2022-23 "At-Risk" and Long-Term English

2022-23 Enrollment by English Language Acquisition Status (ELAS) and Grade

2022-23 Enrollment by English Language Acquisition Status (ELAS) with School Data

2022-

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383 49.9%	2.3% 44.4%	3.4%	0.0% North Ta	amarind Elementary	L .
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5.3% 0.5% Olean	der Elementary	607	48.6%	4.1% 41.	.5%
-4.294	tto Elementer (602	56.5%	5.0%	204
Poplar Elementary	518 47	.7% 5.0%	38.0%	8.7%	0.6%
Randall Pepper Elementary	487 51	.1% 4.5%	40.7%-	3.5%-	0.2%-
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Report Totals

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2022-23 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status and Grade

Namo			h Learners		Total
			RLC: Serve	EL CEDans	ST ASHIE
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44	17	646	005	1,312	07
. 557	. 19	6628	656388	1,3%	6148
42	20	525	864	1,451	09
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62	18	490	1,115	1,685	11
43	18	A16	1.231	1700/	12
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RFEP	Total	Level		English Learners			
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87 Fontana	Unified	3,321	1	,69968	4,064	66,49003	16,3
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2022-2023

Fontana Unified District Language Group Data - Districtwide for 2022 - 23

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Total Envalument		Number of	Finant English Proficiant	Total Number of
Total Enrollment Fnotish Learners (FL)	(FEP) Students	EL and FEP Students	that is FL and FFP	Language
* Spanish	8,592	7,073	15,665	45.84%
A 1 MINOR	100	01	107 107	U.JJ76
Punjabi	58	63	121	0.35%
Filipino (Pilipino or Tagalog)	35	84	119	0.35%
Vietnamese	26	53	79	0.23%
Man a	20 36	10	10 40	A 146/ UL470
Other non-English languages	15	32	47	0.14%
II. I.	10	17	04	0.330/