2020 Enrollment
During the 2019-20 academic year, over 1.1 million English learners enrolled in California public schools, which corresponds to roughly 19% of all students. A smaller proportion (15%) of charter public school students were English learners. English learners were more likely than all students to be low-income.¹ The vast majority (86%) of English learners at both non-charter and charter public schools were socioeconomically disadvantaged compared to 61% of all students. A disproportionate share of English learner charter public school students attended Dashboard Alternative Status (DASS) schools. While only 9% of all charter public school students attended a DASS school, 13% of English learner charter public school students attended a DASS charter. Finally, only 12% of English learner charter school students attended an Independent Study charter, which is much lower than the percentage of all charter students who attended an Independent Study charter (29%).

2020 Geography
Charter Schools (See Map)
Los Angeles, San Diego, Santa Clara, Sacramento, and Alameda counties served the largest number of English learner charter school students, and Mono, San Benito, Santa Clara, Imperial, and Napa Counties served the largest proportion of English learner students. For example, 61% of Mono county charter school students were English learners in 2019-20.

All Public Schools
Los Angeles, Orange, San Diego, Riverside, and San Bernardino counties had the largest total number of English learners in the state. Looking at the percentage of students that were English learners, Imperial, Colusa, Monterey, San Francisco, and Mono counties had the largest proportion of English learner students. For example, 40% of students in Imperial county public schools were English learners.
**Languages**

While Spanish is by far the most common native language among California's English learner students, charter public school students had 54 different native languages in 2019-20, and non-charter students had 58 different native languages. After Spanish, the most common native languages for charter school students were Vietnamese, Cantonese, Korean, and Arabic. Compared to non-charter schools, a larger proportion of charter school students were native Spanish, Russian, Arabic, Armenian, Hebrew, and Urdu speakers. For example, 85% of English learner charter school students were native Spanish speakers in 2020 compared to 79% of non-charter students. 15% of English learner charter school students were native Russian speakers compared to only 4% at non-charters.

**Classifying English Learners**

When students whose primary language is one other than English enter a CA public school they:
1. Take the English Language Proficiency Assessment for California (ELPAC) to determine English language proficiency. They also take the ELPAC at the end of each academic year.
2. ELPAC results are used to classify students as Novice, Intermediate, or Initial Fluent English Proficient (IFEP), which means that students have well developed English skills.
3. Once a student reaches proficiency, a school can “reclassify” them, at which point they are referred to as Reclassified Fluent English Proficient (RFEP).
4. Students who are not reclassified after four years are considered "at-risk" of becoming a Long-Term English Learner (LTEL), and students who are not reclassified after six years are considered LTEL.

**Language Acquisition**

Charter schools served a similar proportion of RFEP and IFEP students as compared to non-charter schools. On average, 5% of English learners at charter schools were IFEP (4% at non-charters), and 18% of English learners at charter schools were RFEP (same as non-charters). Additionally, a larger proportion of charter public school students were Long-Term English learners (LTEL) in 2019 (17% of English learners at charters compared to 15% at non-charters). However, a smaller proportion of English learners at charters were at-risk of becoming LTEL.

**Monitoring English Learner Progress**

The English Learner Progress Indicator (ELPI) on the CA State Dashboard is used to monitor progress towards English language proficiency. Here is how it works:
1. Students take the ELPAC at the end of the academic year to assess English language proficiency. Based on the results, each student receives a proficiency level, or ELPI Level, of "1", "2 Low", "2 High", "3 Low", "3 High", or "4".
2. To show progress, English learners must increase at least one ELPI level from the previous year or maintain a Level 4 from the previous year.
3. To measure school-level performance on the ELPI, you divide the number of English learners who "progressed" on the ELPI by the total number of English learner students.
English Learners in California Schools

2019 Academic Performance (non-DASS)

English learners at charter public schools had higher average ELA and Math results than non-charter schools with an ELA DFS of -38 and a Math DFS of -61. On average, English learners at non-charter schools had a Distance from Standard (DFS) of -43 in ELA and -66 in Math, meaning that, on average, English learners at charters were 5 points closer to "met standard," or proficient, in ELA. Charter and non-charter schools had similar average rates of progress towards English proficiency as the state average on the CA English Learner Progress Indicator (ELPI) in 2018-19. On average, 48% of English learners at charter schools made progress towards proficiency, and 49% at non-charter schools made progress.

Enrollment by 2019 School Performance (non-DASS)

In 2018-19, English learners at charter public schools were less likely to attend a low-performing school and slightly more likely to attend a high-performing school. A smaller proportion of English learner charter students attended a school that was in the bottom 30% on state tests (29% of English learner students attending charter schools compared to 42% at non-charter schools). A slightly larger proportion of English learner charter students attended a school that was in the top 30% on state tests (18% of English learner students attending charter schools compared to 17% at non-charter schools).

2018/2019 Post-Secondary Outcomes (non-DASS)

English learners had low rates of post-secondary access/readiness compared to the state average for all students. English learners at charters outperformed non-charter schools on some college and career metrics, like the College/Career Indicator (CCI) and University of California or California State University (UC/CSU) college going rates, and underperformed on other metrics, like graduation rate and overall college going rates. In 2019, a slightly larger proportion of English learners at charters were considered prepared for post-secondary success on the CCI. On the CCI, charters "prepared" an average of 24% of students for college/career compared to 21% at non-charter schools. On average, 78% of English learners at charters graduated compared to 80% at non-charter schools in 2019, which is lower than the state average graduation rate for all students. In 2018, 44% of English learners at charter schools went to college and 12% went to a University of California or California State University (UC/CSU). At non-charter schools, 47% of English learners went to college and only 5% went to a UC/CSU. This is far below the state average college going rate for all students of 68% (21% to UC/CSU).

Spotlight: Charter Schools Serving English Learners

There were 771 charter schools serving at least 20 English learners in 2019-20. Of these schools, 384 (50%) had at least 50% of students make progress towards English proficiency on the ELPI in 2018-19. The 10
charter schools listed below had above-average test scores with their English learners, served at least 15% English learners (the state average for charter schools), and had the highest proportion of English learners make progress towards proficiency on the ELPI.

<table>
<thead>
<tr>
<th>School Name &amp; Grades Served</th>
<th>District</th>
<th>County</th>
<th>2020 Enrolled</th>
<th>% English learners</th>
<th>EL DFS 2019</th>
<th>ELPI 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piner-Olivet Charter (K-4)</td>
<td>Piner-Olivet Union Elementary</td>
<td>Sonoma</td>
<td>209</td>
<td>20%</td>
<td>-58</td>
<td>79%</td>
</tr>
<tr>
<td>KIPP Adelante Preparatory Academy (5-8)</td>
<td>San Diego Unified</td>
<td>San Diego</td>
<td>291</td>
<td>49%</td>
<td>-72</td>
<td>76%</td>
</tr>
<tr>
<td>ISANA Octavia Academy (K-8)</td>
<td>Los Angeles Unified</td>
<td>Los Angeles</td>
<td>482</td>
<td>28%</td>
<td>-78</td>
<td>76%</td>
</tr>
<tr>
<td>Hickman Elementary (K-5)</td>
<td>Hickman Elementary</td>
<td>Stanislaus</td>
<td>287</td>
<td>18%</td>
<td>-63</td>
<td>76%</td>
</tr>
<tr>
<td>LaVerne Elementary Preparatory Academy (K-6)</td>
<td>Hesperia Unified</td>
<td>San Bernardino</td>
<td>457</td>
<td>22%</td>
<td>4</td>
<td>74%</td>
</tr>
<tr>
<td>Accelerated Achievement Academy (4-12)</td>
<td>Ukiah Unified</td>
<td>Mendocino</td>
<td>144</td>
<td>22%</td>
<td>-74</td>
<td>73%</td>
</tr>
<tr>
<td>Sacramento Valley Charter (K-8)</td>
<td>Washington Unified</td>
<td>Yolo</td>
<td>274</td>
<td>31%</td>
<td>-7</td>
<td>71%</td>
</tr>
<tr>
<td>Leonardo da Vinci Health Sciences Charter (K-6)</td>
<td>Chula Vista Elementary</td>
<td>San Diego</td>
<td>246</td>
<td>34%</td>
<td>-68</td>
<td>70%</td>
</tr>
<tr>
<td>High Tech Elementary Chula Vista (K-5)</td>
<td>Chula Vista Elementary</td>
<td>San Diego</td>
<td>430</td>
<td>23%</td>
<td>-42</td>
<td>69%</td>
</tr>
<tr>
<td>Farnham Charter (K-5)</td>
<td>Cambrian Elementary</td>
<td>Santa Clara</td>
<td>486</td>
<td>19%</td>
<td>-70</td>
<td>69%</td>
</tr>
</tbody>
</table>

---

Data Sources

- CDE Enrollment by School (2019-20)
- Enrollment by English Language Acquisition Status (ELAS) and Grade (2019-20)
- English Learners by Grade & Language (2019-20)
- CA Dashboard Data Files (2018-19)
- College-Going Rates for HS Completers (2017-18)

---

\( ^1 \) “Low income” refers to students who are classified as socioeconomically disadvantaged by the CDE.

\( ^{ii} \) The Reclassified Fluent-English Proficient (RFEP) category consists of K-12 students whose English Language Acquisition Status changed from English Learner to RFEP. State law stipulates criteria that local educational agencies must use in reclassifying students from English Learner to RFEP, and students are reclassified according to criteria, standards, and procedures adopted by the district.

\( ^{iii} \) The 2019 state average was a DFS of -2.5 in ELA and -33.5 in Math.

\( ^{iv} \) “Top 30%” corresponds to a State Rank of 8, 9, or 10. “Middle 40%” corresponds to a State Rank of 4, 5, 6, or 7. “Bottom 30%” corresponds to a State Rank of 1, 2, or 3.

\( ^{v} \) The 2019 ELPI state average was 48%. 