



# 2020-2021 POLICY AGENDA

**CONSORTIUM FOR  
ENGLISH LEARNER SUCCESS**



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# EXECUTIVE SUMMARY

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Imagine a public education system that uplifts, honors and cultivates the native language, cultures, and identities of Dual Language Learner (DLL) and English learner (EL) students - and *all* students, for that matter. When considering improved student outcomes in California, we must be deliberate about how the successful academic achievement of DLL and EL students is included in these considerations.

In California, nearly three decades of anti-immigrant policies have catalyzed an emerging era where the cultural and linguistic assets of Dual Language Learners and English learner students are increasingly embraced in law, policy, and attitudes. This policy agenda builds on the passage of recent policies, such as Proposition 58 and the California English Learner Roadmap, which uplift and develop an English learner's home language. We highlight six policy values impacting DLL and EL students and offer policy recommendations to advance each policy value. These values were selected based on our root cause analysis and opportunity for impact in addition to a qualitative analysis of listening sessions with DLL and EL parents.

Dual Language Learner and English learner students are the fastest growing subgroup in the United States, whose education and treatment can transform our schools, our state, and our nation.<sup>1</sup> These students bring a rich diversity of cultural and linguistic backgrounds to our state. DLL and EL students are part of every major racial and ethnic group, they include U.S. and foreign-born students, and have diverse home languages, countries of origin, number of years living in the U.S. and home language fluency levels.

## A note on definitions:

**Dual Language Learners** are children, birth to age 5, who are learning two (or more) languages at the same time, or are learning a second language while continuing to develop their first (or home) language (U.S. Office of Head Start). **English learner** students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

# EXECUTIVE SUMMARY

An overview of the 2020-2021 Policy Agenda can be found in the following summary table which includes the policy values, priorities, and encompassing recommendations at the local and state level. Each component of this overview is a result of the work led by the Consortium for English Learner Success.

POLICY VALUE	POLICY PRIORITIES	POLICY RECOMMENDATIONS (STATE)	POLICY RECOMMENDATIONS (LOCAL)
<p><b>1</b></p> <p><b>Strengthen and Protect Accountability Measures</b></p>	<ul style="list-style-type: none"> <li>• Create stronger accountability mechanisms and greater transparency to ensure that Local Control Funding Formula (LCFF) funds targeted for EL students reach them and are used effectively.</li> <li>• The definition for the academic indicator on the CA Dashboard for English learners should be changed from an aggregate of data on current ELs plus redesignated ELs (RFEPs) to provide more clarity on the outcomes and needs of current EL students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional guidance and support to local education agencies (LEAs) and school districts to address EL needs in Local Control and Accountability Plans (LCAPs) and meaningfully engage families in the process using culturally relevant frameworks or approaches.</li> <li>• Revise the EL definition to include current ELs only (with separate data for RFEPs) and include a growth metric for both current and reclassified ELs as part of the Academic Indicators growth model.</li> </ul>	<ul style="list-style-type: none"> <li>• County Offices should incorporate an analysis of the data for current English Learner (EL) students and Reclassified Fluent English Proficient (RFEP) students into their technical support for writing and reviewing LCAPs in order to demonstrate the progress of our diverse student populations.</li> <li>• Provide differentiated growth targets in the LCAP and annual updates for various EL typologies based on differentiated needs identified by the data. Annually evaluate and report the progress of students who have been reclassified.</li> </ul>
<p><b>2</b></p> <p><b>Close Opportunity Gaps through Equitable Access</b></p>	<ul style="list-style-type: none"> <li>• Provide EL students across all grade levels with immediate and full access to grade-level core content with appropriate language support, and include EL course enrollment as a statewide indicator of student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the implementation of AB 2735 to ensure English learners have equitable access to courses required for graduation such as A-G, and other advanced learning opportunities, as well as enrollment in designated ELD, through Federal Program Monitoring and annual district and school site reviews. Report on findings along with recommendations for ensuring equitable course access for English learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for ELs to complete the A-G course sequence in order to increase access to, preparation for, and success in college and career, and provide immediate and appropriate language support for English learner students of all levels.</li> </ul>
<p><b>3</b></p> <p><b>Equipped Educators</b></p>	<ul style="list-style-type: none"> <li>• Request funds in the budget for the extension of the Bilingual Teacher Professional Development Program and DLL professional development to support the implementation of the EL Roadmap.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve workforce preparation by increasing DLL-specific coursework availability and ensuring DLL-related competencies in early educator preparation programs statewide.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish high quality “grow your own” bilingual teacher education programs and recruit Seal of Biliteracy graduates to go into Teacher Education programs at the postsecondary level consistent with principle #2 of the EL Roadmap.</li> </ul>

POLICY VALUE	POLICY PRIORITIES	POLICY RECOMMENDATIONS (STATE)	POLICY RECOMMENDATIONS (LOCAL)
<p><b>4</b></p> <p><b>Asset-Based Approach to DLL and EL Education</b></p>	<ul style="list-style-type: none"> <li>• Provide state grant funding to districts to expand or initiate new dual immersion and biliteracy programs for DLLs and ELs.</li> </ul>	<ul style="list-style-type: none"> <li>• The state assures that all new grants to initiate or expand dual immersion and/or bilingual programs are distributed equitably across the state.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure proficiency in home language and English is developed and valued for DLLs and ELs. Courses taught in the home language and bilingual programs should receive equal credit and count toward high school graduation.</li> </ul>
<p><b>5</b></p> <p><b>EL Diversity, Typology, and Whole-Child Approach</b></p>	<ul style="list-style-type: none"> <li>• Incorporate Long-Term English Learners (LTELs) in the state's accountability system as a separate subgroup.</li> <li>• Create an emergency state fund to support unaccompanied minors.</li> <li>• Disaggregate data for Asian American, Native Hawaiian, and Pacific Islander (AANHPI) ELs according to home language and use as a subgroup for all indicators of student success on the CA Dashboard.</li> </ul>	<ul style="list-style-type: none"> <li>• The California Department of Education (CDE) should provide information about the enrollment of EL students disaggregated by language instructional program from CALPADS in its summary of reports available to the public through DataQuest.</li> <li>• The state should provide guidance, technical assistance and funds to create support in language programs specifically for unaccompanied minors and newcomer ELs.</li> <li>• The state should disaggregate data for AANHPI students in DataQuest for all reports for school district and school accountability measures.</li> <li>• The state should provide funds specifically for AANHPI language programs with technical assistance from the state.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an EL dashboard in the Los Angeles County Office of Education (LACOE) similar to the EL dashboard developed by San Diego County Office of Education that disaggregates data for the different EL typologies and highlights the needs and progress made by LTELs.</li> <li>• Establish robust partnerships with other public, community, private or non-governmental agencies to provide socio-emotional support and wraparound services to unaccompanied minors and newcomer ELs and strengthen dual language programs.</li> <li>• Districts should disaggregate language development and academic data for AANHPI EL students by their home language when preparing to write their LCAPs.</li> </ul>
<p><b>6</b></p> <p><b>Adequate and Equitable Funding for DLL and EL Students in all language acquisition programs</b></p>	<ul style="list-style-type: none"> <li>• Grow state support to local districts for more effective implementation of bilingual programs and increase resources for early education students from higher need schools. <ul style="list-style-type: none"> <li>• Include an additional weight in the LCFF funding formula for reclassified EL students (up to four years post-reclassification for monitoring progress).</li> </ul> </li> <li>• Continue to target school districts with high percentages of EL students to implement the California EL Roadmap.</li> </ul>	<ul style="list-style-type: none"> <li>• The CDE should provide guidance to school districts on Prop. 58 clarifying the inclusion of TK/ETK, the "feasibility" requirement, and the definition of "having sufficient resources."</li> <li>• CDE should work to ensure that 100% of districts are eligible to offer the Seal of Biliteracy.</li> </ul>	<ul style="list-style-type: none"> <li>• School districts offering dual immersion and biliteracy programs at the K-12 level should expand these programs into the early learning years and create dual immersion "Equity Maps."</li> <li>• Districts should develop professional development plans for teachers and administrators to implement the EL Roadmap.</li> </ul>



## **ABOUT THE 2020-2021 POLICY AGENDA**

The purpose of the Consortium for English Learner Success 2020-2021 Policy Agenda is to highlight the needs and assets of Dual Language Learners (DLL) and English learners (EL) students in California as a framework for advocacy to improve their educational access, quality, and outcomes in Los Angeles and California.

This policy agenda is rooted in principles of equity as well as cultural and linguistic affirmation.

The cultural and linguistic identities of EL students promote our public education system as a vehicle for preserving cultural and linguistic diversity. They also present tremendous economic benefits to the State of California in a global economy.



# INTRODUCTION

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## **THIS REPORT PRESENTS:**

1. A data overview of California's DLL and EL population and an examination of how to close EL opportunity gaps.
  2. The Consortium's Policy Values that represent our core beliefs and guiding principles about the education of DLL and EL students; and
  3. Policy and legislative recommendations developed based on root cause analyses with a diverse coalition across research, policy, and practice as well as listening sessions conducted with the parents of DLL and EL students in Los Angeles County.
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## **CONSORTIUM FOR ENGLISH LEARNER SUCCESS BACKGROUND**

The Consortium for EL Success is a regional collective created by an advisory committee and the California Community Foundation to uplift what we know about good policies, programs, and practices for DLLs and ELs. Today, the Consortium is composed of nearly 100 civil rights, policy, research, philanthropic, educator and community-based organizations working to strengthen the prosperity of California and Los Angeles County by advocating for an educational system that fully supports the needs and embraces the assets of DLL and EL students.

As its year one priority, the Consortium focused on increasing alignment between policy, research, and practice that advances equity and success for DLL and EL students. Meetings and discussions that engaged diverse stakeholders took place through various activities such as Consortium convenings, smaller work group meetings, and parent listening sessions. Over the course of the three convenings, the Consortium identified policy priorities that led to engaging members in six topic-specific work groups with the goal of improving educational access, quality, and outcomes for DLL and EL students in Los Angeles County and California through policy and legislative advocacy.

The goal of each work group was to develop a topic-specific common policy agenda by highlighting barriers to DLL and EL success and identifying actionable policy recommendations. The work groups convened a total of six times over the following key priority areas, which – in culmination with the findings of listening sessions conducted with DLL and EL parents – have led to the development of the policy solutions outlined in this 2020-2021 Policy Agenda. The work group focus areas included:

- Data, Accountability, and Revision of the LCAP
- Equitable Course, College, and Career Access
- Implementation of the California English Learner Roadmap and Proposition 58
- Early Childhood Education (ECE) and Dual Language Learners
- Intersectionality and Equity among English Learner Students

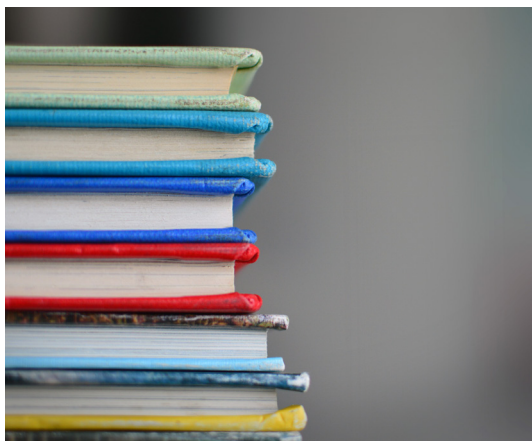


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# DATA OVERVIEW OF CALIFORNIA'S DLL AND EL STUDENTS

## The backgrounds, primary languages, and identities of DLL and EL students are an asset to California

Dual Language Learners and English Learner students are the fastest-growing population of public school students in the nation, and California has the largest population of children learning English in addition to their home language. California's own **K-12 public education system enrolls 1.2 million EL students, making up 20% of the state's K-12 student population.**<sup>2</sup> Nearly 4 in 10 of California's K-12 students are current or former EL students. In addition, 60% of California's children between the ages of 0-5 live in a household where a language other than English is spoken.<sup>3</sup> The education of EL students is paramount for improving schools in California and is fundamentally an equity issue. **In 2018-19, nearly 90% of EL students across all grades in California did not meet English and math standards.**<sup>4</sup> If California does not address this crisis, it will lose the linguistic, cultural, social, and economic assets of DLL and EL students that are needed to develop a global, diverse, and multilingual state and economy.



## DEMOGRAPHIC OVERVIEW OF FOREIGN-BORN POPULATIONS IN CA

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### While EL students are overwhelmingly U.S.-born, CA has a high overall population of individuals born outside of the U.S.

California is home to one-quarter of the U.S. foreign-born population. Approximately 10.7 million foreign-born individuals reside in California, accounting for 27 percent of the state's own population.<sup>5</sup>



### Nearly a majority of children in California have at least one parent who is foreign-born.

The share of children under 18 with one or more foreign-born parents is larger in California (48 percent) than in the United States overall (26 percent).<sup>6</sup>



### A majority of low-income<sup>7</sup> children in CA have at least one parent who is foreign-born.

California, 57 percent of children in low-income families had one or more foreign-born parents compared to 31 percent of children nationally.<sup>8</sup>



# DLL and EL students have diverse cultural and linguistic assets and face persistent opportunity and achievement gaps.



**9 in 10** EL students are not meeting or exceeding standards in English language arts and math across the state.



**5 in 10** ELs in grades 6-12 who have spent at least six years in California public schools have not been reclassified as fluent in English and are therefore considered Long-Term English Learner (LTEL) students.<sup>9</sup>

## ENGLISH LEARNER STUDENT OUTCOMES IN CALIFORNIA<sup>10</sup>

- California administers the Smarter Balanced Summative Assessment (SBSA) for accountability purposes. The SBSA for English language arts (ELA) and mathematics is given in grades 3–8 and in grade 11. SBSA scores are reported at four performance levels. ELs who are enrolled in public schools for 12 months or less do not take the ELA assessment.
- The figures below show considerable achievement gaps between the share of ELs and non-ELs who met or exceeded standards in English and math, with that gap growing larger at older grade levels.

**TABLE 1:** Share of California ELs and non-ELs Meeting or Exceeding Standards in English Language Arts, by Selected Grades, SY 2018-19<sup>11</sup>

	Share of ELs who met or exceeded standard	Share of non-ELs who met or exceeded standard
<b>GRADE 3</b>	18.4%	53.9%
<b>GRADE 5</b>	13.3%	57.1%
<b>GRADE 8</b>	6.2%	55.0%
<b>GRADE 11</b>	7.8%	62.2%
<b>ALL GRADES</b>	12.7%	56.2%

**TABLE 2:** Share of California ELs and non-ELs Meeting or Exceeding Standards in Mathematics, by Selected Grades, SY 2018-19<sup>12</sup>

	Share of ELs who met or exceeded standard	Share of non-ELs who met or exceeded standard
<b>GRADE 3</b>	24.6%	54.3%
<b>GRADE 5</b>	9.6%	42.2%
<b>GRADE 8</b>	6.0%	41.3%
<b>GRADE 11</b>	5.0%	36.2%
<b>ALL GRADES</b>	12.6%	44.4%



## ENGLISH LEARNER LISTENING SESSIONS - SUMMER 2019

Organization Lead	Location
Proyecto Pastoral	Los Angeles
Mexican American Legal Defense and Educational Fund (MALDEF) / Central American Resource Center of Los Angeles (CARECEN)	Los Angeles
Asian Americans Advancing Justice - Los Angeles	Los Angeles
MomsRising	Los Angeles
Innovate Public Schools	Los Angeles
Azusa Unified School District	Azusa

# DLL AND EL PARENT LISTENING SESSIONS

In an effort to uplift community voice in this policy agenda, Alliance for a Better Community (ABC) surveyed parents of DLL and EL students and hosted a series of listening sessions to identify prevalent barriers faced by DLL and EL students and parents. This section provides a summary of the themes gathered from participants during the listening sessions and survey results.

ABC conducted six parent listening sessions with 67 parents throughout Los Angeles County and combined, represented the experiences of 92 students. We also held one listening session convened by Asian Americans Advancing Justice-Los Angeles with nine community-based organizations serving the Asian American, Native Hawaiian, Pacific Islander (AANHPI) community. **Because the experiences of AANHPI EL students are so seldom heard and understood, we chose to specifically spotlight this listening session at the end of this section.**

**TABLE 3:** Grade-Level Distribution of Parent Listening Session Participants

<b>EARLY LEARNING PROGRAMS (AGES 0-5)</b>	4%
<b>ELEMENTARY (GRADES K-6)</b>	49%
<b>MIDDLE SCHOOL (GRADES 7-8)</b>	11%
<b>HIGH SCHOOL (GRADES 9-12)</b>	23%
<b>HIGH SCHOOL GRADUATES</b>	13%



## METHODOLOGY & APPROACH

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Parent listening sessions were held in collaboration with Innovate Public Schools, Early Edge California, Mexican American Legal Defense and Educational Fund (MALDEF), Azusa Unified School District, MomsRising, and Promesa Boyle Heights.

The questions for the listening sessions were developed in collaboration with partner organizations and informed by research and previous listening sessions conducted by ABC. We chose to focus the listening sessions on the experiences of parents to gain a nuanced understanding of the relationship between parents, their DLL and EL child, and their school. To ensure accuracy, two scribes were present at every listening session to capture all general comments, recommendations, and areas of concern, and confirm understanding of findings.

Participants were asked four open-ended questions:

1. What are the biggest barriers to an EL student's reclassification and academic success?
2. What does your child need to reclassify<sup>13</sup>?
3. What does your child need to thrive?
4. What does your child's school need to better support EL students?

In order to gain a better understanding of parent experiences of EL and DLL students across Los Angeles County, ABC developed a survey to identify and amplify the issues and concerns of parent participants. Eight questions were asked related to 1) access to information about supports for EL and DLL students; 2) supports provided to parents, schools, teachers, and administrators to communicate the reclassification process for students; 3) the value of multilingualism amongst teachers and students.

## THEMES EMERGING FROM LISTENING SESSIONS

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### **Validating and valuing students' cultural identity is important.**

Parents believe bilingualism is highly valuable, and educational systems should value the native language and culture of every child. Uplifting students' cultural identity in the classroom can lead to increased positive student/classroom interactions, identity development, and overall learning.



### **There is a lack of accurate, consistent, and comprehensible information around terminology and reclassification.**

Parents expressed a desire to support their child in reclassifying but did not understand the process of reclassification or what their child needed to academically succeed. Furthermore, the lack of consistent information in parents' native languages further hindered parents' understanding and participation in the process. To increase comprehensibility, terminology such as English Learner (EL), Dual Language Learner (DLL), or Long Time English Learner (LTEL) should be better defined and explained to parents in their native language.



## THEMES EMERGING FROM LISTENING SESSIONS

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### **The success of EL students must be a joint effort between the school, family, and community.**

Parents expressed their strong belief that EL success is a community effort. As a result, there is a need for greater communication, accountability, and resources outside of the classroom. Schools should be engaging in greater efforts to meet students and families in their communities and engaging parents in innovative ways. More parent engagement efforts are needed to educate parents about how to support their child at home.



### **Physical, social, and academic isolation of EL students has negative effects on students' socio-emotional health.**

Physically separating EL students from their peers during instruction leads to feelings of ostracization and increased bullying. Parents of EL students reported their children feeling embarrassed being labeled as an English learner. Others reported their child feeling demoralized having to take classes that were not engaging or challenging.



### **Teachers need specialized training, compensation, and support to serve DLL and ELs.**

To ensure equity and high-quality education for all DLL and EL students, all teachers should receive cultural sensitivity and other types of specialized training. They should be compensated and supported as they undertake more training.



### **Tensions between parents and their school administrators increase distrust and hinder parent engagement.**

Parents expressed strong feelings of distrust towards school administrators; rooted in parents' experiences of feeling unheard. Many parents stated they felt administrators were apathetic to DLL and EL issues and were not engaged adequately in school processes where decisions impacting DLLs and ELs are made. To increase and sustain relationships, greater transparency and responsiveness from school administrators is vital.

## AANHPI SPOTLIGHT

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### Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students are an underrepresented DLL and EL subgroup with unique needs and experiences.

To capture the voices and experiences of DLLs and ELs in the AANHPI community, ABC, in collaboration with Asian Americans Advancing Justice-LA held a specialized unique listening session. Organizations that directly serve the AANHPI community were invited to share their experiences, recommendations, and identified gaps in resources. The organizations represented in this listening session were:

- UPLIFT
- Asian Pacific Islander Forward Movement
- Asian Pacific Community Fund
- Center for Asian Americans United for Self Employment
- Korean American Family Services
- United Cambodian Community
- Asian Pacific Policy & Planning Council
- Council for Teaching Filipino Languages and Culture
- National Pacific Islander Educator Network



## KEY THEMES FROM THE AANHPI COMMUNITY

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- 1. The AANHPI community is diverse with various dialects, languages, and cultural identities. There is no one-size-fits-all solution.** Students need a school system that is responsive to their strengths and needs.
- 2. Parents need information translated into their native language and school staff that speak their language.** Due to limited culturally relevant resources, AANHPI parents often must navigate school systems alone and are tasked with filling in gaps in their own child's education. The model minority myth further impacts negative perceptions, biases, and access to resources.
- 3. AANHPI EL students are underreported.** Some parents do not report that their child is an EL during the school enrollment process because many schools do not have staff or teachers who can communicate in their primary language.
- 4. AANHPI student data should be further disaggregated.** Student data should be disaggregated by ethnic groups so information is not masked by the high academic performance of the Asian subgroup.





The following policy values are a set of statements that represent our guiding principles and core beliefs about the education of DLL and EL students.

These are value statements that can be actualized at multiple levels of government. Some values are followed by more specific sub-points that expand on the policy value. Following each value are a set of recommendations that are intended to improve the educational access, quality and outcomes of EL students in California. They consist of the following solutions and are categorized by the Consortium's Policy Values. These recommendations include legislative priorities, state policy priorities, and local priorities for policymakers, the State Board of Education, state agencies, and practitioner audiences to consider.

# POLICY VALUES AND RECOMMENDATIONS

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## VALUE 1

### Strengthen and Protect Accountability Measures

***a. Ensure the state and federal accountability systems include indicators and metrics that accurately display data for English learner students by typology.***

Several studies of EL outcomes in California have shown that combining EL students and Reclassified Fluent English Proficient (RFEP) students, each with dramatically diverse language needs and academic profiles, obfuscates the academic progress of EL students.<sup>14</sup> Yet the state accountability system combines these two groups of students, masking the needs of California's current EL students.

More EL data, such as level of English proficiency and years as an English learner, is needed and could be included in the calculation of the academic indicators through a new growth model that the State Board of Education will approve for the December 2020 Data Dashboard. This would provide schools and districts with accurate data to address the diverse profiles of EL students in their LCAPs. Due to the masking of this data on current ELs, districts may not be identified to receive differentiated state and/or federal support and assistance through the California System of Support based on their performance on accountability measures.<sup>15</sup> Accurate data on EL students, beginning in the early years, is critical to ensuring districts and schools are receiving the support they need to build capacity around continuous improvement and effectively address inequities in EL student outcomes.

***b. Ensure meaningful family and community engagement is incorporated into policy implementation efforts related to DLL and EL students.***

The stakeholder engagement mandate around LCAPs has largely become a compliance exercise, leaving the voices of parents, youth, and community at the margins. More is needed to ensure that families of DLL and EL students are meaningfully engaged in local decision making and their voices and recommendations are reflected in the LCAP. In addition, parents of DLL and EL students may be unaware of their rights under Proposition 58 to request any language instructional program for their DLL and EL child, including programs that develop a DLL and EL student's native language. Language access is needed for **all** parents of DLL and EL students who are non-native English speakers. Translation is critical for ensuring meetings and written communications are accessible for parents of DLL and EL students who speak languages other than English.

## POLICY VALUES AND RECOMMENDATIONS

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### LEGISLATIVE PRIORITIES:

- **Create stronger accountability mechanisms and greater transparency to ensure that LCFF funds targeted for EL students reach them and are used effectively.** Many of the research-based services, resources, and supports that benefit EL students — such as bilingual teacher preparation programs and providing sufficient instructional time for ELs to receive both designated English language development (ELD) and language instruction integrated into core content instruction — require funding. California’s Local Control Funding Formula (LCFF) includes EL students as a targeted student population,<sup>16</sup> and the monitoring of local expenditures should reveal the extent to which ELs are receiving increased and improved services.
- **Separate XXX (ELO) from reclassified students in the math and ELA indicator on the CA Dashboard, and monitor both groups separately using longitudinal data.**<sup>17</sup> Combining ELO and reclassified students masks the outcomes and needs of current EL students. The State Board of Education (SBE) should give reclassified and current ELs their own colors on the CA Dashboard. This would reveal the true needs of both EL and RFEP students and give schools and districts credit for the performance of their reclassified students.

### STATE POLICY RECOMMENDATIONS:

- **Provide additional guidance and support on how to address the needs of DLLs and ELs in LCAPs and meaningfully engage families in the process.** The state could provide professional development and tools for utilizing data and ensuring the CA EL Roadmap is reflected in the LCAP development process and final content. The state should invest in helping counties, administrators, and teachers learn what the data shows and how to meaningfully engage families in making equity-based investment choices.
- **Revise the EL definition to include current ELs only (with separate data for RFEPs) and include a growth metric for both current and reclassified ELs as part of the Academic Indicators growth model.** Separating data between EL students and Reclassified Fluent English Proficient (RFEP) students and including a growth metric for both student groups can provide more clarity on the outcomes and needs of current EL students. At the moment, stakeholders cannot differentiate between these two distinct student populations and this shift can ensure that local education agencies are tracking growth metrics accordingly.



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## LOCAL POLICY RECOMMENDATIONS:

- **County offices should incorporate an analysis of the data for ELOs and RFEPs into their technical support for writing and reviewing LCAPs in order to demonstrate the progress of our diverse student populations.** County Offices of Education should have dedicated staff who are EL experts in order to better support the school districts they oversee. In addition, when COEs review district LCAPs for approval, they should ensure that (1) districts disaggregate data exclusive of English learners, Reclassified English learners, and Long-term English learners; and (2) services and supports are directly addressing and targeting ELO students.
- **Provide differentiated growth targets in the LCAP and annual updates for various EL typologies based on differentiated needs identified by the data. Annually evaluate and report the progress of students who have been reclassified.** Tracking and monitoring the progress of reclassified students on an annual basis and providing differentiated growth targets for all EL typologies in annual updates will provide more transparency on the academic growth of students. targeting ELO students.

### VALUE 2

## Close Opportunity Gaps through Equitable Access

EL students have concurrent learning needs: they need to learn academic language and core academic content in order to ensure equal and meaningful participation in instructional programs. Alarming, multiple studies conducted over the last two decades have revealed a pattern of English Learner students' exclusion from the standard instructional programs of schools, including core classes in math and science as well as A-G courses required for college admission.<sup>18</sup>

With the passage of AB 2735, which requires that districts not ban ELs from access to core and advanced courses, monitoring implementation will be critical to ensuring districts are helping ELs access these courses. Indeed, lack of access to core content instruction is the most frequent compliance violation found by the California Department of Education during EL compliance monitoring.<sup>19</sup> EL students must be provided with immediate and full access to grade-level core content and college preparatory courses that are linguistically accessible and comprehensible. For students with beginning English proficiency levels, such as many newcomers, bilingual programs that offer content in students' home languages are an example of a promising practice that fosters academic language and content-area access and achievement. Moreover, the vast majority of DLL and EL students are not accessing multilingual programs, which have been shown to support their academic success. California must distribute its resources equitably to ensure DLL and EL students are able to access and participate in programs, supports, and services that develop their home language as an asset and improve their language and academic achievement in ECE and K-12 settings.

## POLICY VALUES AND RECOMMENDATIONS

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### LEGISLATIVE PRIORITY:

- **Provide EL students across all grade levels with immediate and full access to grade-level core content with appropriate language support, and include EL course enrollment as an indicator of student success in the state’s accountability system.** Core and advanced courses should be made immediately accessible for EL students, including through instruction in a student’s native language. A course enrollment indicator for ELs and all student groups should be included in the state’s accountability system, as a metric in the college and career ready indicator, which would allow for the state, schools, and districts to monitor equitable course access for EL students and intervene when access issues arise. Massachusetts has incorporated course-taking data by student subgroup in their state accountability plan under the Every Student Succeeds Act.

### STATE POLICY RECOMMENDATION:

- **Monitor the implementation of AB 2735 to ensure English learners have equitable access to courses required for graduation such as A-G coursework, and other advanced learning opportunities, as well as enrollment in designated ELD, through Federal Program Monitoring and annual district and school site reviews.** Starting in the 2019-20 school year, AB 2735 prohibits California schools from denying an EL student access to participate in a school’s standard instructional program. This recommendation focuses on monitoring the implementation of this statewide bill through annual district and school site reviews. Furthermore, the state should report on findings along with recommendations for ensuring equitable course access for English learners.

### LOCAL POLICY RECOMMENDATION:

- **Create more opportunities for EL students to achieve the A-G course sequence in order to increase access to, preparation for, and success in college and career, and provide immediate and appropriate language support for English Learner students of all levels.<sup>20</sup>** Districts could do a scan at 9th grade to determine which ELs are on or off track for completing graduation and college entrance requirements and develop a plan for those students. Districts should consider examining who is accessing and succeeding in A-G coursework<sup>21</sup> by EL typology and consider creating innovative pathways and courses to increase access and success. This would allow districts to design course sequences so that more ELs have access to A-G coursework and a clear pathway to high school graduation while considering differentiated pathways according to typology. Districts and states have come up with different ways to increase access and success:
  - Sanger High School in Fresno County has shifted high school graduation requirements from 2 to 3 years of science, mainstreamed EL students into the A-G sequence, and ensured that all courses (including CTE) are A-G approved.
  - Washington state is improving college preparedness by providing high school world language credits to EL students who can demonstrate proficiency in their home language.



VALUE  
3

## Fully Equipped Educators

The California English Learner Roadmap, adopted by the State Board of Education in July 2017 as official EL state policy, replaced the English Only policy adopted in 1998 with the passage of Proposition 227. The Roadmap states that all educators are educators of DLL and EL students and therefore have a shared responsibility to help them succeed. All current and future teachers must receive essential and specialized support and training in order to address the varied needs of DLL and EL students.<sup>22</sup> California faces a major shortage of teachers with the bilingual authorization required to serve K-12 EL students in bilingual or dual immersion programs.<sup>23</sup> The child development permit, the teaching certificate for early care education and child development in California, does not include specific training tailored to Dual Language Learners, creating obstacles to quality early childhood care.

Finally, there is a need for greater diversity in the teaching profession because of its demonstrated positive impact on student outcomes, particularly among students of color.<sup>24</sup> In the current system, in-service teachers are not incentivized to take on the challenging positions of teaching a dual immersion or bilingual program, which require significant preparation and can be costly. California must pursue innovative policies, practices, and strategies to support and equip teachers of DLL and EL students in all classrooms.



## POLICY VALUES AND RECOMMENDATIONS

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### LEGISLATIVE PRIORITY:

- **Request funds in the budget for the extension of the Bilingual Teacher Professional Development Program (BTPDP) and DLL professional development.** One of the major barriers in expanding bilingual programs and promoting biliteracy is the shortage of bilingual teachers beginning in early childhood education. Although investments have already been made in this area, the BTPDP and other PD programs can further strengthen the bilingual teacher pipeline and attract pre- and in-service teachers to become bilingual educators as well as encourage already-credentialed bilingual teachers in English-only classrooms to return to bilingual classrooms. The state should also support the creation, funding and implementation of bilingual authorization programs in universities in all regions of the state.

### STATE POLICY RECOMMENDATION:

- **Improve workforce preparation by increasing DLL-specific coursework availability and ensuring DLL-related competencies in early educator preparation programs statewide.** In order to better prepare the incoming early learning workforce to meet the needs of DLLs and their families, the State Board of Education should create incentives for colleges and universities to include research-based DLL course content in the early childhood curriculum. The State Board of Education should also consider adding DLL requirements to obtain the Child Development Permit which will help ensure that early educators are equipped to meet the needs of the large and growing population of DLL children in the state. In order to increase the availability of DLL-specific courses within institutions of higher education, the state should create incentives for colleges and universities to include research-based DLL course content in the early childhood curriculum. This coursework should include a strong emphasis on first- and second-language acquisition, linguistically and culturally relevant child assessment practices, and other best practices to support DLLs. In addition, the new California Online Community College should include DLL-specific ECE coursework as a flexible and affordable option for the workforce.



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## LOCAL POLICY RECOMMENDATION:

- **Establish “grow your own” bilingual teacher education programs and recruit Seal of Biliteracy graduates to go into Teacher Education programs at the post secondary level.** Teacher preparation programs should address barriers to credentialing and increase diversity in the teaching profession. Preparation programs should promote culturally and linguistically responsive practices, including meaningful family engagement. Local agencies could also increase diversity in the teaching profession by creating a state grant program to launch “grow your own” programs over a five-year period that target recruitment from diverse communities. There is an urgent need to focus on a long term sustainability plan, especially targeting seniors who have earned a State Seal of Biliteracy, that will recruit students into the bilingual teacher pipeline. Districts can also utilize existing resources by strengthening existing programs like Gear Up or Upward Bound and expand partnerships with community colleges to create a pipeline to prepare students for teaching careers. These programs should also focus on attracting a diverse teacher workforce. As an example, Sanger High School in Fresno County has shifted high school graduation requirements from 2 to 3 years of science, mainstreamed EL students into the A-G sequence, and ensured that all courses (including CTE) are A-G approved.

### VALUE 4

## Asset-based Approach to DLL and EL Education

There are multiple systems that impact the success of DLL and EL students. The California English Learner Roadmap’s asset-focused vision for DLLs and ELs across the education pipeline from ECE through grade 12 means that DLLs and ELs access classes, programs, and services that support them and respect and uplift their native language by developing bilingualism and biliteracy. The state must provide teachers, schools, districts, administrators, and county offices of education with the support, guidance, and funding needed to effectively implement this vision.



## POLICY VALUES AND RECOMMENDATIONS

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### LEGISLATIVE PRIORITY:

- **Provide state grant funding to districts to expand or initiate new dual immersion and bilingual programs.** Under Proposition 58, parents can request any language instructional program for their EL child. If 20 or more parents in a single grade or 30 or more parents in a school request a specific EL language instructional program (like dual immersion or bilingual programs), that school must offer the program “to the extent possible.”<sup>25</sup> This feasibility determination may make it more difficult for parents whose children are in districts or schools with a lack of resources to get a bilingual or dual immersion program. There should be some recourse for parents who meet the threshold to request a bilingual or dual immersion program, but whose child’s school is unable to implement the program. For example, the state legislature could set aside funding for grants for schools with at least 40% EL enrollment that do not have sufficient resources to establish a bilingual program, such as those described in AB 2514.

### STATE POLICY RECOMMENDATION:

- **Ask the State Board of Education to ensure that all new grants to initiate or expand dual immersion and/or bilingual programs be distributed equitably across the state.** Future grants that aim to expand dual immersion and/or bilingual programs should be targeted at Local Education Agencies that currently do not provide these types of programs.

### LOCAL POLICY RECOMMENDATION:

- **Ensure proficiency in the home language is valued and courses taught in the home language count toward high school graduation and college entrance requirements.** In some school districts, not all heritage language classes currently count toward A-C coursework. School board policy could ensure heritage language classes count toward postsecondary eligibility in order to provide more opportunities for students to gain entry to college.



## Acknowledge EL Diversity, Typology, and Whole-child Approach

DLL and EL students are not a monolithic student group and may have multiple overlapping social identities. They have varying levels of proficiency in their home language and English and distinct backgrounds and identities. DLL and EL students may face intersectional barriers related to trauma, socioeconomic hardship, immigration, and language access. Yet, federal and state policy tend to cluster all EL students together under the false assumption that they all have similar educational needs.<sup>26</sup>

**a. Services and programs targeted to EL students should take into account the distinct barriers that EL students face based on their needs and typology (e.g. reclassified EL students, Long Term EL, newcomer, etc).**

Some EL students are “newcomers” who have recently arrived to the United States and may be refugees, unaccompanied minors, and/or have limited or interrupted formal education. Many newcomers have higher rates of trauma exposure and therefore have discrete psychological/emotional, physical, and social needs. Other EL students have disabilities, meaning they require both language and special education support.<sup>27</sup> Long-Term English Learners (LTELs) have been EL students for 6 or more years and have not made sufficient progress towards English proficiency and academic achievement. Former EL students, or Reclassified Fluent English Proficient (RFEP) students, tend to significantly outperform current EL students and even their native English-speaking peers. Given these differences, EL students with disabilities may require language supports that take their disability into account; newcomer students may require more social-emotional services targeting trauma experienced before and while migrating; and LTEL students may require more support in core academic content.



## POLICY VALUES AND RECOMMENDATIONS

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### ***b. Build on assets and address the needs of underrepresented DLL and EL groups, such as Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students.***

The state of California serves more than 6.2 million children, of which 12.1 percent are Asian American, Native Hawaiian, and Pacific Islander.<sup>28</sup> In 2013, more than one-third of Asian Americans (35 percent) and 13 percent of NHPI students were ELs -- a rate higher than Latinos at 30 percent.<sup>29</sup> In Los Angeles County, nearly 86 percent of English learners are Spanish speakers, with the remaining speaking a mix of primarily Asian languages like Mandarin, Korean, Cantonese, Vietnamese, and Tagalog.<sup>30</sup> Students and families who speak Asian languages often do not have access to crucial information in their native language.

### ***c. Build on assets and address the needs of Long-Term English learners and dually classified students.***<sup>31</sup>

In California, nearly half of secondary EL students are LTELs. They are often socially, academically, and linguistically isolated, with less access to the core curriculum, further hampering their educational achievement and ability to complete high school within four years.<sup>32</sup> Districts need to identify students at risk of becoming LTELs in the lower grades to accelerate their language and academic growth with targeted and additional support. Classes for LTELs in secondary schools should target academic oral and written language with courses that qualify for the English graduation requirement and A-G English credit.

## LEGISLATIVE PRIORITIES:

- **Incorporate LTELs in the state's accountability system as a separate subgroup.** The State Board of Education has recently approved the incorporation of a fifth-year graduation rate in its accountability system to reward districts for graduating students who may need more time to graduate high school, such as LTELs and newcomer EL students. However, the needs of LTEL students should be addressed prior to high school graduation. Schools with high numbers of LTELs who are struggling academically should be identified and supported to focus on ELs and LTELs.
- **Create an emergency state fund to support unaccompanied minors.** The state legislature should create an emergency fund to meet the needs of the rising number of unaccompanied minors. California has the second highest number of unaccompanied minors in the country, with nearly 10,000 being released to family sponsors between 2013 and 2015.<sup>33</sup> Schools and districts are responsible to support this vulnerable population with very little federal or state support to do so. A state fund could help districts better support released children when they attend school. The state has already allocated emergency funding to its public colleges and universities to support undocumented students and could add funding for K-12 support.

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- **The State Board of Education should disaggregate data for AANHPI ELs according to home language and use it as a subgroup for all indicators of student success on the California Dashboard.** Asian/Pacific Islander is an extremely broad category, which does not adequately highlight opportunity gaps or needs of the community. For example, in reporting, there is little distinction between East Asian and Southeast Asian. As a result, the data does not tell the whole story of the full challenges ELs face within the AANHPI subgroup. The disaggregation of data by the different languages spoken by API students should each count as a separate student subgroup with a lower threshold of 15 to qualify as numerically significant, similar to foster youth.



## POLICY VALUES AND RECOMMENDATIONS

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### STATE POLICY RECOMMENDATIONS:

- **The California Department of Education (CDE) should provide information about the enrollment of EL students disaggregated by language instructional program from CALPADS in its summary of public reports available through DataQuest.** DLL and EL students are enrolled in various language instructional programs, including structured English immersion, bilingual programs, and dual immersion programs. They are also on biliteracy pathways and receive Seals of Biliteracy. However, there is not enough data available to the public, community, and parents about the number and percentage of DLL and EL students who are accessing language instructional programs that develop their native language, including bilingual and dual immersion programs. The state should add a report to the publicly accessible DataQuest page that shows the number and percentage of DLL and EL students enrolled in a language instructional program (dual immersion, etc.) starting in ECE and the percentage of EL students that receive a Seal of Biliteracy annually. Furthermore, the state should include academic outcome data by language instructional program to assess the efficacy of these programs.
- **The state should provide guidance, technical assistance and funds to create support in language programs specifically for unaccompanied minors and newcomer ELs.** The state could help school districts better support unaccompanied minors and newcomer ELs with a fund that provides concentrated assistance for children when they attend school. This investment in language programs for this targeted population can be an extension of the allocated emergency funding that is provided to its public colleges and universities to support undocumented students.
- **The state should disaggregate data for AANHPI students in DataQuest for all reports for school district and school accountability measures. The state should also provide funds specifically for AANHPI language programs with technical assistance from the state.** Providing disaggregated data for AANHPI students in DataQuest would help make this data accessible and available to the public and school districts. Furthermore, the State Board of Education can provide more technical assistance to AANHPI EL students. For example, these funds could expand bilingual and dual immersion programs in the home languages of AANHPI EL students, with a focus on underrepresented Asian languages such as Vietnamese, Cambodian, and Hmong.





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## LOCAL POLICY RECOMMENDATIONS:

- **Create a LACOE EL dashboard.** The Los Angeles County Office of Education (LACOE) should create an EL dashboard that shows the academic outcomes of EL students by important factors such as typology and language instructional program. Other key metrics should be included in consultation with stakeholders that would help identify targeted needs of ELs to help determine appropriate funding and services. The LACOE should look to the San Diego County Office of Education, which has created an EL dashboard that shows EL data at the district, school, and classroom level; and LAUSD, which has an EL dashboard intended to support progress toward reclassification.
- **Establish robust partnerships with other public, community, private and nonprofit agencies to provide socio-emotional support and wraparound services to newcomer ELs and strengthen dual language programs.** Many newcomers have higher rates of trauma exposure and therefore have discrete mental health, emotional, and social needs. Schools and districts often try to support this vulnerable population with very little external support. Instead, districts should expand partnerships with community-based organizations who can help foster trust, understanding and insight into the needs of newly arrived immigrant families who face challenges within our public school system. In addition, strategic partnerships with service providers, consulates, and institutions of higher education can provide expertise, funding, and capacity. For example, in Westminster School District, a partnership with a higher education institution resulted in the offering of a Vietnamese dual immersion program.
- **Districts should disaggregate language development and academic data for AANHPI EL students by their home language when preparing to write their LCAPs.** The disaggregation of language development and academic data would help ensure that students in the AANHPI category are not being viewed and treated as monolithic. Differentiation within the subgroup on LCAPs will help districts begin to examine the targeted support and distinct needs of AANHPI EL students.



## POLICY VALUES AND RECOMMENDATIONS

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VALUE  
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### Adequate and Equitable Funding for DLL and EL Students in all Language Acquisition Programs.

The underlying intent of public school funding in California is equity, where more funding, resources, and support go to students who face the highest barriers to being successful in school.<sup>34</sup> Funding mechanisms should also ensure that funds targeted for EL students reach them and are used effectively. A recent state auditor's report found that the current approach to the LCFF lacks evidence that supplemental and concentration funds<sup>35</sup> were actually spent on improving or increasing services for the LCFF target groups, including ELs.<sup>36</sup>

#### LEGISLATIVE PRIORITIES:

- **Include an additional weight in the LCFF funding formula for reclassified EL students.** California currently enrolls 1.1 million reclassified EL students. Districts must still report the progress of reclassified EL students for four years after they reclassify, but receive no financial support to do so. Reclassified students could generate ongoing state funding at a smaller percentage than current English Learner students. This would reward districts for reclassifying students and would acknowledge the need for additional funding and support to meet the diverse needs of EL students.
- **Continue to target school districts with high percentages of DLL and EL students to implement the California EL Roadmap.** The EL Roadmap is a new and unfunded policy, which means implementation will vary dramatically by district. It will take a comprehensive and ongoing effort by the CDE and the State Superintendent of Public Instruction to ensure awareness, ownership, and implementation of the CA EL Roadmap is comprehensive and robust across the state. The CDE should provide funding or sponsor additional legislation that would enable districts to pilot implementation. Target school districts should include those with high numbers and percentages of DLL and EL students to ensure funds and training are distributed equitably. The 2019 state budget, signed by Governor Newsom, currently appropriates ten million dollars to implement the EL Roadmap. While this is a step in the right direction, more support will be needed for statewide implementation of the EL Roadmap to close opportunity gaps among California's 1.2 million EL students and DLL students who compose 60% of children ages birth to five.<sup>37</sup>

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## STATE POLICY RECOMMENDATIONS:

- **The CDE should provide guidance to school districts on Prop. 58 clarifying the inclusion of TK/ETK, the “feasibility” requirement, and the definition of “having sufficient resources.”** Some school districts interpret Prop. 58 as applying solely to K-12 programs. However, transitional kindergarten (TK) and expanded transitional kindergarten (ETK) are technically part of kindergarten. Hence, there is a need to clarify that K-12 dollars specifically for bilingual programs can be used for ECE. In addition, Prop. 58 states that schools must offer a program requested by a certain number of EL parents “to the extent possible,” but there are very few guidelines around the criteria for this definition. Schools are defining this criteria differently, and data is not collected on which requests lead to establishing programs or if a feasibility study was conducted. We need a policy that clarifies what the feasibility study should look like and how it should be reported out with a third party. In addition, there must be greater guidance on what “having sufficient resources” means to ensure schools are truly making every effort possible to bring EL programs to parents who request them. For example, districts should consider staffing capacity first to determine feasibility. If districts do not have enough staff/teachers, then the policy cannot be implemented.
- **The CDE should work to ensure that 100% of districts are eligible to offer the Seal of Biliteracy.** The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Nearly 40 states across the country have enacted the Seal of Biliteracy in an effort to help students recognize the value of their academic success, see the tangible benefits of being bilingual, and be competitive for college admissions and future employment. California was the first state to enact the State Seal of Biliteracy in 2011 and should ensure that all districts in the State offer the Seal of Biliteracy.



## POLICY VALUES AND RECOMMENDATIONS

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### LOCAL POLICY RECOMMENDATIONS:

- **School districts offering dual immersion and bilingual programs at the K-12 level should expand these programs into the early learning years and create dual immersion “Equity Maps.”**<sup>38</sup> Many school districts in California offer dual language immersion and bilingual programs at the K-12 level but do not begin the programs in the early learning years, missing an important language acquisition window. Building on the research highlighting the importance of early language development, education leaders should expand existing K-12 dual language programs into early learning programs such as infant and toddler programs, preschool, expanded transitional kindergarten, and transitional kindergarten. Districts should also create dual immersion “Equity Maps” to provide information about DLLs/ELs participating in dual language immersion programs and where programs are distributed across the district.
- **Districts should develop professional development plans for teachers and administrators to implement the California EL Roadmap.** In order for the EL Roadmap to take effect, districts must integrate its principles into the fabric of their operations, starting with professional development plans. Resource allocation for professional development for all district staff should be clearly identifiable in LCAPs, differentiated for teachers of various types of English Learners as well as by type of language acquisition program.



## CONCLUSION

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Public education was envisioned to be the great equalizer of American society and ensure that all children, no matter the circumstances they were born into, have an equal chance to succeed. This promise has not been fulfilled. The state of EL education is in crisis as sizable opportunity and achievement gaps between DLL and EL students and non-EL students remain. We have a shared responsibility to address this crisis and we must deliver on our promise so that all children may thrive.

Further, not addressing the language and academic needs of this particular student population will negatively impact California's economy. Research shows that nearly 38 percent of jobs in the state will require at least a bachelor's degree, and there is currently a projected gap between at least one million college graduates and available jobs.<sup>39</sup> This will translate to underprepared students who will be ill-prepared for the workforce. California, the fifth largest economy in the world, cannot afford to not invest in the workforce of tomorrow.

As California moves towards valuing and developing the home language of DLL and EL students, now more than ever, decision makers, parents, and community members must work in stronger collaboration by maximizing our collective resources and networks to ensure the **prosperity of all students in California**. The diverse nature of this multi-stakeholder consortium elevates the impact that is possible through collaboration and advancing educational equity specifically for DLL and EL students, a significant portion of California's students. By embracing the recommendations in this policy agenda, California and Los Angeles can lead the nation in transforming educational opportunities for English learners.



**DIVERSITY  
IS A GIFT**



**SHINE &  
LET SHINE**



TRACY  
MIZEL  
BULL  
OLSON

# ACKNOWLEDGEMENTS

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A special thank you to the participants of the Consortium, our partners who co-hosted listening sessions, the parents of DLL and EL students, and the California Community Foundation. This publication would not have been possible without their shared knowledge, stories, and support.

Alliance for a Better Community was the primary author of this publication on behalf of the Consortium for English Learner Success. The Consortium would like to thank the following experts for reviewing and significantly contributing to this publication: Shelly Spiegel-Coleman (Californians Together), Dr. Feliza Ortiz-Licon (Unidos US), and Leni Wolf (The Education Trust-West). The Consortium would also like to thank Vivianne Anguiano, Gabriella Barbosa, and John Garcia III who provided substantive leadership and guidance to the Consortium. Their commitment to ensuring equity for EL students contributed to the development of this policy agenda.

Anna Mkhikian designed the publication.

The content of this policy agenda is the sole responsibility of the Consortium for English Learner Success. It is a compilation of a diversity of feedback, ideas, and concepts. It may not reflect the views or full opinion of any individual or organization that assisted in its publication.

## Advisory Board:



## Listening Session Partners:



## ACKNOWLEDGEMENTS

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### Work Group Participants:

- Abriendo Puertas/Opening Doors
- American Civil Liberties Union (ACLU) of Southern California
- Advancement Project CA
- Alta Public Schools
- Asian Americans Advancing Justice
- Bill & Melinda Gates Foundation
- California Association for Bilingual Educators (CABE)
- CABE/Whittier College
- California Community Foundation
- California Department of Education
- California School Boards Association
- California State University, Los Angeles
- Californians for Justice
- Californians Together
- Camino Nuevo Charter Academy
- Central American Resource Center (CARECEN)
- Center For Powerful Public Schools
- Children Now
- Claremont Graduate University
- Council of Mexican Federations in Northamerica (COFEM)
- California State University (CSU), Long Beach, College of Education
- Early and Expanded Learning
- Early Edge California
- Education Trust-West
- Families In Schools
- First 5 Los Angeles, Early Care & Education
- Glendale Unified School District
- Great Public Schools Now
- Innovate Public Schools
- Los Angeles Unified School District (LAUSD), Multilingual and Multicultural Education Department
- LAUSD, Fair Avenue Elementary School
- Loyola University Marymount, Center for Equity for English Learners (CEEL)
- Magnolia Community Initiative (MCI)
- Mexican American Legal Defense Fund (MALDEF)
- Promesa Boyle Heights
- Public Counsel
- Sobrato Family Foundation
- Southeast Los Angeles Collaborative
- Talking Teaching Network
- Teach Plus California
- The Century Foundation
- The Opportunity Institute
- The New Teacher Project (TNTP)
- University of California, Los Angeles (UCLA), The Civil Rights Project
- UnidosUS
- University of California, San Diego
- Walton Family Foundation
- WestEd
- Westminster School District, Early Education & Expanded Learning



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13. Reclassified means to change the status from being identified as an English Learner student to a non-English Learner students.
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15. Technical assistance is primarily provided by County Offices of Education and the California Collaborative for Educational Excellence, a statewide agency that works to strengthen California's public school system so that districts can build their capacity to improve student outcomes.
16. Targeted student population (TSP) refers to students who can only be counted once based on the designation of categories in the Local Control Funding Formula: Free and reduced price meal (FRPM)-eligible, English Learner (EL), and foster youth. Source: <https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>
17. An education longitudinal data system is a data system that collects and maintains detailed, high quality, student-level data that are linked across entities and over time, providing a complete academic and performance history for each student; and makes these data accessible through reporting and analysis tools. (National Center for Education Statistics).
18. Ilana Umansky, "Leveled and exclusionary tracking: English Learners' access to core content in middle school," American Educational Research Journal, last modified December 2016, <https://files.eric.ed.gov/fulltext/EJ1125008.pdf>.
19. Tanya Lieberman, "Assembly Committee on Education Bill Analysis: A.B. 2735 English learners: participation in standard instructional programs," California Legislative Assembly, accessed May 2019. [http://leginfo.ca.gov/faces/billAnalysisClient.xhtml?bill\\_id=20172018OAB2735#](http://leginfo.ca.gov/faces/billAnalysisClient.xhtml?bill_id=20172018OAB2735#).

## ENDNOTES

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20. Note: This policy recommendation comes from an advanced report by the Education Trust-West that highlights promising practices related to college and career readiness in California.
21. According to the California Department of Education, the A-G coursework is a set of 15 college preparatory courses that California graduating high school students must complete to be eligible for University of California (UC) or California State University (CSU) admission. Source: <https://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>
22. Patricia Gándara and Russell Rumberger, "Resource Needs for California's English Learners: Getting Down to Policy Recommendations," University of California Linguistic Minority Research Institute, last modified April 2008, <https://escholarship.org/uc/item/7sh0x8kq>.
23. Vickie Ramos Harris and Araceli Sandoval-Gonzalez, "Unveiling California's Growing Bilingual Teacher Shortage: Addressing the Urgent Shortage, and Aligning the Workforce to Advances in Pedagogy and Practice in Bilingual Education," Californians Together, last modified June 2017, <https://californianstogether.app.box.com/s/aowa6abuqlyql3kokfhpbru93h00ull>.
24. The Education Trust-West analysis of California Department of Education data, 2017-18, *Infographic: Teachers of Color in California TK-12 Public Schools*, <https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/sites/3/2017/11/04215628/ETW-Seen-Heard-Reflected-TOC-Infographic-Nov-19.pdf>
25. The school must consider offering the program to the extent possible but not offer the program. The school does need to notify the parents in writing about the determination of being able to offer the program or not.
26. Desiree Carver-Thomas, "Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color," Learning Policy Institute, accessed April 2019, <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>.
27. Ilana Umanksy, Megan Hopkins, Dafney Blanca Dabach, Lorna Porter, Karen Thompson, Delia Pompa, "Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students: Lessons for State and Local Education Agencies. Council of Chief State School Officers," Getting Down to Facts II, last modified March 2018, <https://ccsso.org/sites/default/files/2018-04/Understanding%20and%20Supporting%20the%20Educational%20Needs%20of%20RAIEls.pdf>.
28. California Department of Education, "2017-18 Enrollment by Subgroup for Charter and Non-Charter Schools," accessed July 2019, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=00&aggllevel=state&year=2017-18>
29. The Campaign for College Opportunity, "The State of Higher Education in California: Asian American Native Hawaiian Pacific Islander Report," September 2015, [https://collegecampaign.org/wp-content/uploads/2015/09/2015-State-of-Higher-Education\\_AANHPI2.pdf](https://collegecampaign.org/wp-content/uploads/2015/09/2015-State-of-Higher-Education_AANHPI2.pdf)
30. California Department of Education, "English Learner Students by Language by Grade," <https://dq.cde.ca.gov/dataquest/SpringData/StudentsByLanguage.aspx?Level=County&TheYear=2017-18&SubGroup=All&ShortYear=1718&GenderGroup=B&CDSCode=1900000000000&RecordType=EL>.
31. Within the English Learner subgroup, there are students who also qualify for special education services also known as dually-classified students.
32. Callahan, R. M., & Shifrer, D. (2016). Equitable Access for Secondary English Learner Students: Course Taking as Evidence of EL Program Effectiveness. *Educational administration quarterly*: EAQ, 52(3), 463–496, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4941630/>
33. Unaccompanied Alien Children Released to Sponsors By State. U.S. Department of Health and Human Services, Office of Refugee Resettlement. Source: <https://www.acf.hhs.gov/orr/resource/unaccompanied-alien-children-released-to-sponsors-by-state>
34. Jennifer Imazeki, Paul Bruno, Jesse Levin, Iliana Brodziak de los Reyes, Drew Atchison, "Working Toward K-12 Funding Adequacy: California's Current Policies and Funding Levels," Getting Down to Facts II, last modified October 2018, <https://gettingdowntofacts.com/publications/working-toward-k-12-funding-adequacy-californias-current-policies-and-funding-levels>.
35. **Supplemental grants** provide districts with 20% more funding for each student who is either low income, an English language learner, and/or in foster care (i.e. high need). In districts where at least 55% of students are high need, **concentration grants** provide an additional 50% in funding.
36. K-12 Local Control Funding The State's Approach Has Not Ensured That Significant Funding Is Benefiting Students as Intended to Close Achievement Gaps. Source: <http://www.auditor.ca.gov/reports/2019-101/index.html>
37. Dual Language Learners. Advancement Project California. Source: <https://www.advancementprojectca.org/what-we-do/educational-equity/dual-language-learners>
38. An equity map is a visual map that would indicate where, across a school district's geographic boundaries, dual immersion programs are offered. Los Angeles Unified School District has created a similar map found here, <https://achieve.lausd.net/Page/7524#spn-content>.
39. "California's Future: Higher Education," Public Policy Institute of California, January 2018. Source: <https://www.pplic.org/wp-content/uploads/r-118jir.pdf>



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