

2. LANGUAGE GROUP DEFINITIONS

These brief definitions of language groups are critical to understanding all the chapters of the OUSD ELL Master Plan.¹ Please note that students with disabilities under IDEA or Section 504 may fit into any of the language groups below.

- 1. ENGLISH LANGUAGE LEARNER (ELL):** Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.

Recently Enrolled ELL: English Language Learner who has been enrolled in U.S. schools for 3 years or less and may or may not be a newcomer student. For example ALL kindergarten ELLs are recently enrolled ELLs, but relatively few are newcomers.

Newcomers: A subgroup of Recently Enrolled ELLs, also referred to as Immigrant Students. Newcomers were not born in the U.S. and they have been in the U.S. for 3 years or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years. Generally, TK, K and 1st grade students who are also newcomers will not receive specific Newcomer Program services, but rather targeted instruction within their regular classroom. Special categories of newcomers are described below.

Students with Interrupted Formal Education (SIFE):

Immigrant students who come from a home in which a language other than English is spoken and 1) entered a United States school after the second grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their first language.

Refugee/Asylee:

Students who have been forced to leave their country in order to escape war, persecution, or natural disaster. Refugees generally have special visas to enter the country. Asylees apply for visas, once in the U.S.

Unaccompanied Minors:

Unaccompanied minors are children who cross the U.S. border without parents or guardians and are apprehended by immigration officials. Once unaccompanied minors are released to a sponsor, their sponsor is required to enroll them in U.S. schools.

Progressing ELL: An English Language Learner who has been enrolled in US Schools at least 3 years but not more than 6 years, and is demonstrating adequate progress in language development.²

ELL at Risk of Becoming an LTEL: An ELL who has been enrolled in US Schools at least 3 years but not more than 6 years, and is not demonstrating adequate progress. The student has remained at the same CELDT level for at least 2 years, and has not met the Scholastic Reading Inventory (SRI) criteria for reclassification.

Long-Term ELL (LTEL): A student who has been classified as an ELL for more than 6 years.

- 2. INITIALLY FLUENT ENGLISH PROFICIENT (IFEP):**

A Student who, upon enrollment in U.S. schools, is proficient in English along with another language identified in their Home Language Survey.

- 3. RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):**

A former ELL student who has met the criteria to be “reclassified” as fluent English proficient.

Recently Proficient RFEP

An RFEP who was redesignated less than or equal to 2 years ago. RFEPs need monitoring to ensure they don’t stagnate or regress.

Long-term Proficient RFEP

An RFEP who was redesignated more than 2 years ago.

- 4. ENGLISH ONLY (EO):**

A student whose only home language is English.