

ENGLISH LEARNER TYPOLOGIES CHART

Students who enroll in California schools with a home language other than English, and with levels of English proficiency that indicate they need programs and services to support them in becoming English proficient and accessing the curriculum, are formally (by federal civil rights law) called English learner (EL) students. Within this group, are sub-groups with specific needs: newcomers (well-educated and students with interrupted formal education), long term English Learners

Typology	Key characteristics	Implications and Needs
Newcomer	Recent arrival - In U.S. 2 years or less Little or no U.S. English proficiency on arrival Some with transferable credits – some not	Support for cultural transition to U.S. Survival English ELD often needed Supports related to refugee or immigration experience may be needed Enrollment during the school year requires flexible placements Foreign transcript analysis Comprehensive initial assessment
Well-educated newcomer	In U.S. 2 years or less Schooling in home country strong Strong literacy skills in L1 Often highly motivated	Can make rapid progress towards English proficiency Support for cultural transition Survival English ELD often needed Knowledgeable foreign transcript analysis Supports related to refugee or immigration experience may be needed Gaps in US curriculum leads to need for accelerated credit accumulation and acquisition of h.s. graduation requirements
Underschooled /SIFE (Students with interrupted formal education)	Little to no literacy in L1 upon arrival as newcomer Schooling was interrupted, disjointed	Slower acquisition of English - Extended time for intensive ELD Struggle in grade level academic content courses Need foundational literacy Need foundational math Often requires extended time in school (summer school, afterschool, evening, additional year)
Long term English Learners LTEs	In U.S. six or more years without reaching English proficiency. Stalled or slow development of English proficiency Often oral fluency and English dominant – may have lost or not developed L1 Often have academic gaps	Needs more focus on academic English and literacy skills (writing as well as reading) Assessment of specific academic gaps that may have been accrued – and a program to address those Benefit from courses to develop literacy in home language Benefit from study skills Relevant texts Mentors

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Students Redesignated Fluent ELs (RFEP) in the school	Entered U.S. schools classified as English Learner, Reclassified as Fully English Proficient.	Per state law, allowed to receive EL supports and services as needed, should continue to be monitored for 4 years to determine if students are meaningfully participating in the standard instructional program comparable to their never EL peers.