

# **English Learner, Immigrant, and Migratory Students:**

2017–18 Demographic Information Report

## Information Sources:

California Longitudinal Pupil Achievement Data System

California School Dashboard

DataQuest

Migrant Student Information System (MSIN)

National Center for Educational Statistics, the United States  
Department of Education

United States Census Bureau



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## A Message from the State Superintendent of Public Instruction

California has long been recognized as a leader in education for all students, from early childhood to adulthood. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual world. This report highlights the diversity of English learner, immigrant, and migratory students who seek a world-class education in California.

This demographic report, *English Learner, Immigrant, and Migratory Students: 2017–18 Demographic Information*, provides valuable facts about these students in California schools. Based on the California Longitudinal Pupil Achievement Data System, DataQuest, Migrant Student Information System, the National Center for Educational Statistics, the United States Census Bureau, and the Student National Origin Report, the data provide educational agencies, government organizations, and the public with information that will assist in making funding, program planning, and policy decisions.

Our commitment to equity, student access, and academic achievement benefits the 2.6 million students in California whose diversity of multiple languages and cultures enrich the lives of all Californians.

/s/

Tony Thurmond  
*State Superintendent of Public Instruction*

## **English Learner Student Demographic Information for 2017–18**

In the 2017–18 school year, over 1.2 million English learner (EL) students were enrolled in California public schools, compared to 1.3 million in 2016–17. The California Department of Education (CDE) provides guidance and assistance to local educational agencies (LEAs), known as county offices of education, districts, and charter schools, to achieve the following goals:

- Provide English language development (ELD) instruction to EL students so that these students may reach levels of English proficiency commensurate with native speakers of English.
- Eliminate the academic gap that separates EL students from their native English-speaking peers.
- Support EL students to help them achieve English proficiency, within a reasonable period of time.
- Support EL students to help them achieve, within a reasonable period of time, the same rigorous grade-level academic standards that are expected of all students.

### **English Learner Eligibility**

EL students are those students for whom there is a report of a primary language other than English on the Home Language Survey and who, based on results of the state-approved language assessment for kindergarten through grade twelve (K–12), demonstrated the need for support in learning the English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional program. The number of EL students is reported annually to the California Longitudinal Pupil Achievement Data System (CALPADS). The data can be viewed on the CDE Data Quest web page at <https://dq.cde.ca.gov/dataquest/>.

Note: California schools offer transitional kindergarten (TK) as an extra public school grade to be a bridge between preschool and kindergarten. All California kindergarten data will include transitional kindergarten data.

### **Basic Facts, Fall 2017**

The 2017 CALPADS data revealed that EL students make up a significant portion of California public school students:

- The 2017 data reported 1,271,150 EL students enrolled in California schools. EL students made up more than 20 percent of the total enrollment in California public schools.
- The EL student population decreased by 61,255 from the previous year, 2016.

- During the 2017–18 school year, 193,899 (14 percent) of EL students were reclassified to fluent-English-proficient (RFEP) status.
- A total of 2,637,412 students (EL students and fluent-English-proficient students) speak a language other than English in their homes. This number represented about 42.3 percent of the state’s total public school enrollment of 6,220,413.
- The majority of EL students (64.3 percent) were enrolled in the elementary grades, kindergarten through grade five. The remaining 35.6 percent were enrolled in the secondary grades, six through twelve.
- California’s EL student population makes up approximately 21 percent of all EL students in United States public schools.

## ENGLISH LEARNER STUDENTS IN THE UNITED STATES

EL students are a growing part of the K–12 student population across parts of the United States. The data on pages 9–14, from the National Center for Educational Statistics, part of the United States Department of Education; and the United States Census Bureau represents information on school-age EL students. EL students across the country are an incredibly diverse and complex group who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences.

States across the country with the highest concentration of EL students are clustered in the southwestern United States with California having the highest number of EL students. Spanish is by far the most common language identified on Home Language Surveys across the nation. However, there are a wide variety of languages some of which include Arabic, Chinese, Vietnamese, and Hmong.

**Figure 1. Top 5 States in the United States with English Learner Students Enrolled in Public Elementary and Secondary Schools (Fall 2016)**

State	Number of EL Students	Percentage of EL Students Total Enrollment in the United States
California	1,271,150	20.4%
Texas	922,082	17.2%
Colorado	105,810	11.7%
Nevada	75,430	15.9%
Kansas	54,667	11.1%

Figure 1 shows the 5 states within the United States that have the largest enrollment of EL students in public elementary and secondary schools. California the highest enrollment of EL Students at 20.1 percent, followed by Texas at 17.2 percent.

*Source:* National Center for Education Statistics, the United States Department of Education

**Note:** At the time that this document was written, the most recent United States data available was for fall 2016.



**Figure 2. Concentration of English Learner Students Enrolled in Public Elementary and Secondary Schools in the United States**

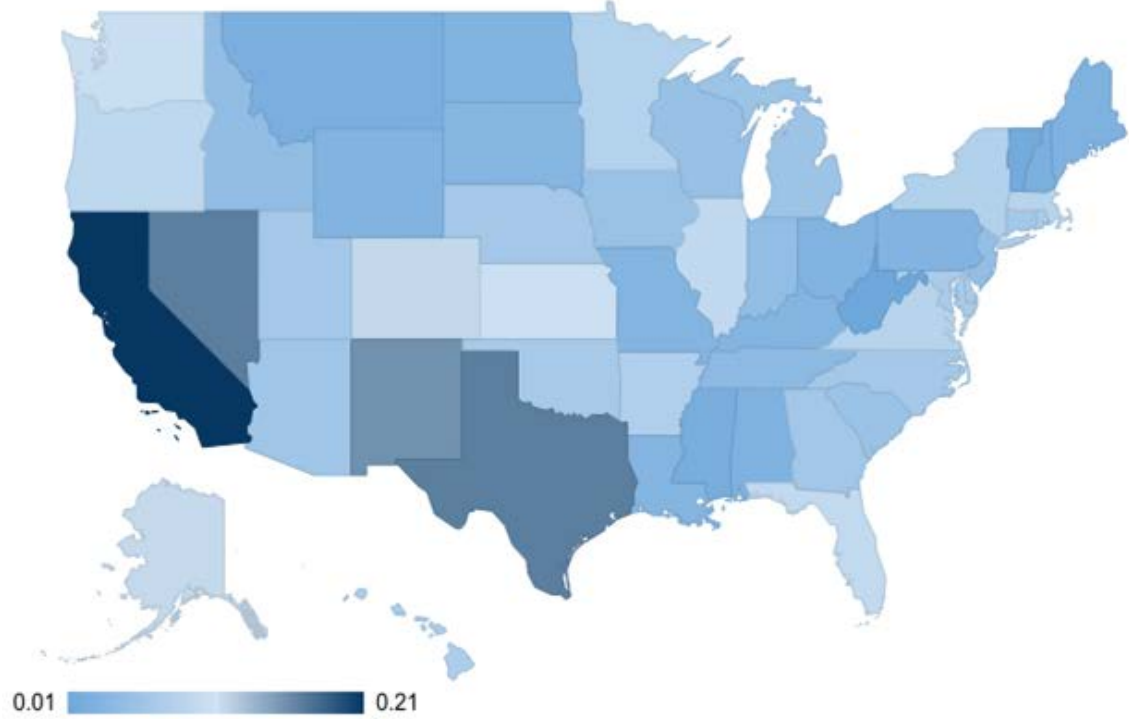


Figure 2 provides a map showing the density of EL student enrollment across the United States. California shows the highest density of EL students compared to other states. The color-coding scale ranges from 1 percent of total enrollment to 21 percent of total enrollment.

*Source:* National Center for Education Statistics, the United States Department of Education

**Note:** At the time that this document was written, the most recent United States data available was for fall 2016.

**Figure 3. Most Common Reported Home Languages of English Learner Students in the United States (Fall 2016)**

<b>Language</b>	<b>Number of EL Students in the United States</b>
Spanish/Castilian	3,790,949
Arabic	129,386
Chinese	104,147
Vietnamese	78,732
English	70,014
Somali	38,440
Russian	34,843
Hmong	33,059
Haitian/Haitian Creole	31,608
Portuguese	28,214

Figure 3 above shows the most commonly reported home languages of EL students in the United States. Spanish/Castilian (3,790,949) is the highest reported home language, followed by Arabic (129,386) and Chinese (104,147).

*Source:* National Center for Education Statistics, the United States Department of Education

**Note:** At the time that this document was written, fall of 2016 was the most recent United States data available.

## **The Elementary and Secondary Education Act, as Amended by the Every Student Succeeds Act**

The federal Elementary and Secondary Education Act (ESEA), enacted in 1965, is the nation's national education law and shows a longstanding commitment to equal opportunity for all students. ESEA authorizes state-run programs for eligible schools and districts eager to raise the academic achievement of struggling learners and address the complex challenges that arise for students who live with disability, mobility problems, learning difficulties, poverty, transience, or who are learning English.

On December 10, 2015, the ESEA was reauthorized as the Every Student Succeeds Act (ESSA). The new law built on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. ESSA replaced the previous 2002 reauthorization of ESEA, known as the No Child Left Behind (NCLB) Act.

### **Title III Program**

Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Section 3102 of ESSA lists the purposes of the law (20 USC 6801). The overarching purpose is to ensure that EL students, including immigrant children and youth, attain English language proficiency (ELP) and meet the same challenging state academic standards that all students are expected to meet.

LEAs must use Title III funds to supplement state and local language instruction programs designed to assist EL students' achievement goals. The state educational agency (SEA), LEAs, and schools are accountable for increasing the ELP and core academic content knowledge of EL students.

Each fiscal year, eligible LEAs may apply and indicate their acceptance of Title III funds through the application process, while maintaining an updated plan for funds allocated for that fiscal year. LEAs must meet the following reporting requirements in order to receive funding:

- Submit the Consolidated Application and Reporting System (CARS) Application for Funding
- Assess all EL students annually on the English Language Proficiency Assessments for California (ELPAC)
- Meet the growth requirement (Immigrant student program only)

### **Title III Immigrant Student Program**

- The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), sections 3201(1) and (5) define immigrant children and youth as individuals who:
  - are aged 3 through 21
  - were not born in any state, and
  - have not been attending one or more schools in any one or more states for more than three full (cumulative) academic years.

Section 3201(13) of ESSA defines state as each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. The ESSA, Title III, Section 3114(d), provides funds for LEAs that have experienced a significant growth in the enrollment of eligible immigrant students. In California, significant growth is defined as two percent. LEAs may use these supplemental funds to enhance instructional opportunities for these students.

### **Language Instruction for English Learner and Immigrant Students**

During the 2017–18 school year, 764 LEAs received Title III EL funds. During the same school year, 286 LEAs received Title III Immigrant student funds.

*Source:* Consolidated Application and Reporting System

### **Students Benefiting from Title III Funding in California**

In the 2017–18 School Year:

- 1,298,665 EL students participated in Title III programs in California public schools over the entire year, including services to private schools.
- 113,280 immigrant students participated in Title III programs in California public schools. This is the total of immigrant students in Title III funded programs, not to be mistaken for the total number of immigrant students in public schools.

**Figure 4. Title III Funding for English Learner Students in California by Year**

<b>Year</b>	<b>Number of EL Students in Funded LEAs</b>	<b>Total Sub-grants @ \$103.65</b>
2017–18	1,298,665	\$134,606,632
2016–17	1,335,046	\$134,305,613
2015–16	1,355,198	\$130,855,031
2014–15	1,386,282	\$136,351,212
2013–14	1,364,447	\$139,473,348

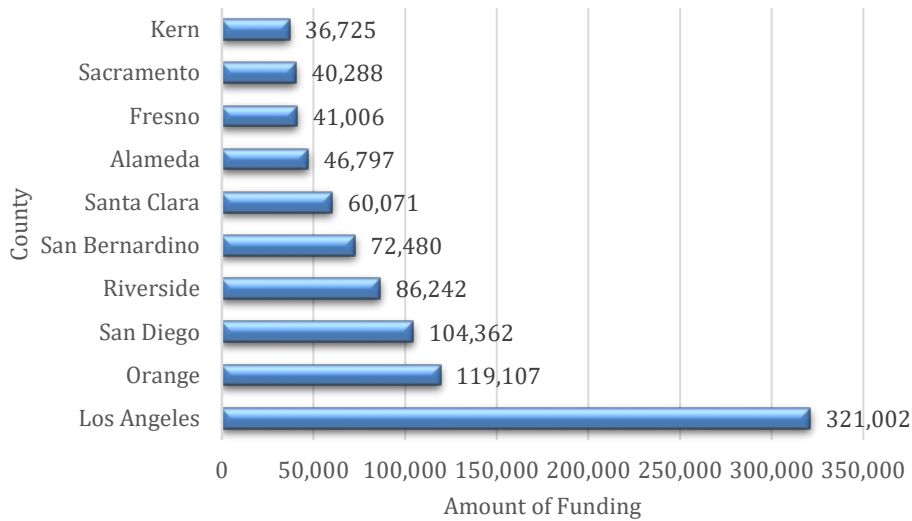
The data in Figure 4 shows Title III funding for EL students in California from 2013 to 2018. The number of EL students in funded LEAs is more than the number of ELs on page 8 because the count is for the entire year, not a moment in time, and it includes participants in private schools. In addition, the table lists per-student allocation by year. The allocation of funds per EL students has remained relatively stable over time.

*Source:* 2017–18 California Longitudinal Pupil Achievement Data System

**Figure 5. Title III Funding for English Learner Students in California Ranked by Top 10 Counties (2017–18)**

<b>County</b>	<b>Number of Participating LEAs</b>	<b>Number of EL Students in Funded LEAs</b>	<b>Per Student Allocation</b>	<b>Total Funding</b>
Los Angeles	346	321,002	\$103.65	\$33,271,863
Orange	42	119,107	\$103.65	\$12,345,440
San Diego	114	104,362	\$103.65	\$10,817,118
Riverside	29	86,242	\$103.65	\$8,938,983
San Bernardino	52	72,480	\$103.65	\$7,512,554
Santa Clara	70	60,071	\$103.65	\$6,226,356
Alameda	71	46,797	\$103.65	\$4,850,509
Fresno	45	41,006	\$103.65	\$4,250,272
Sacramento	29	40,288	\$103.65	\$4,175,852
Kern	50	36,725	\$103.65	\$3,806,546

**Figure 6. Top Ten Counties in California Receiving Title III Funding at \$103.65 per Pupil**

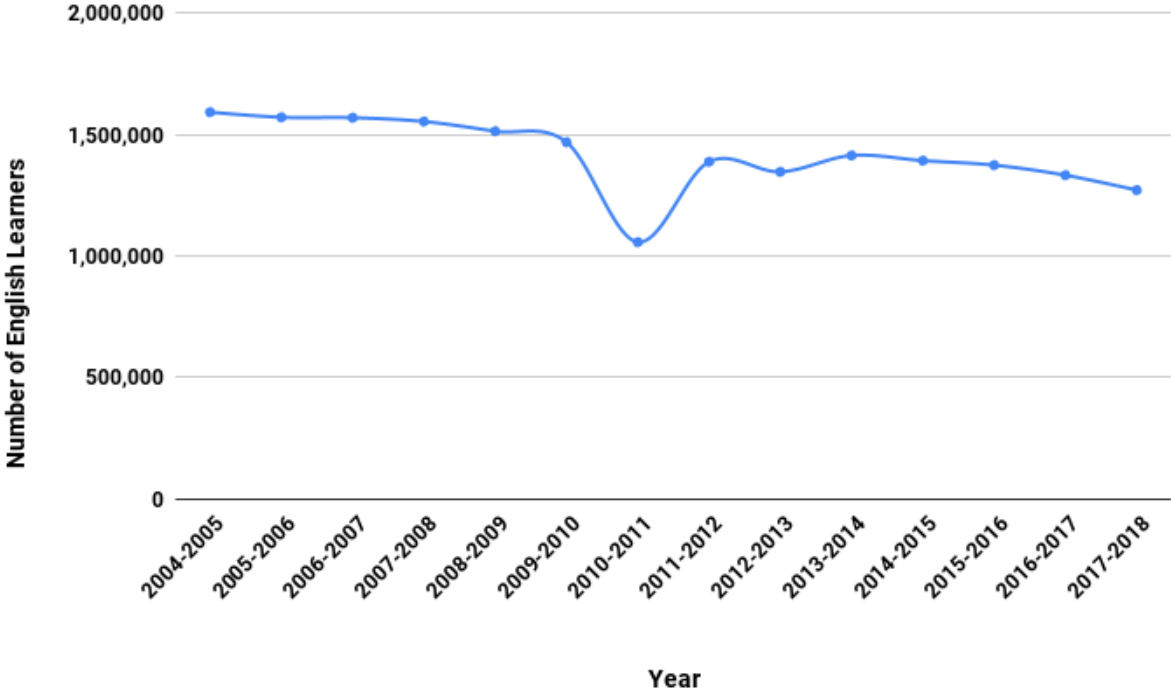


The graph in Figure 6 displays the number of EL students in LEAs that received Title III EL funding in 2017–18, per student allocation, and total funding per county provided in the table in Figure 5.

*Source:* 2017–18 California Longitudinal Pupil Achievement Data System

# ENGLISH LEARNER STUDENTS IN CALIFORNIA

Figure 7. Number of English Learner Students in California



The number of EL students in California has been stable over time, beginning in 2004-05 numbering 1.6 million EL students, with the exception of a significant drop in 2010–11 when California changed its data collection system from paper submission to the CALPADS electronic system. Over the last few years the number of EL students has been decreasing slightly since 2013-14 to 1.2 million EL students. There remains a large population of EL students in California’s education system, at approximately 20 percent.

Source: 2017–18 California Longitudinal Pupil Achievement Data System

In 2012, California adopted the English Language Development Standards aligned to the rigor of the State Common Core Standards. California also adopted an English Language Arts/English Language Development Framework in 2014.

## English Learner Student Enrollment in Kindergarten Through Grade Twelve

EL students are a significant portion of California public school students.

Kindergarteners make up 13.44 percent of EL students throughout K–12, making it the largest group of EL students from all grade levels. As students participate in EL-specific programs and resources, the number of EL students decreases.

- The majority of EL students (64.3 percent) were enrolled in the elementary grades, kindergarten through grade five.
- The remaining 35.6 percent were enrolled in the secondary grades, six through twelve. California’s EL student population makes up approximately 21 percent of all EL students in United States public schools (including those in U.S. territories).

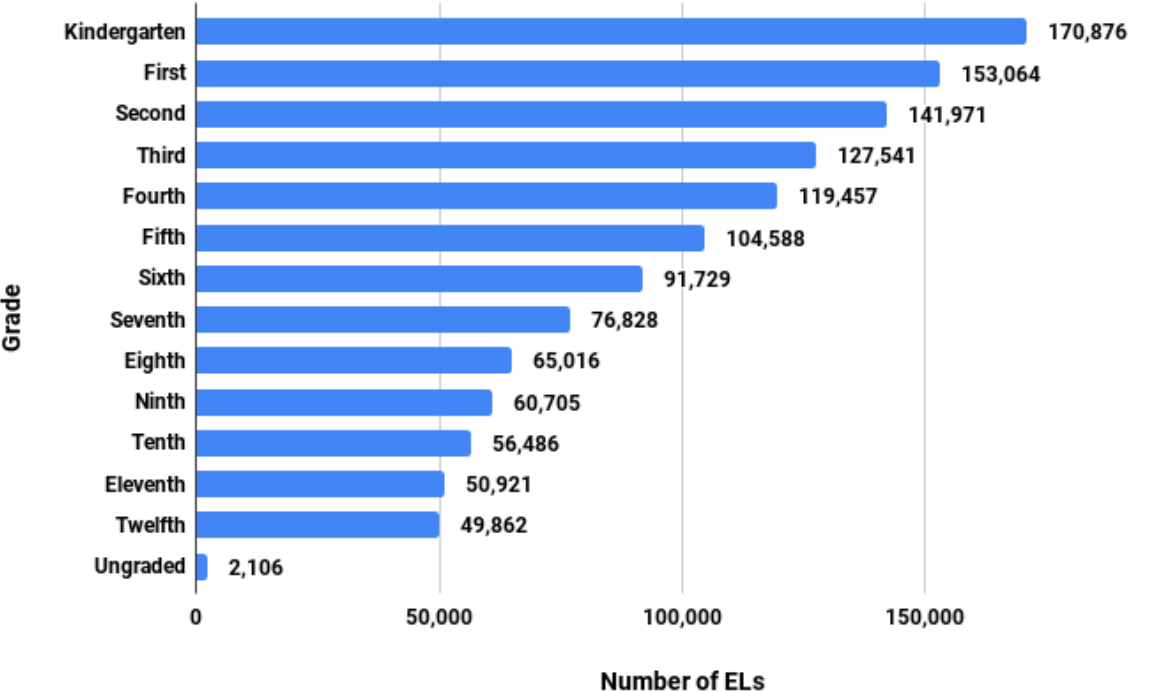
**Figure 8. California Enrollment of English Learner Students by Grade Level (2017–18)**

<b>Grade</b>	<b>Number of EL Students</b>	<b>Percentage of EL Students</b>
Kindergarten	170,876	13.44%
First	153,064	12.04%
Second	141,971	11.17%
Third	127,541	10.03%
Fourth	119,457	9.40%
Fifth	104,588	8.23%
Sixth	91,729	7.22%
Seventh	76,828	6.04%
Eighth	65,016	5.11%
Ninth	60,705	4.78%
Tenth	56,486	4.44%
Eleventh	50,921	4.01%
Twelfth	49,862	3.92%
Ungraded	2,106	0.17%
<b>Statewide Total</b>	<b>1,271,150</b>	<b>100%</b>

Source: 2017–18 California Longitudinal Pupil Achievement Data System



**Figure 9. Number of English Learner Students by Grade in California**



Source: 2017–18 California Longitudinal Pupil Achievement Data System

*This is a visual representation of information from Figure 8*

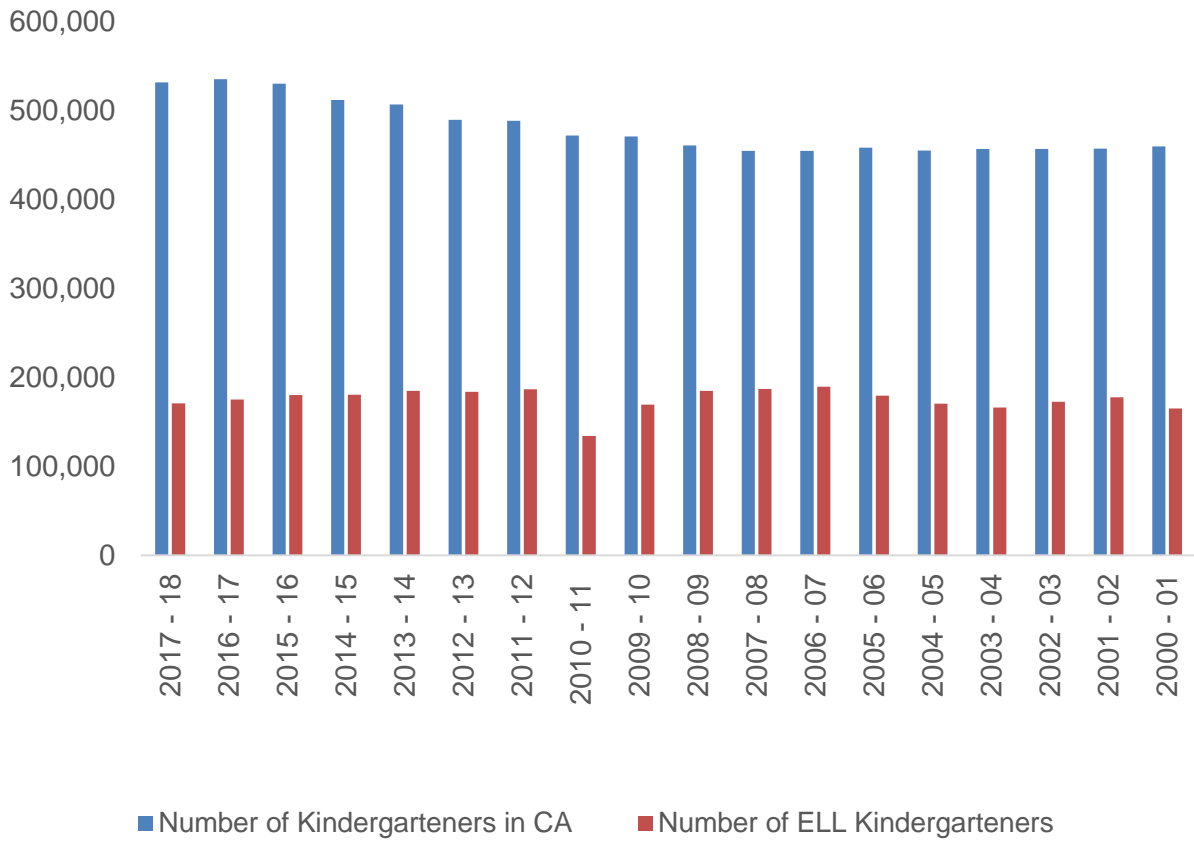
**Figure 10. California’s Proportion of English Learner Students in Kindergarten from 2000–17**

<b>Year</b>	<b>Total Number of Kindergarteners in CA</b>	<b>Total Number of English Learner Kindergarteners</b>	<b>Proportion of English Learner Kindergarteners in CA</b>
2017–18	531,725	170,876	32%
2016–17	535,379	175,317	33%
2015–16	530,531	180,263	34%
2014–15	511,985	180,441	35%
2013–14	506,831	185,020	37%
2012–13	489,810	183,892	38%
2011–12	488,742	186,717	38%
2010–11	471,918	134,369	28%
2009–10	471,041	169,365	36%
2008–09	461,062	184,770	40%
2007–08	454,743	186,982	41%
2006–07	454,771	189,564	42%
2005–06	458,440	179,622	39%
2004–05	455,134	170,559	37%
2003–04	456,968	166,248	36%
2002–03	456,940	172,828	38%
2001–02	457,165	177,638	39%
2000–01	459,771	165,210	36%

Figure 10 exhibits the number of kindergarteners compared to the number of English learner kindergarteners in California from 2000–17.

*Source:* California Department of Education *DataQuest*

**Figure 11. Number of Kindergarten English Learner Students and non-English Learner Students in California from 2000–17**



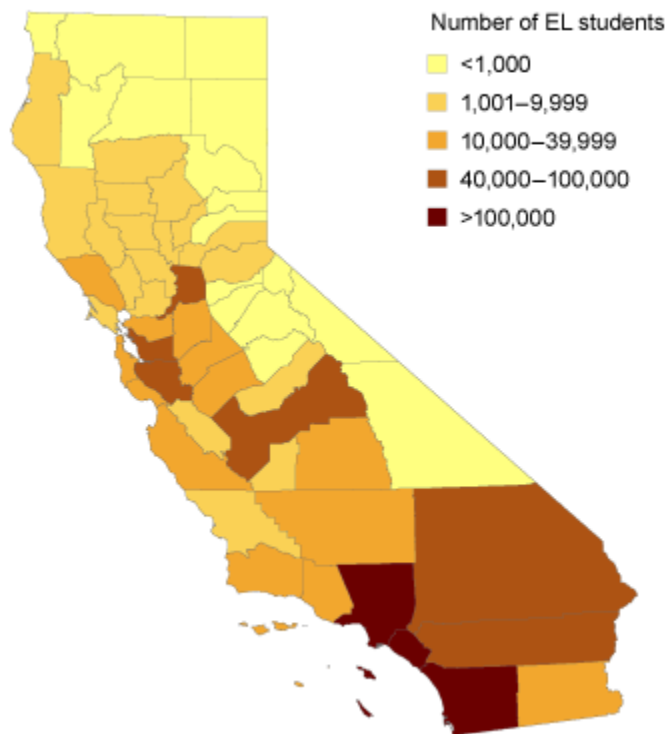
*This is a visual representation of the information in Figure 10*

### English Learner Students Throughout the State

EL students attend schools in each of the 58 counties and are distributed across the major regions of California consistent with the distribution of all K–12 students; except in Los Angeles County where EL students are more concentrated.

The five highest EL-enrolling counties in California are all in the southern part of the state: Los Angeles, Orange, San Diego, Riverside, and San Bernardino. Together these five counties have approximately 53 percent of the state’s EL student population.

**Figure 12. Concentration of English Learner Students Enrolled in Public Elementary and Secondary Schools by County**



Source: California Department of Education *DataQuest*

**Figure 13. Number and Percentage of English Learner Students by County in California (2017–18)**

<b>County</b>	<b>Number of EL Students</b>	<b>Percentage of EL Students</b>
Los Angeles	305,310	24.02%
Orange	113,938	8.96%
San Diego	103,226	8.12%
Riverside	81,722	6.43%
San Bernardino	69,194	5.44%
Santa Clara	62,147	4.89%
Fresno	40,623	3.19%
Sacramento	42,481	3.34%
Alameda	46,772	3.68%
Kern	37,125	2.92%
Ventura	31,334	2.47%
San Joaquin	32,042	2.52%
Monterey	30,553	2.40%
Tulare	27,073	2.13%
Stanislaus	26,403	2.08%
Contra Costa	30,734	2.42%
Other Counties	190,473	14.98%
<b>Statewide Total</b>	<b>1,271,150</b>	<b>99.99%</b>

Figure 13 lists the number and percentage of EL students in California by county. Los Angeles County has the largest percentage of EL students, making up 24.02 percent of the statewide total. Orange County has the second highest percentage of EL students in California at 8.96 percent.

*Source:* 2017–18 California Longitudinal Pupil Achievement Data System

**Figure 14. Percentage of English Learner Students by County in California (2017–18)**

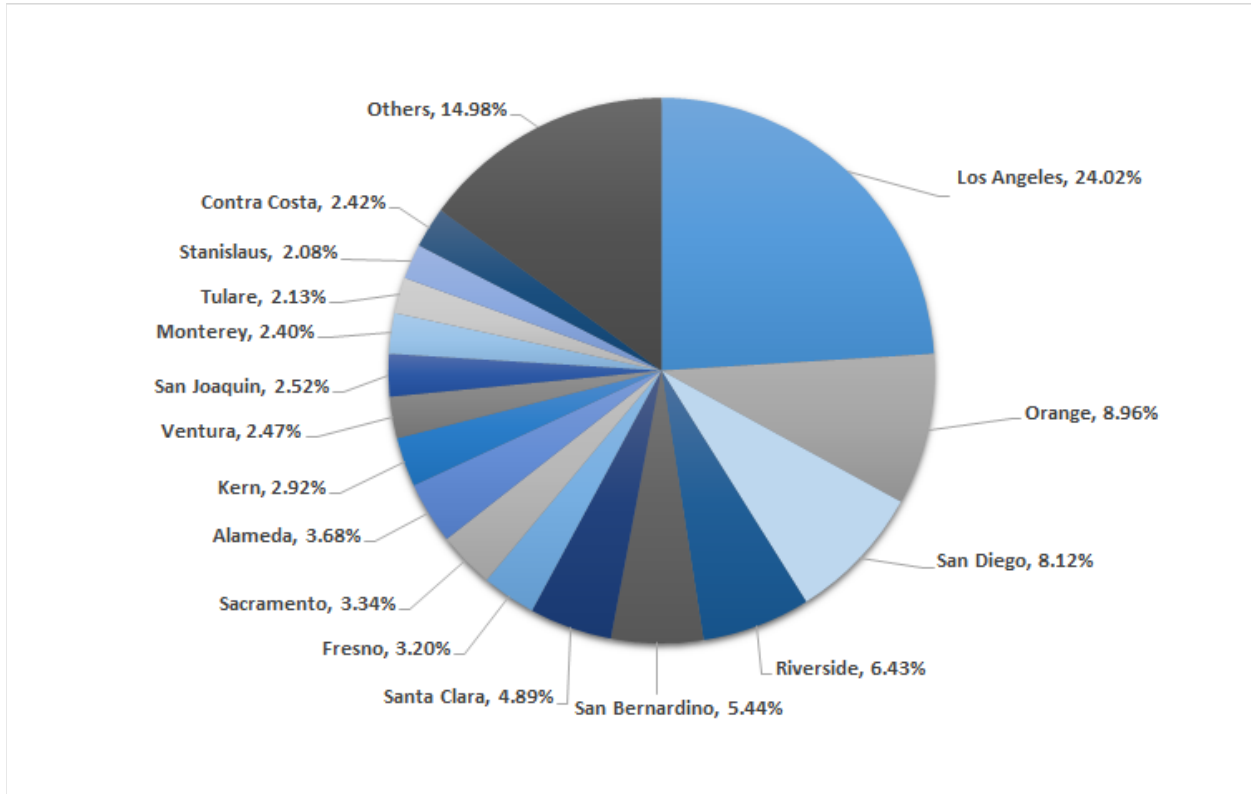


Figure 14 is a visual representation of the EL student population in California Counties. Those counties with relatively few EL students comprise *Other Counties*, at 14.98 percent.

Source: 2017–18 California Longitudinal Pupil Achievement Data System

*This is a visual representation of the information in Figure 13*

## English Learner Country of Origin

While some EL students are immigrants and newcomers to this country, the majority of EL students enrolled in California schools are born in the United States.

- In 2017–18, 82.05 percent of EL students were born in the United States. Following the United States, 6.02 percent of the EL student population were born in Mexico.

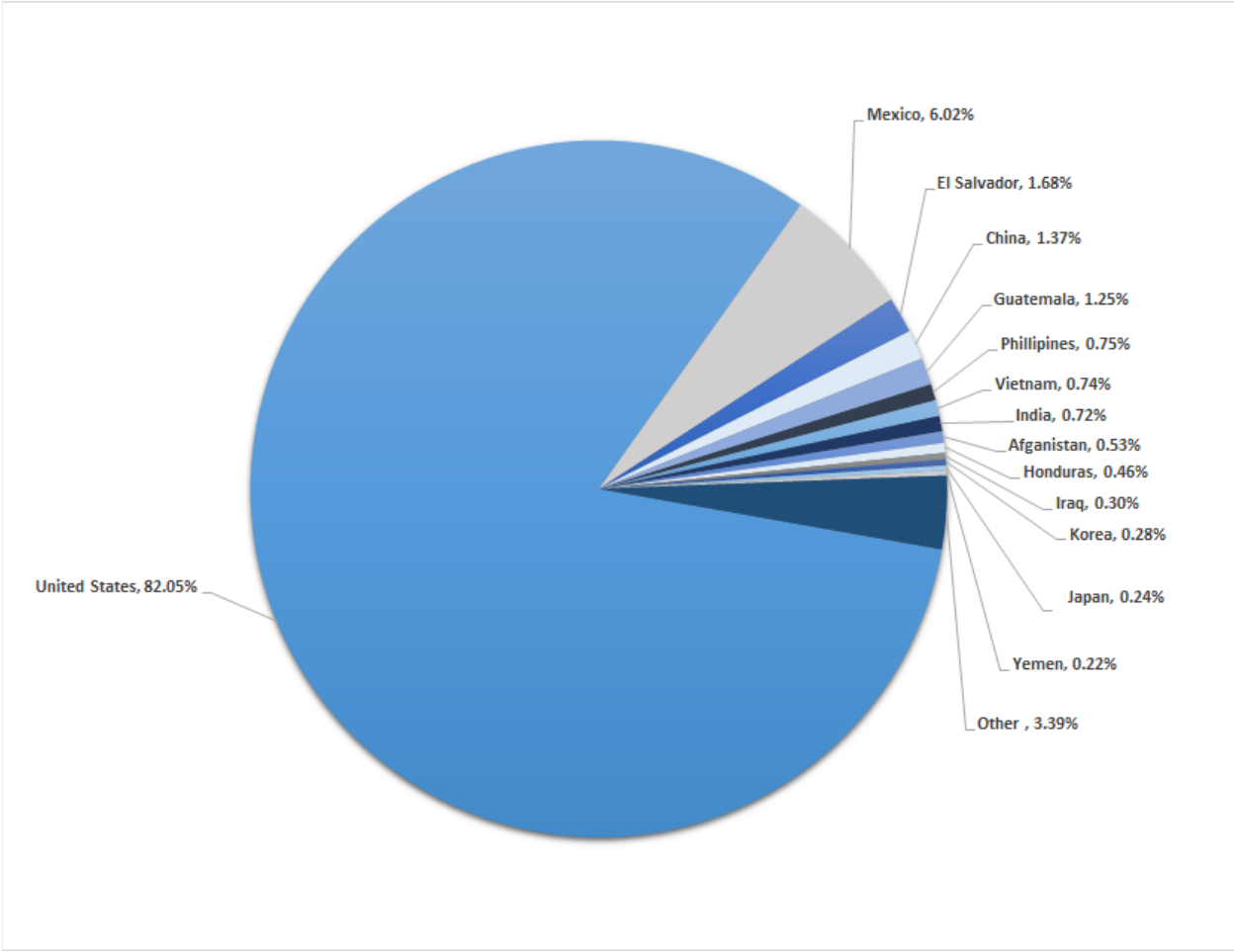
**Figure 15. Country of Origin of English Learner Students in California by Number and Percentage (2017–18)**

Country of Origin	Number of EL Students	Percentage of EL Students
United States	988,115	82.05%
Mexico	75,526	6.02%
El Salvador	20,185	1.68%
China	16,485	1.37%
Guatemala	15,034	1.25%
Philippines	9,077	0.75%
Vietnam	8,923	0.74%
India	8,611	0.72%
Afghanistan	6,383	0.53%
Honduras	5,489	0.46%
Iraq	3,580	0.30%
Korea	3,401	0.28%
Japan	2,919	0.24%
Yemen	2,687	0.22%
Other	40,841	3.38%
<b>Total</b>	<b>1,204,256</b>	<b>99.99%</b>

Source: 2017–18 California Longitudinal Pupil Achievement Data System

Note: The total number of ELs may be a moment-in-time count such as the Consolidated State Performance Report data collected and submitted to the U. S. Department of Education or a full year of data; and may not include private school participants.

**Figure 16. Percentage of English Learner Students in California by Country of Origin (2017–18)**



Source: 2017–18 California Longitudinal Pupil Achievement Data System

*This is a visual representation of the information in Figure 15*



## Languages Spoken by English Learner Students in California

Each year, LEAs submit student information to the CDE via CALPADS. Through CALPADS the CDE report provides information about the languages spoken by students in California schools. The CALPADS data may be viewed on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

- There are 67 major language groups included in CALPADS.
- 2,637,412 students were reported as speaking a home language other than English. That number represented about 42.4 percent of the state's total school enrollment. The number is comprised of the total number of EL students and fluent-English-proficient students who reported a home language other than English on the Home Language Survey.

### Definition of Terms

- **Fluent English proficient students.** Fluent English proficient (FEP) students have a primary language other than English and have been assessed on the state's English language proficiency assessment. The FEP category includes both students who were identified as FEP on initial identification (IFEP) and students reclassified from English learner status to fluent English proficient (RFEP).
  - In California, 22.0 percent (1,366,262) of the total enrollment of students were FEP in 2017–18.
- **English-only students.** Students who do not have a home language other than English are identified as English-only.
  - In California, 57.4 percent (3,569,666) of the total enrollment of students did not state a home language other than English in 2017–18.
- **English learner students.** Students who have a home language other than English as reported on the Home Language Survey.
  - In California, 20.6 (1,271,150) percent of the total enrollment of students reported a home language other than English on the Home Language Survey.

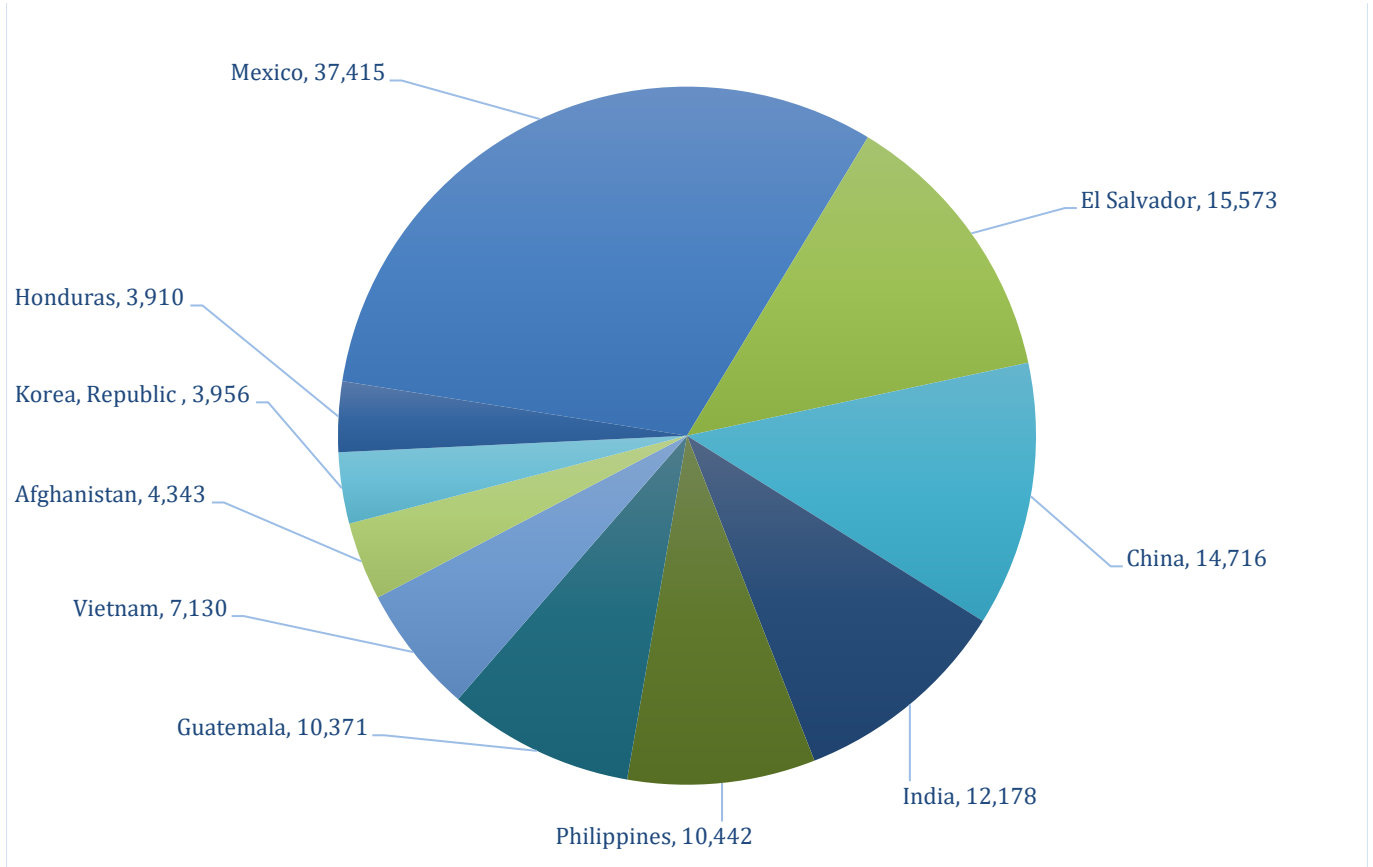
**Figure 17. Languages Spoken by English Learner Students in California (2017–18)**

<b>Languages</b>	<b>Number of EL Students</b>	<b>Percentage of EL Students</b>
Spanish	1,044,793	82.19%
Vietnamese	27,573	2.17%
Mandarin	22,661	1.78%
Arabic	19,008	1.50%
Pilipino/Tagalog	16,124	1.27%
Cantonese	15,280	1.20%
Korean	10,035	0.79%
Punjabi	9,433	0.74%
Hmong	9,146	0.72%
Russian	8,750	0.69%
Farsi (Persian)	7,568	0.60%
Other	80,779	6.35%
<b>Statewide Total</b>	<b>1,271,150</b>	<b>100.00%</b>

Figure 17 reports the most common languages spoken by EL students in California schools during 2017–18. Spanish is most common language at 82.19 percent, followed by Vietnamese at 2.17 percent, and Mandarin at 1.78 percent.

*Source:* 2017–18 California Longitudinal Pupil Achievement Data System

**Figure 18. Languages Spoken by English Learner Students in California (2017–18)**



Source: 2017–18 California Longitudinal Pupil Achievement Data System

*This is a visual representation of the information in Figure 17*

## **Immigrant Students in California**

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), sections 3201(1) and (5) define immigrant children and youth as individuals who:

- are aged 3 through 21
- were not born in any state, and
- have not been attending one or more schools in any one or more states for more than three full (cumulative) academic years.

In 2017–18, 174,726 immigrant students were enrolled in California public schools.

Each year, public schools submit information to the CDE via CALPADS regarding the number of immigrant students enrolled. More information can be found on the CDE CALPADS web page at: <https://www.cde.ca.gov/ds/sp/cl/>.

## **Private School Participation**

Non-profit private schools submit a Student National Origin Report (SNOR) to the CDE that provides information about the number of immigrant students enrolled in non-profit private schools. The SNOR forms and data may be viewed on the CDE Title III Data and Data Collection web page at <https://www.cde.ca.gov/sp/el/t3/data.asp>. The CDE Student National Origin Report web page at <https://www.cde.ca.gov/sp/el/t3/snor.asp> has a directory of national origin names, including United States possessions and trust territories.

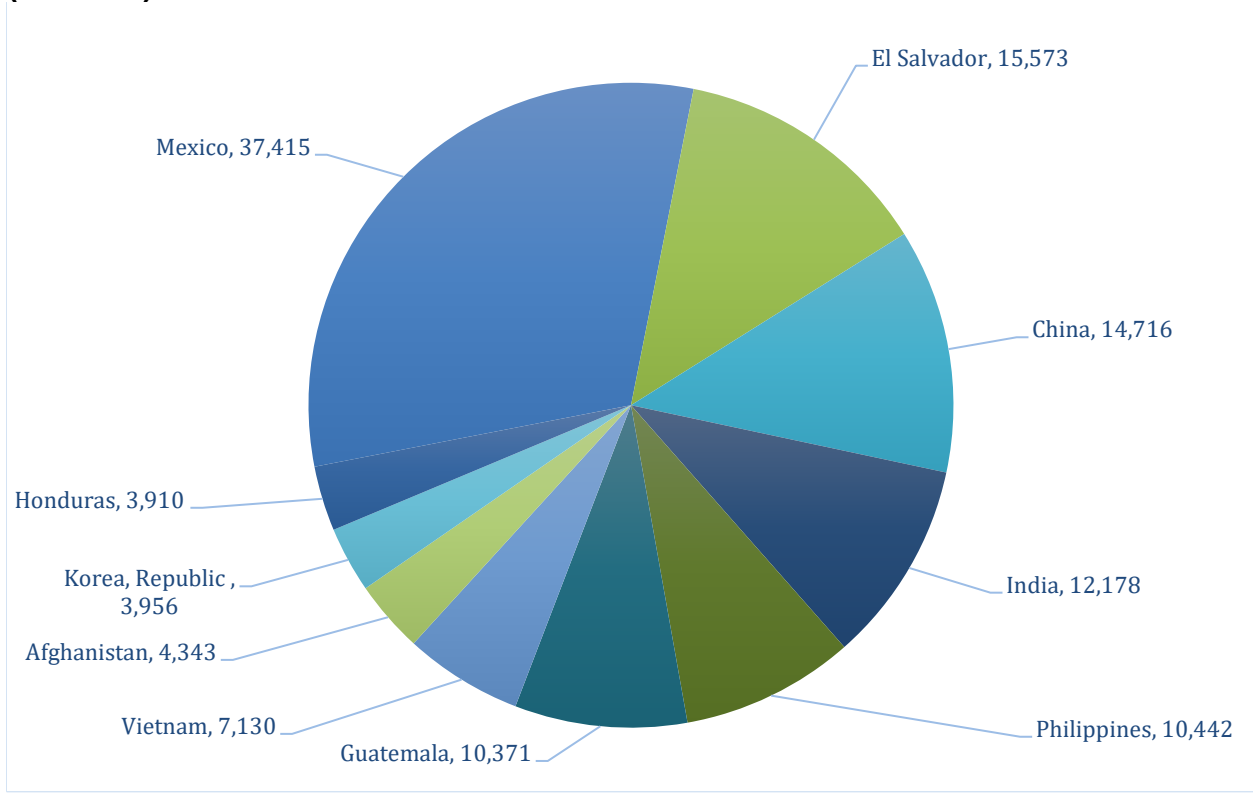
**Figure 20. Countries of Origin for Immigrant Students in California (2017–18)**

<b>Country</b>	<b>Number of Immigrant Students</b>
Mexico	37,415
El Salvador	15,573
China	14,716
India	12,178
Philippines	10,442
Guatemala	10,371
Vietnam	7,130
Afghanistan	4,343
Korea, Republic	3,956
Honduras	3,910
Japan	3,691
Canada	2,385
United Kingdom	2,081
Iraq	2,041
Iran, Republic of	2,000
Armenia	1,918
Russian Federation	1,831
Syrian Arab Republic	1,788
Yemen	1,530
Egypt	1,527
Brazil	1,526
Germany	1,384
Israel	1,348
Pakistan	1,340
Ukraine	1,280
Taiwan, Province of China	1,229
France	1,008
All Other Countries	24,785
<b>Total</b>	<b>174,726</b>

Figure 20 shows the countries of origin for immigrant students in California public schools as of fall 2017. Not all immigrant students are funded by Title III. The largest portion of immigrant students originate from Mexico, 37,415, followed by El Salvador at 15,573 immigrant students. The data demonstrates the diversity of California’s immigrant student population.

*Source:* 2017–18 California Longitudinal Pupil Achievement Data System

**Figure 21. Top 10 Countries of Origin for Immigrant Students in California (2017–18)**



Source: 2017–18 California Longitudinal Pupil Achievement Data System

*This is a visual representation of the information in Figure 20*

## **Migratory Students Basic Facts**

In the 2017–18 school year, 31,855 students who were enrolled in K–12 were migratory students also identified as EL students. These students constituted approximately 0.51 percent of all enrollment in California public schools.

- The migratory population decreased from 90,122 in 2016–17 to 81,815 in 2017–18.
- The majority of migratory EL students (50.5 percent) were enrolled in the elementary grades, kindergarten through grade five. The remaining 49.5 percent were enrolled in the secondary grades, six through twelve.
- One out of every three migratory students in the United States lives in California.

## **Migratory Students Who are English Learner Students**

The CDE provides assistance to local schools and districts to achieve the following goals according to the ESSA purposes of Migrant Education:

1. To assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. To help migratory children benefit from state and local systemic reforms.

## Migratory Student Eligibility

Migratory students are those whose parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity. A young adult may also qualify if he or she has moved on his own within the past three years to engage in qualifying work or sought to obtain qualifying work (with a history of qualifying moves). The eligibility period is three years from the date of the last move. More information can be found on the CDE Overview of Migrant Education in California web page at <https://www.cde.ca.gov/sp/me/mt/overview.asp>.

**Figure 22. Top 10 Counties with Migratory Students (2017–18)**

County	Number of Migrant Students
Kern	3,683
Monterey	2,462
Tulare	2,417
Fresno	2,221
Imperial	1,723
Santa Barbara	1,686
Los Angeles	1,526
San Diego	1,344
Stanislaus	1,344
Riverside	1,163

Figure 22 displays the top 10 counties with migratory students

2017–18. Kern county has the highest number of migrant students (3,683), followed by Monterey with 2,462 migrant students.

*Source:* 2017–18 California Longitudinal Pupil Achievement Data System



**Figure 23. Top 10 Languages Spoken by Migratory Students Who Are English Learner Students (2017–18)**

<b>Languages</b>	<b>Number of EL Students</b>
Spanish	30,401
Mixteco	866
Punjabi	336
Other non-English languages	155
Zapoteco	25
Ilocano	22
Hmong	21
Urdu	11
Filipino (Pilipino or Tagalog)	4
Bengali	3

Figure 23 displays the top 10 languages spoken by migratory EL students in 2017–18. Spanish was the top language spoken by migratory EL students at 30,401, followed by Mixteco at 866.

*Source:* 2017–18 California Longitudinal Pupil Achievement Data System

### **Proposition 58 Program Options for English Learner Students**

The California Education for a Global Economy (CA Ed.G.E.) Initiative, also known as Proposition 58, was approved by California voters in November 2016. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy.

The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language programs for both native and non-native English speakers, and requires school districts and county offices of education to solicit parent and community input in developing these programs. More information can be found on the CDE CA Education for a Global Economy Initiative web page at <https://www.cde.ca.gov/sp/el/er/caedge.asp>.

**Figure 24. Proposition 58 Program Options for English Learner Students**

<b>Program Options</b>	<b>For Whom</b>	<b>How Long/Grade Levels Served</b>	<b>Designated and Integrated ELD</b>	<b>Primary Language (L1)</b>	<b>Comments</b>
<b>Structured English Immersion</b>	English learner students	Until reclassified.	Designated and Integrated required	L1 provided.	Taught “nearly all in English”.
<b>Dual Language Immersion</b>	Native speakers of English and native speakers of another language.	K–8, preferably K–12 or until reclassified.	Required for English learner students	Both English and L1 usually throughout elementary school.	The goals of dual language immersion is to achieve high academic attainment, first and second language proficiency, and cross-cultural understanding.
<b>Transitional Bilingual</b>	English learner students utilizing English and their primary language.	Approximately 3–4 years.	Required	Both English and L1 used. After transition, no further instruction in L1.	The goal of a transitional bilingual program is to transition EL students to English-only instruction.  English proficient student may participate.
<b>Developmental Bilingual</b>	English learner students utilizing English and their primary language.	Approximately 5–6 years or longer.  K–8 or until reclassified.	Required	Both English and L1 usually throughout elementary school.	The goal of a developmental bilingual program is to maintain student’s primary language in addition to becoming fluent-English-proficient.  English proficient student may participate.
<b>Other Multilingual Programs</b>	Depending on specific program model.	For as long as the program model calls for or until reclassified.	Required for English learner students	L1 provided.	Prop 58 repealed English only mandate, allowing non-English languages to be integrated into EL instruction.

Figure 24 summarizes Proposition 58 and the program options.

## English Learner Students Reclassified to Fluent-English Proficient

The annual CALPADS data collection reports the number and percent of students reclassified from EL to RFEP status since the last census. The percent is calculated by dividing the number of reclassified students by the prior year's English learner count, then multiplying by 100.

In 2017–18, 193,899 EL students were reclassified to fluent-English-proficient status. For the 2017–18 CALPADS report, students were designated according to the locally adopted multiple criteria, standards, and procedures that demonstrated that the students had an English language proficiency comparable to that of average native English speakers. On April 28, 2017, the CDE provided guidance regarding reclassification options during the transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC).

The summative ELPAC became operational on February 1, 2018, allowing LEAs to use the results to determine whether or not a student has met the English language proficiency assessment criterion, in addition to the existing reclassification criteria of 2017–18. Because the threshold scores at the time were preliminary, LEAs determined their own ELPAC threshold scores, in combination with the general performance level descriptors provided on the CDE Summative ELPAC General PDLs web page at <https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>, for reclassification purposes until the State Board of Education (SBE) approved the final threshold scores in fall 2018.

For guidance for the 2019–20 school year and beyond, the CDE has provided new reclassification guidelines to determine whether or not a student has met the English language proficiency assessment criterion. More information regarding the 2019–20 reclassification changes can be <https://www.cde.ca.gov/sp/el/rd/reclass1920.asp>.

### Definition of Term

- **Reclassified Fluent English Proficient (RFEP):** This category is comprised of EL students who were reclassified to FEP (fluent-English-proficient) status since the prior year census. These students are reclassified according to multiple criteria, standards, and procedures adopted by the district\*. Students being reclassified have demonstrated that they have an English language proficiency comparable to that of average native English speakers.

\*For the 2017–18 school year

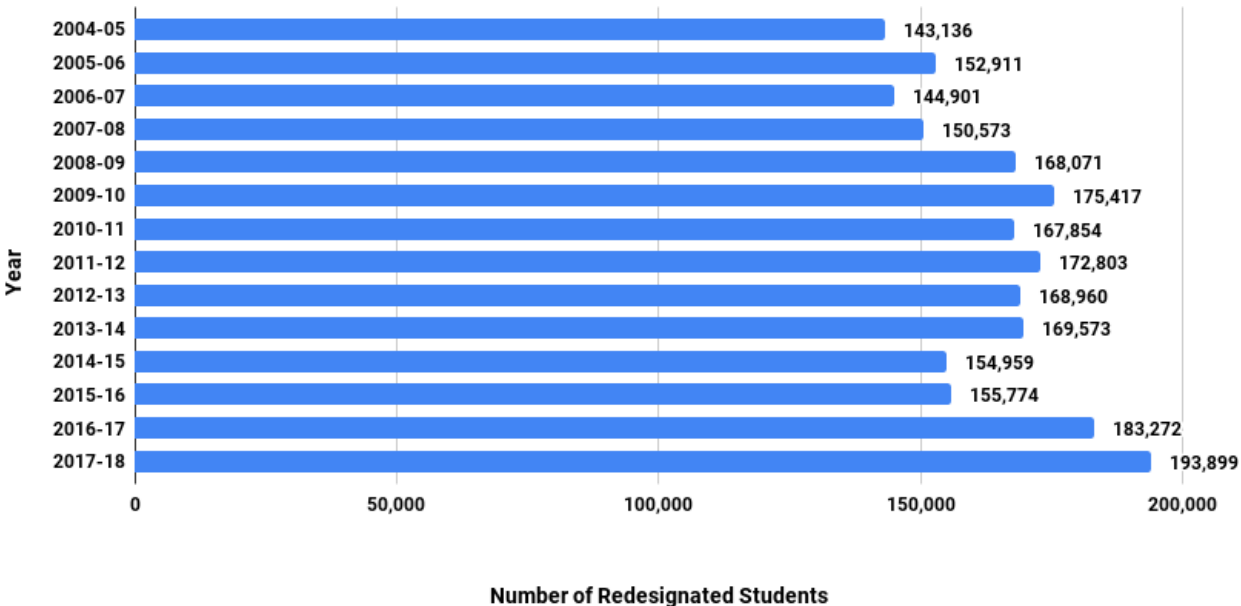
**Figure 25. Number and Percent of Reclassified English Learner Students in California (2005–18)**

<b>Year</b>	<b>Number of EL Students Reclassified</b>	<b>Percentage of EL Students Reclassified</b>
2004–05	143,136	9.0%
2005–06	152,911	9.6%
2006–07	144,901	9.2%
2007–08	150,573	9.6%
2008–09	168,071	10.8%
2009–10	175,417	11.6%
2010–11	167,854	11.4%
2011–12	172,803	12.0%
2012–13	168,960	12.2%
2013–14	169,573	12.0%
2014–15	154,959	11.0%
2015–16	155,774	11.2%
2016–17	183,272	13.3%
2017–18	193,899	14.6%

Figure 25 displays the number and percent of reclassified EL students in California from 2004–18. Since 2004, the percent of EL students being reclassified increased from 9.0 percent in 2004–05 to 14.6 percent in 2017–18.

*Source:* California Longitudinal Pupil Achievement Data System

**Figure 26. Number of Reclassified Students by Year in California**



Source: California Longitudinal Pupil Achievement Data System

*This is a visual representation of the information in Figure 25*

Figure 27. Percent of Reclassified Students in California by Grade and School Year from 2014–18

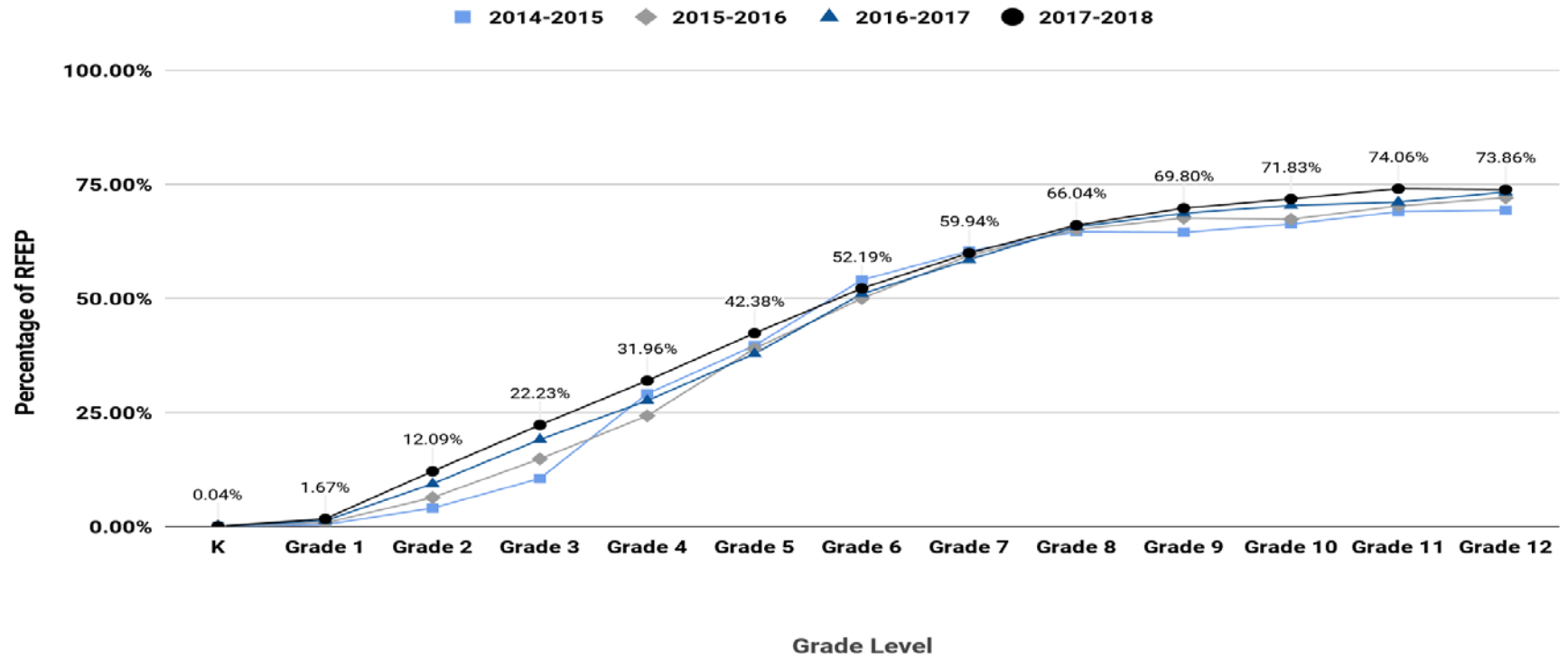


Figure 27 displays the percent of reclassified EL students in California by grade and school year from 2014–18. The majority of students are reclassified by 11<sup>th</sup> and 12<sup>th</sup> grade.

Source: 2017–18 California Longitudinal Pupil Achievement Data System

## English Language Proficiency Assessments for California

The ELPAC is the required state test of ELP that must be given to students whose primary language on the Home Language Survey is other than English. State and federal laws require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The CDE transitioned from the CELDT to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as EL students, and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. More information can be found on the CDE English Language Proficiency Assessments for California (ELPAC) web page at <https://www.cde.ca.gov/ta/tg/ep/>.

**Figure 28. ELPAC Overall Threshold Scores for the 2017–18 School Year**

<b>Grade/Grade Span</b>	<b>Level 1 (Min-Max)</b>	<b>Level 2 (Min-Max)</b>	<b>Level 3 (Min-Max)</b>	<b>Level 4 (Min-Max)</b>
K	(1150-1378)	(1379-1413)	(1414-1443)	(1444-1700)
1	(1150-1414)	(1415-1436)	(1437-1466)	(1467-1700)
2	(1150-1419)	(1420-1446)	(1447-1488)	(1489-1700)
3-5	(1150-1458)	(1459-1489)	(1490-1538)	(1539-1800)
6-8	(1150-1472)	(1473-1510)	(1511-1553)	(1554-1900)
9-10	(1150-1486)	(1487-1530)	(1531-1580)	(1581-1950)
11-12	(1150-1487)	(1488-1529)	(1530-1587)	(1588-1950)

Figure 28 displays the English Language Proficiency Assessments for California (ELPAC) overall threshold scores for the 2017–18 school year.

*Source:* Local Educational Agency English Language Proficiency Assessments for California 2017–18 Student Data File Layout.



**Figure 29. Number and Percent of Students at each ELPAC Performance Level (2017–18)**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>All</b>
<b>Level 4 Number</b>	23,858	64,024	58,653	12,209	20,448	28,194	17,337	18,418	18,896	11,231	12,812	9,509	7,586	303,175
<b>Level 4 Percentage</b>	49.73%	45.50%	47.51%	11.09%	20.34%	32.19%	22.95%	29.06%	35.83%	23.82%	28.19%	23.89%	22.57%	31.32%
<b>Level 3 Number</b>	12,201	40,097	43,451	44,651	47,447	39,382	29,601	23,813	18,031	14,354	13,370	13,778	11,029	351,205
<b>Level 3 Percentage</b>	25.43%	28.50%	35.19%	40.56%	47.20%	44.97%	39.18%	37.58%	34.19%	30.44%	29.42%	34.62%	32.81%	36.28%
<b>Level 2 Number</b>	8,110	20,026	14,348	32,926	21,223	12,641	19,252	13,750	9,527	12,021	9,796	8,991	7,282	189,893
<b>Level 2 Percentage</b>	16.91%	14.23%	11.62%	29.91%	21.11%	14.43%	25.48%	21.70%	18.07%	25.49%	21.55%	22.59%	21.66%	19.62%
<b>Level 1 Number</b>	3,804	16,553	7,014	20,302	11,395	7,364	9,364	7,392	6,278	9,547	9,470	7,522	7,719	123,724
<b>Level 1 Percentage</b>	7.93%	11.76%	5.68%	18.44%	11.34%	8.41%	12.39%	11.66%	11.91%	20.25%	20.84%	18.90%	22.96%	12.78%
<b>Total Number Per Grade</b>	47,973	140,700	123,466	110,088	100,513	87,581	75,554	63,373	52,732	47,153	45,448	39,800	33,616	967,997

Figure 29 above displays the ELPAC average scores by grade in the 2017–18 school year.

*Source:* 2017–18 California Longitudinal Pupil Achievement Data System

## **State Seal of Biliteracy (SSB)**

The State Seal of Biliteracy (SSB) was established in 2011 to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

The purposes of the SSB are to encourage pupils to study world languages, to certify attainment of biliteracy, to provide employers with a method of identifying people with language and biliteracy skills, to provide universities with a method to recognize and give academic credit to applicants, to prepare pupils with 21<sup>st</sup> Century skills, to recognize and promote *world* language instruction in public schools, and to strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community (*Education Code [EC] Section 51460*). More information can be found on the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

## **SSB Requirements**

A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English to be awarded the SSB.

The student must demonstrate:

1. Completion of all English-language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
2. Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts, or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the Superintendent for any successor test.
3. Proficiency in one or more languages, other than English, demonstrated through one of the following methods:
  - a. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or higher.
  - b. Successful completion of a four-year high school course of study in a world language, with an overall grade point average of 3.0 or above in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.
  - c. Passage of a district test with a score of proficient or higher (if no AP examination or off the shelf language test exists and the school district can certify that the test meets the level of an AP exam), demonstrating

proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.

- d. Passage of the SAT II world language examination with a score of 600 or higher.
4. If the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the ELPAC or any successor English language proficiency assessment (*EC* Section 51461).

As part of the Global California 2030 Initiative, the goal is to vastly expand the number of students who know at least two languages. In 12 years the CDE's goal is to more than triple the number of students who earn the State Seal of Biliteracy.

- In 2017–18, graduating high school students surpassed the projected goal, and 55,212 Seals were awarded.
- More information about the Global California 2030 Initiative can be found in the CDE Global California 2030 report (PDF):  
<https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>.

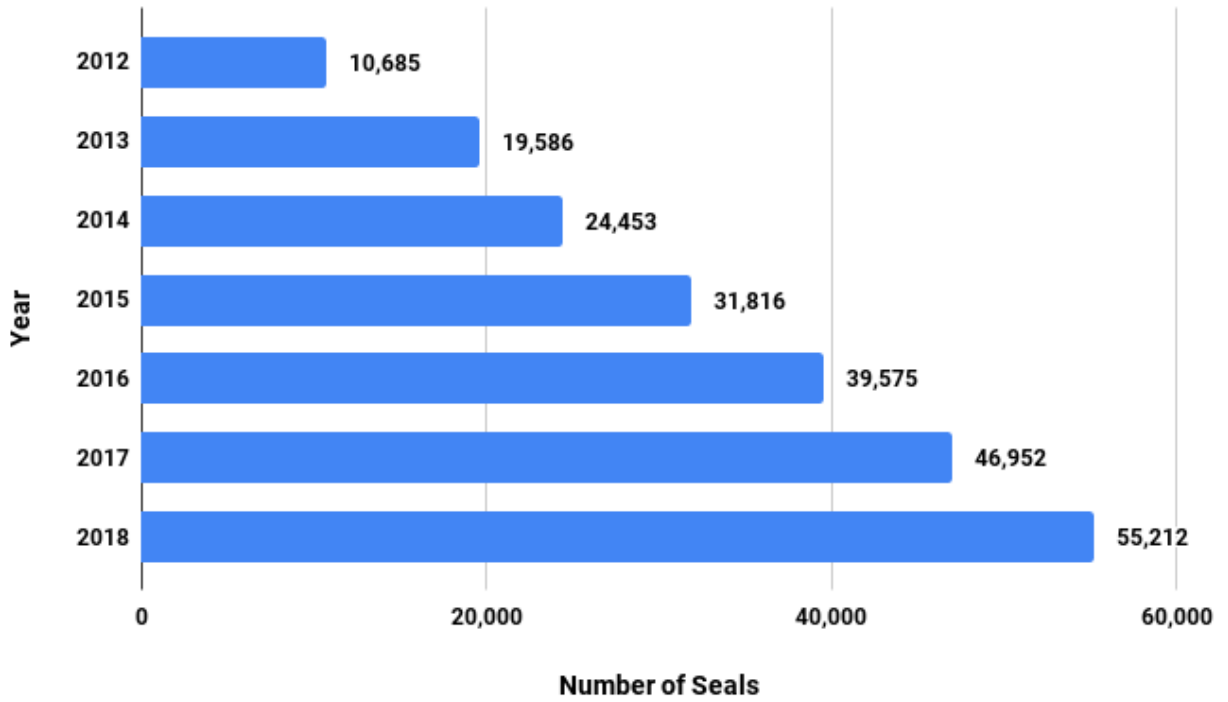
**Figure 30. Number of Seals of Biliteracy Earned Each Year in California (2012–18)**

<b>Years</b>	<b>Number of Seals</b>
2012	10,685
2013	19,586
2014	24,453
2015	31,816
2016	39,575
2017	46,952
2018	55,212
<b>Total</b>	<b>228,279</b>

Figure 30 demonstrates the number of Seals of Biliteracy earned per school year in California. From 2012–18, the number of Seals earned has increased each year.

Source: Retrieved from the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

**Figure 31. Number of Seals of Biliteracy Earned Each Year**



*This is a visual representation of the information in Figure 30*

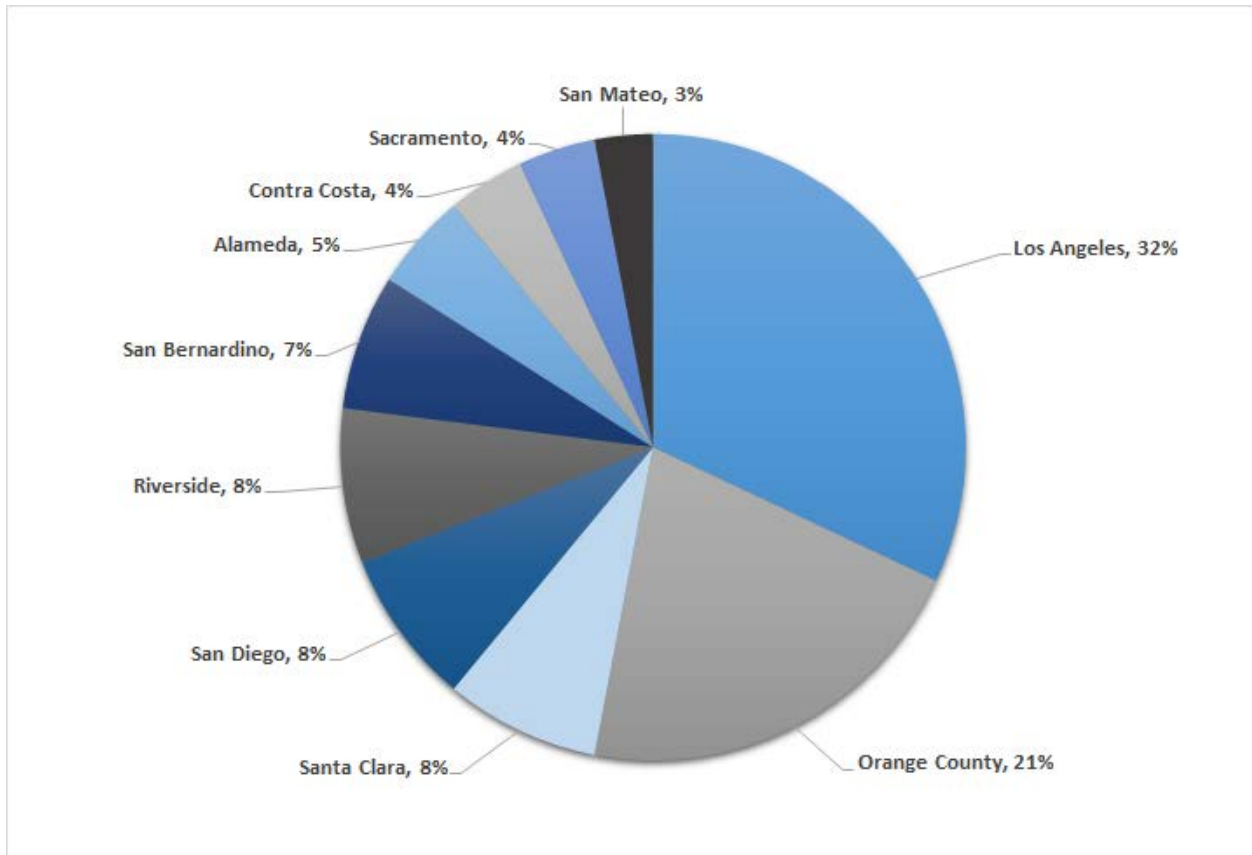
**Figure 32. Top Ten Counties Requesting Seals in California (2017–18)**

<b>County</b>	<b>Percentage of Seals</b>
Los Angeles	32%
Orange	21%
Santa Clara	8%
San Diego	8%
Riverside	8%
San Bernardino	7%
Alameda	5%
Contra Costa	4%
Sacramento	4%
San Mateo	3%

Figure 31 above shows the top ten Seal requesting counties in California for 2017–18. Los Angeles County, having the most ELs, also has the most requests to recognize students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages other than English.

*Source:* Retrieved from the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

**Figure 33. Top Ten Counties Requesting the California SSB (2017–18)**



*This is a visual representation of the information in Figure 32*

**Figure 34. Percent of Seals Earned for the Top 10 Languages in California (2017–18)**

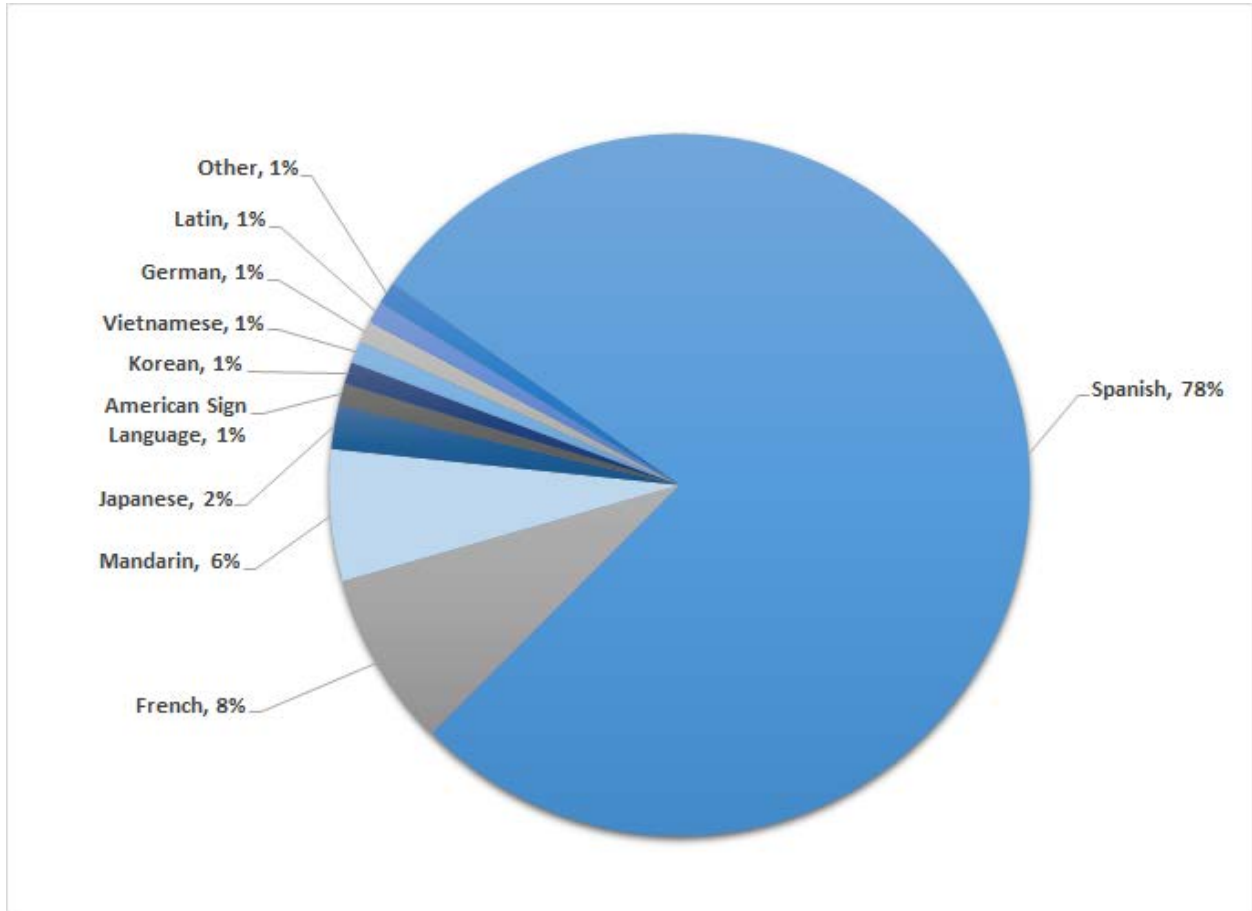
<b>Top Requested Language</b>	<b>Percent of Seals</b>
Spanish	78%
French	8%
Mandarin	6%
Japanese	2%
American Sign Language	1%
Korean	1%
Vietnamese	1%
German	1%
Latin	1%
Other	1%

Figure 34 displays the top ten requested languages for the SSB in California for 2017–18. Spanish is the most requested language, at 77 percent, followed by French at 8 percent.

Source: Retrieved from the CDE Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>



**Figure 35. Percent of Seals Earned by Language Requested (2017–18)**



*This is a visual representation of the information in Figure 34*

## English Learner Students with Disabilities

Under the Individuals with Disabilities Education Act (IDEA), the state is required by federal reporting requirements to report an Annual Performance Report on the outcomes of California's students with disabilities and provide the status of each LEA in regard to performance and compliance indicators.

In the 2017–18 school year, 774,665 students with disabilities age 0–22 were served in California's public school system. This represents 12.5 percent of California's total student population of 6,220,413. Within the 12.5 percent of Students with Disabilities for all populations, there are EL students.

- **17 percent** (211,597) of EL students participate in an Individualized Education Program (IEP) and are therefore identified as Students with Disabilities.

The California Department of Education must ensure that the LEAs identify students with disabilities and provide the resources and supports they need to have equal access to education, regardless of race or ethnicity, or national origin.

The *California Practitioners' Guide for Educating English Learners with Disabilities* (PDF) is available on the CDE Announcements & Current Issues web page at <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>.

Statewide professional development is scheduled to begin in the near future to introduce the CA Practitioners' Guide for Educating English Learners with Disabilities.

*Source:* SBE Item 21 of the January, 2019 SBE meeting - State Annual Performance Report for Part B of the Individuals with Disabilities Education Act of 2004 covering program year 2017–18. More information can found on the CDE SBE Agenda for January 2019 web page at <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201901.asp>.

## California School Dashboard and System of Support

California's new accountability and continuous improvement system provides information about how LEAs and schools are meeting the needs of California's diverse student population.

The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. Some examples of assessments include academic performance, academic engagement, English learner progress, and school climate. The images below demonstrate the format of the assessments by category.

### Academic Performance

#### English Language Arts

##### English Learners



Yellow

47.1 points below standard

Increased 3.3 Points 

Number of Students: 1,000,703

#### Mathematics

##### English Learners



Orange

69.9 points below standard

Maintained 1.5 Points

Number of Students: 999,887

#### College/Career

##### English Learners



Orange

14.5% prepared

Maintained 1.9%

Number of Students: 73,613

#### English Learner Progress

[LEARN MORE](#)

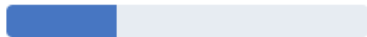
##### English Learner Progress

English Language Proficiency Assessments for California Results

Number of Students: 1,140,229

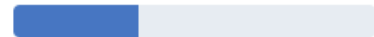
Level 4 - Well Developed

30.6%



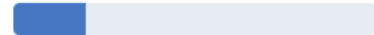
Level 3 - Moderately Developed

34.6%



Level 2 - Somewhat Developed

20.2%

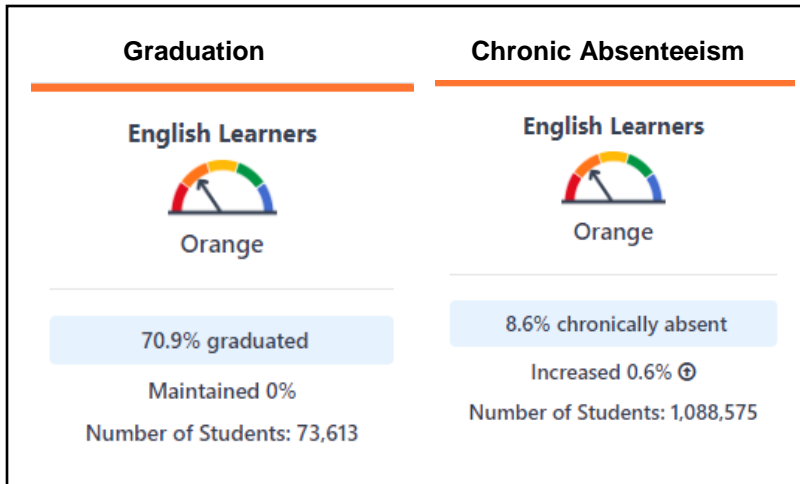


Level 1 - Beginning Stage

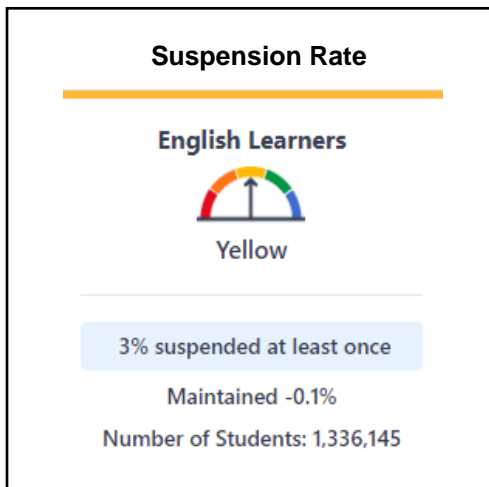
14.6%



## Academic Engagement



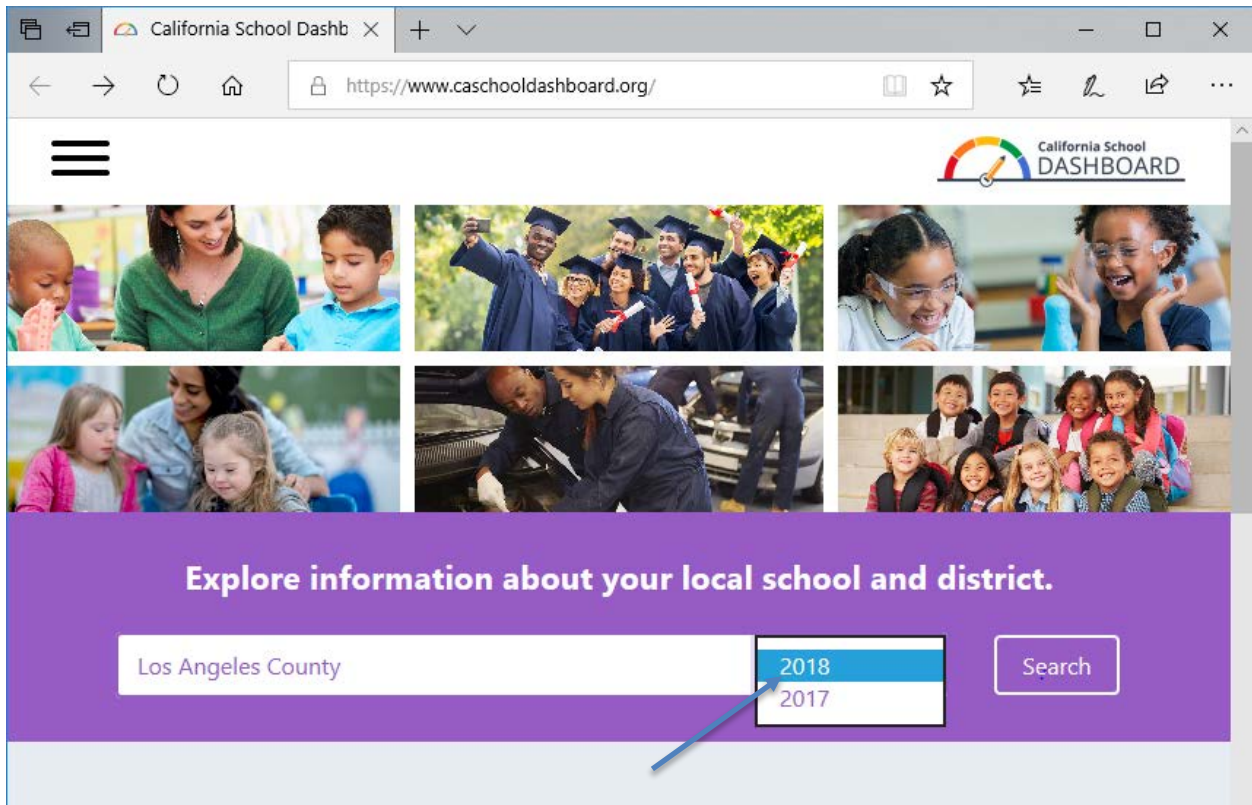
## Conditions and Climate



## How to Navigate the Dashboard

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

1. Go to the CDE California School Dashboard web page at <https://www.caschooldashboard.org/>
2. Select the school, district or county of your choice
3. Select the year you would like to view



## How to Navigate *DataQuest*

Demographic information regarding the education of EL students is reported every March on the CALPADS report. Data can be viewed on the CDE Student & School Data Files (Downloadable) web page at <https://www.cde.ca.gov/ds/sd/sd/>.

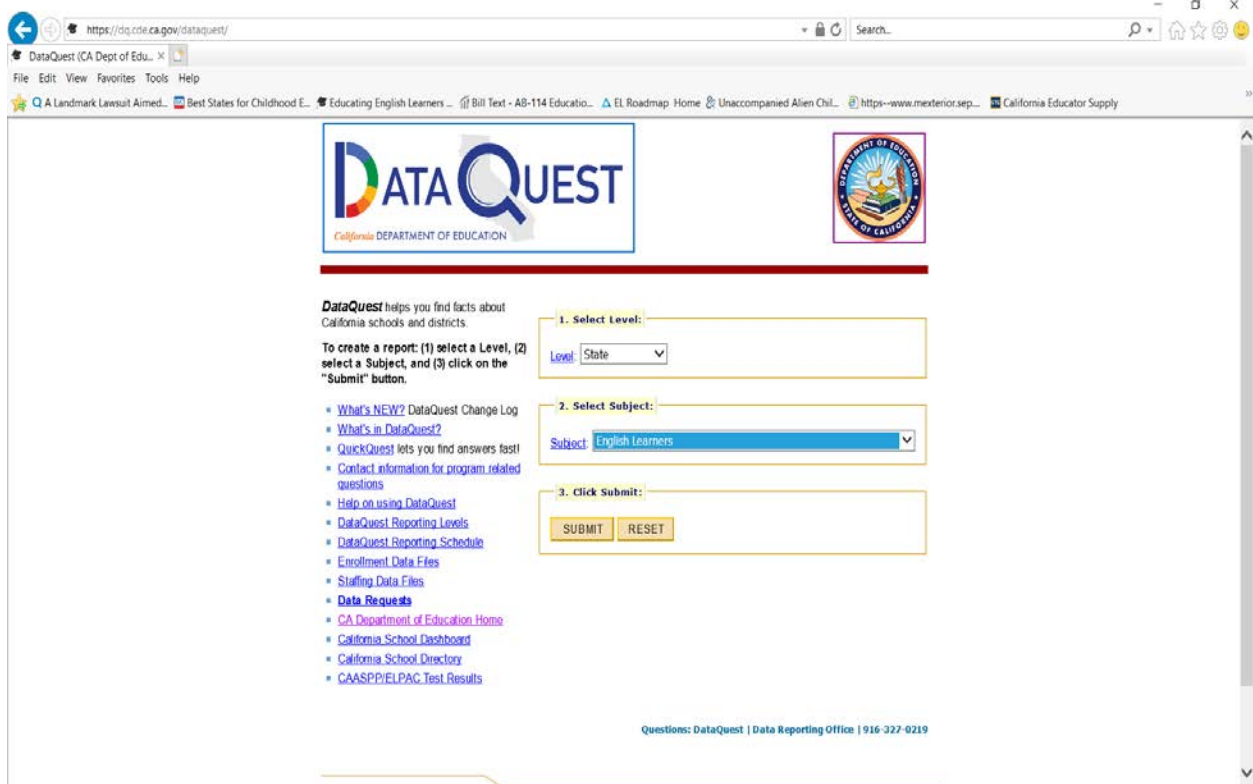
### Page 1

Go to the main CDE web page at <http://www.cde.ca.gov>.

1. Select Data and Statistics (Demographics).
2. Select DataQuest.

### Page 2

1. Select the level of report you want to review (e.g., school district, state).
2. Select a subject (e.g., student demographics, English learners).
3. Press submit.



The screenshot shows a web browser window displaying the DataQuest application. The browser's address bar shows the URL <https://dq.cde.ca.gov/dataquest/>. The page features the DataQuest logo and the California Department of Education seal. Below the header, there is a section titled "DataQuest helps you find facts about California schools and districts." followed by instructions: "To create a report: (1) select a Level, (2) select a Subject, and (3) click on the 'Submit' button." To the left of the form, there is a list of links including "What's NEW? DataQuest Change Log", "What's in DataQuest?", "QuickQuest lets you find answers fast!", "Contact information for program related questions", "Help on using DataQuest", "DataQuest Reporting Levels", "DataQuest Reporting Schedule", "Enrollment Data Files", "Staffing Data Files", "Data Requests", "CA Department of Education Home", "California School Dashboard", "California School Directory", and "CAASPP/ELPAC Test Results". The form itself has three sections: "1. Select Level:" with a dropdown menu set to "State"; "2. Select Subject:" with a dropdown menu set to "English Learners"; and "3. Click Submit:" with "SUBMIT" and "RESET" buttons. At the bottom of the page, there is a footer that reads "Questions: DataQuest | Data Reporting Office | 916-327-0219".

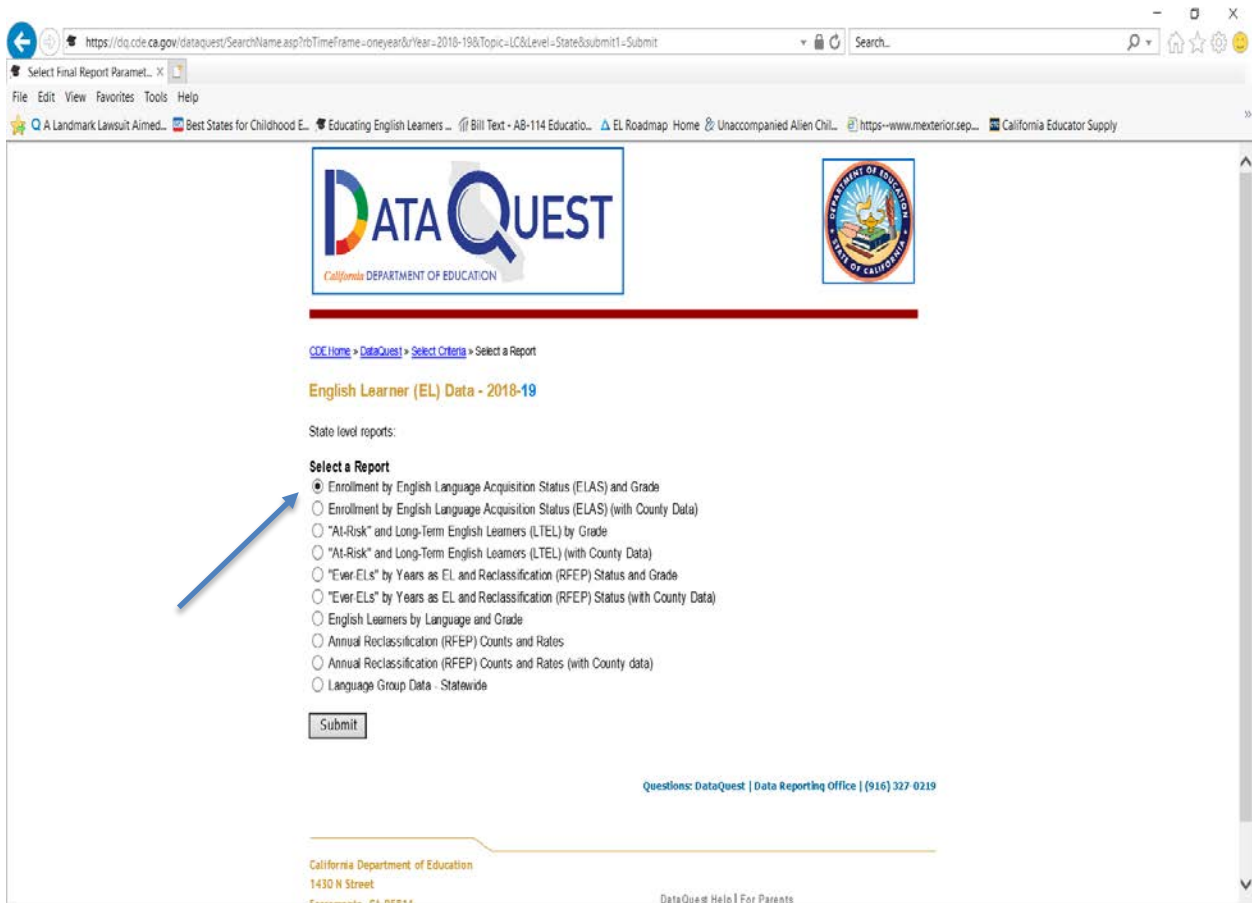
# Page 3

Scroll to the year of choice.

The screenshot shows a web browser window with the URL <https://dq.cde.ca.gov/dataquest/page2.asp?level=State&subject=LC&submit1=Submit>. The page features the DataQuest logo and the California Department of Education seal. Below the navigation bar, there is a breadcrumb trail: [Home](#) > [DataQuest](#) > [Select Criteria](#). The main heading is "Select Year of Data". Underneath, it says "1) Determine a time frame". There are two radio button options: "Single year -- select year" (which is selected) and "Range of years". The "Single year" option has a dropdown menu currently displaying "2018-19". A blue arrow points to this dropdown menu. Below the options is a yellow "SUBMIT" button. To the right of the form, there is contact information: "Questions: DataQuest | Data Reporting Office | (916) 327-0219". At the bottom of the page, the address "California Department of Education, 1430 N Street, Sacramento, CA 95814" is listed, along with links for "DataQuest Help | For Parents", "Internal Validator", and "Link Checker".

## Page 4

Select the type of report you want to create (then press Submit).



The screenshot shows a web browser window with the URL <https://dq.cde.ca.gov/dataquest/SearchName.asp?toTimeFrame=oneyear&Year=2018-19&Topic=LC&Level=State&submit1=Submit>. The page features the DataQuest logo and the California Department of Education seal. The navigation path is [CDE Home](#) > [DataQuest](#) > [Select Criteria](#) > [Select a Report](#). The main heading is **English Learner (EL) Data - 2018-19**. Under the heading, it says "State level reports:" and "Select a Report". A list of radio buttons is provided for selection:

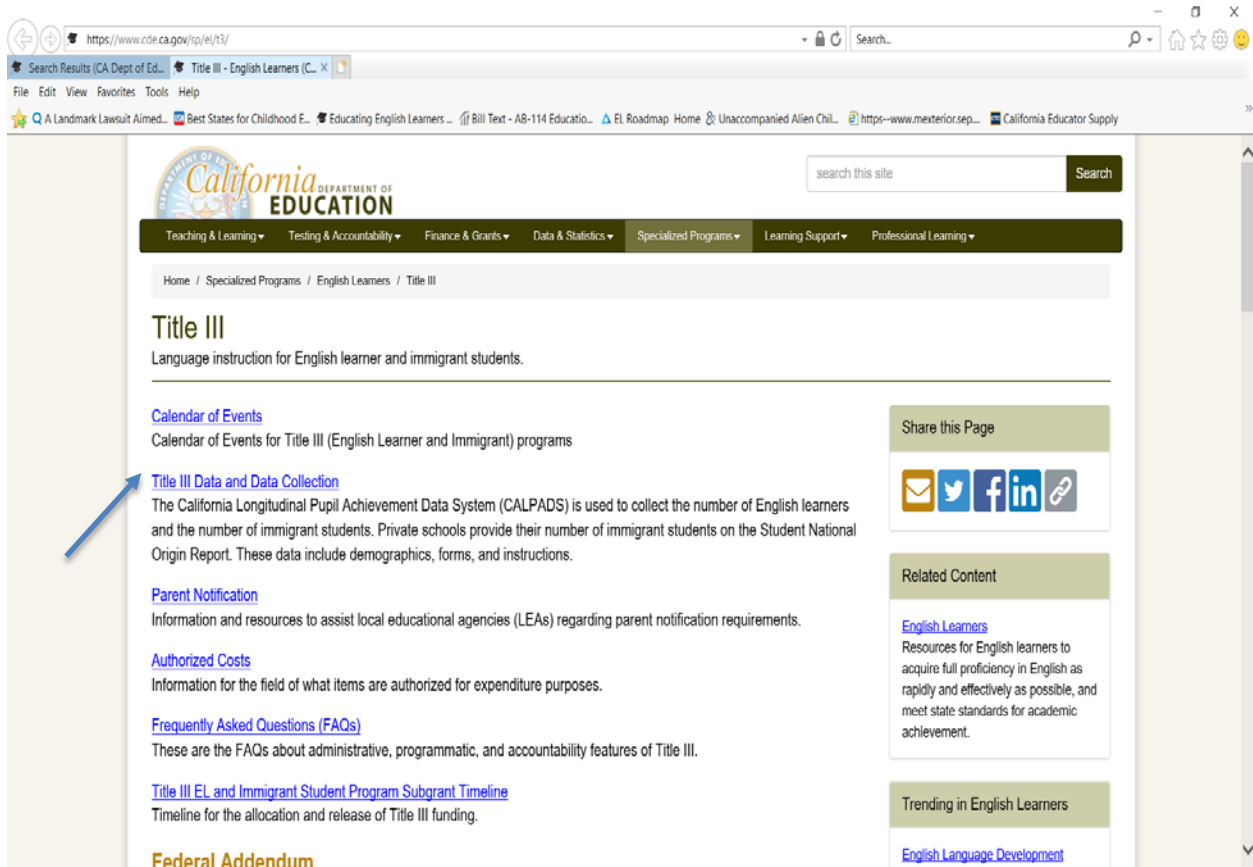
- Enrollment by English Language Acquisition Status (ELAS) and Grade
- Enrollment by English Language Acquisition Status (ELAS) (with County Data)
- "At-Risk" and Long-Term English Learners (LTEL) by Grade
- "At-Risk" and Long-Term English Learners (LTEL) (with County Data)
- "Ever-ELs" by Years as EL and Reclassification (RFEP) Status and Grade
- "Ever-ELs" by Years as EL and Reclassification (RFEP) Status (with County Data)
- English Learners by Language and Grade
- Annual Reclassification (RFEP) Counts and Rates
- Annual Reclassification (RFEP) Counts and Rates (with County data)
- Language Group Data - Statewide

Below the list is a  button. At the bottom right, there is a link: [Questions: DataQuest | Data Reporting Office | \(916\) 327-0219](#). The footer contains the California Department of Education address: 1430 N Street, Sacramento, CA 95834, and a link: [DataQuest Help | For Parents](#).



## How to Navigate the Student National Origin Report (SNOR)

Forms and information about the SNOR can be found on the CDE Title III web page at <https://www.cde.ca.gov/sp/el/t3/> by selecting Title III Data and Data Collection.



The screenshot shows a web browser window displaying the California Department of Education website. The page is titled "Title III" and provides information about language instruction for English learner and immigrant students. A blue arrow points to the link "Title III Data and Data Collection".

**California DEPARTMENT OF EDUCATION**

Teaching & Learning | Testing & Accountability | Finance & Grants | Data & Statistics | Specialized Programs | Learning Support | Professional Learning

Home / Specialized Programs / English Learners / Title III

### Title III

Language instruction for English learner and immigrant students.

[Calendar of Events](#)  
Calendar of Events for Title III (English Learner and Immigrant) programs

[Title III Data and Data Collection](#)  
The California Longitudinal Pupil Achievement Data System (CALPADS) is used to collect the number of English learners and the number of immigrant students. Private schools provide their number of immigrant students on the Student National Origin Report. These data include demographics, forms, and instructions.

[Parent Notification](#)  
Information and resources to assist local educational agencies (LEAs) regarding parent notification requirements.

[Authorized Costs](#)  
Information for the field of what items are authorized for expenditure purposes.

[Frequently Asked Questions \(FAQs\)](#)  
These are the FAQs about administrative, programmatic, and accountability features of Title III.

[Title III EL and Immigrant Student Program Subgrant Timeline](#)  
Timeline for the allocation and release of Title III funding.

**Federal Addendum**

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Related Content

[English Learners](#)  
Resources for English learners to acquire full proficiency in English as rapidly and effectively as possible, and meet state standards for academic achievement.

Trending in English Learners

[English Language Development](#)

Continue to the CDE Student National Origin Report (SNOR) web page at <https://www.cde.ca.gov/sp/el/t3/data.asp>

The screenshot shows the California Department of Education website. The page title is "Title III Data and Data Collection". Below the title, it says "California's data collection procedures for English learner (EL) and immigrant students." There are three main sections: "California Longitudinal Pupil Achievement Data System (CALPADS) and Student National Origin Report (SNOR)", "Consolidated Application and Reporting System (CARS)", and "Demographics". A blue arrow points to the link "CALPADS | SNOR" in the first section. The right sidebar contains a "Share this Page" section with social media icons and a "Trending in English Learners" section with links to "English Language Development Standards", "English Learners", "English Learner Roadmap", "State Seal of Biliteracy", and "Reclassification".

## **Implications for Practice in Local Educational Agencies**

California schools are responsible for meeting the educational needs of all students. The education of EL, immigrant, and migratory students can be particularly challenging given the diversity of needs. LEAs and schools provide a wide range of resources and support to ensure that EL students, including EL students with disabilities have the opportunities to succeed in college and career. The system of support with its expert leads, encourages innovative programs and practices to support EL, immigrant, and migratory students' success. Recent trends show a large achievement gap exists between EL students and their English-only classmates. LEAs will need to strengthen professional development for classroom teachers in order to effectively address student needs and narrow the gap.

English learner programs yield better results when they have clearly defined goals. Once the goals have been identified, the right data can provide feedback on student progress toward the goals. Equitable access for EL students is the key to success for English learner, immigrant, and migratory students.

This report offers a glimpse into demographic data necessary for use by researchers, educators, institutions of higher education, and policy makers to improve education statewide.