LIP Dual-Language Immersion Program	A language instructional program (LIP) designed for English learners and native English speakers, which provides content instruction delivered in the English learners' native language and English. Goals include language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding. English learners receive instruction in designated and integrated ELD based on the state-adopted CA ELD standards. All students are provided grade-level content instruction based on the state-adopted academic standards. Dual-Language Immersion program models may include Two-Way Immersion, 50/50 Dual Immersion, 90/10 Dual Immersion, and other similar program models.
302	LIP Heritage or Indigenous Language	A language instructional program (LIP) in English and another language for non-English speakers or students with limited literacy skills in their first language. Indigenous language programs support endangered minority languages in which students may have limited receptive and no productive skills. Both programs often serve American Indian students. English learners receive instruction in designated and integrated English language development (ELD) based on the state-adopted CA ELD standards, and all students are provided grade-level content instruction based on the state-adopted academic standards.
303	LIP Newcomer Program (Various Models)	A language instructional program (LIP) designed for English learners who are new to the country with less than 12 months of schooling in the United States. This program provides instruction in designated and integrated English language development (ELD) based on the state-adopted CA ELD standards and grade-level content instruction based on the state-adopted academic standards. Instruction and/or support may be provided in the students' native language. Program models vary. This program has clear entry and exit criteria, with goals and timelines defined.
304	LIP One-Way Immersion Program	A language instructional program in English and another language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding. The portion of the instructional day delivered in each language varies by the type of program.

Code	Description	Definition
305	LIP Structured English Immersion Program or predominantly English Language Instructional Models	A language instructional program (LIP) designed for English learners in which nearly all classroom instruction is provided in English with curriculum and a presentation designed for students who are learning English. The goals of this program are language proficiency and academic achievement in English. Students receive instruction in designated and integrated English language development (ELD) based on the state-adopted CA ELD standards and grade-level content instruction based on the state-adopted academic standards. Some instruction and/or support may be provided in the students' native language. Program models in addition to Structured English Immersion may include English Language Mainstream, or other program models in which all or nearly all instruction is delivered in English.
306	LIP Transitional Bilingual Program	A language instructional program (LIP) designed for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to "English only" instruction by third grade. English learners receive instruction in designated and integrated English language development (ELD) based on the state-adopted CA ELD standards, and all students are provided grade-level content instruction based on the state-adopted academic standards.
307	LIP Parent Opted Out of EL Services	The local educational agency (LEA) is not providing any instructional services designed for English learners because the parent of this English learner has opted this student out of EL services. The LEA maintains a record of the action to demonstrate the parents have chosen to opt out of such services.

**Database Location:**

LepServiceType.type

**Ad Hoc Inquiries:**

Student > Learner > EL > EL > lepService.ELService

**Reports:**

[CALPADS Student Program](#)