# FALLING SHORT ON THE PROMISE TO ENGLISH LEARNERS:
# A REPORT ON YEAR ONE LCAPS

Authors:
Elvira Armas, Ed.D., Magaly Lavadenz, Ph.D., Laurie Olsen, Ph.D.

CaliforniansTogether
Championing the Success of English Learners

LMU|LA
The Center for Equity
for English Learners

# INTRODUCTION

California's new Local Control Funding Formula (LCFF)[1], signed into law in 2013, promised a new school finance system that would provide both more local control and a more equitable school finance system.   Dispensing with a system of categorical funds that had sought to ensure attention to the needs of groups of students persistently left behind, the new LCFF coupled giving local districts the flexibility to determine how best to meet student needs, while entrusting them with the solemn responsibility to pay particular attention to increasing or improving services for low income students, English learners (ELs) and foster youth.

Now, one year into the implementation of the LCFF process, a review of the Local Control Action Plans (LCAP)[2] through which local districts describe how they intend to use this new flexibility paints a troubling picture.  While the LCFF grants additional supplemental and concentration funds to districts to ensure that English Learners, low income youth and foster youth receive increased or improved services, the LCAP, as currently structured, does not allow for knowing whether or not districts are planning to use the funds to actually serve and benefit those students.  This review found that LCAPs tend to be characterized by woefully inadequate specificity, weak attention to how schools will meet the needs of English Learners, and a missed opportunity to finally move towards research-based effective practices for this underserved population.

In short, it appears that if the LCAP system is left as is, English Learners will once again be left behind.  As it is functioning now, the LCAP is far from adequate as an accountability mechanism to target funds and ensure equity and access to educational services for English Learners.

Perhaps the absence of attention to English Learners in LCAPs in the first year of implementation is simply a result of that fact that districts were asked to conduct LCAP input sessions, identify district goals, actions, metrics and expenditures within an accelerated time frame, ***and*** with newly-developed state templates and guidelines that were weak on guidance related to English Learners. Perhaps it is a symptom of too few voices speaking for English Learners in the local dialogue process, or insufficient expertise at the district level for how to meet the needs of English Learners – conditions that have haunted implementation of school reforms in the past.  There is no question, however, that the failures of first-year LCAPs to address English Learners are a harbinger of things to come, unless California mounts much stronger state guidance and accountability, unless local districts commit to a clear focus and commitment to understanding and implementing research-based approaches for English Learners, and unless local communities are able to insist upon a more ongoing and robust system of stakeholder engagement that includes the families of English Learner students.

This report was written as a call to action to both local and state policymakers. It seeks to engage and inform policy and practice at the local and state-level to strengthen LCAP development and program implementation for English Learners moving forward.  It is a call for stronger state guidance related to meeting the needs of English Learners, and for improved mechanisms of professional development and technical assistance to build capacity throughout the state to respond to the needs of this persistently left-behind student population.  And, the report is written in the hope that the state will step up and design a strong, new-era accountability system that partners effectively with local districts to ensure schools deliver on the promise of educational opportunity for English Learners.

---

1    Local Control Funding Formula (AB 97, SB 91, and SB 97)

2    Local Control Accountability Plan (Education Codes 52060-52077)

# WHY THIS MATTERS

As Governor Brown stated in 2013, *"Equal treatment for children in unequal situations is not justice."*  With his leadership, LCFF was designed around the recognition that students with additional academic needs require additional financial resources to receive "improved or increased services".  There is an expectation that this reform will contribute a more equitable school finance system for California – but leaves it to local decision to determine what actually is done with the  funds.

All Local Education Agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP) to describe how they intend to meet annual goals for all pupils, with specific activities to address the eight state and additional local priorities. Supplemental and concentration grant amounts are calculated based on "unduplicated pupil" counts of English Learners, foster children and low-income children. Given that California enrolls approximately 1.4 million English learners, 22.7% of total student enrollment, the LCAP represents a significant opportunity for LEAs to plan for and fulfill the promise of improved or increased services for ELs.

Despite the enduring presence and critical numbers of ELs in schools, these students are still among the most underserved population, dropping out of school at alarming rates.[3] Of growing concern is the number of ELs who are "at risk" of becoming Long-Term English Learners (LTELs, 4th – 5th grade) or who are termed LTELs (6-12th grade).[4]  This population is among the most at risk for school failure, most in need of specialized programs and services and of teaching expertise informed by monitored benchmarks and systemic evaluation.[5]

California's Local Control Funding Formula (LCFF) represents an enormous opportunity in California's school funding, transitioning from a system with designated categorical, protected Economic Impact Aid (EIA) funds for English Learner services, to one that promotes local accountability and maintains that local educational agencies (LEAs) will address the needs of English learners.   It represents an enormous opportunity for locales to select the research-based approaches that are a good match for their students.  And, it was a leap of significant faith that localities would decide to spend funds for this group of students despite a history in which federal and state mandates were often essential to prevent the overlooking of English Learner needs.

The LCAP is intended to document each LEA's annual goals for student achievement, with specific activities delineated to address state and local priorities. It requires LEAs to describe the improved or increased services to close achievement gaps in ways that are left up to their own interpretations. In the best of worlds, the LCAP would represent local entities taking ownership and responsibility for English Learner education, targeting public funds to meet the needs of English Learners drawing upon research on best-practices, and closing what has been a far-too-persistent opportunity and achievement gap. The question is, is that intention being realized?

> *"Simply providing more of the same kinds of interventions is unlikely to deliver on the promise of significantly enhancing outcomes for ELs… instruction and school-related services for ELs need to go beyond established practices or simply improving compliance with the existing education code. We believe that the new funding formula provides an opportunity for schools, districts, and teachers to innovate and implement research-based practices.."*
>
> - Gándara and Zárate (2014)

---

3   Walqui, 2000; Rumberger & Gándara, 2004; Genesee, Lindholm-Leary, Saunders & Christian, 2006

4    Long Term English Learner Definition: An EL who has been enrolled in U.S. schools for six or more years, but has not achieved English proficiency or attained academic bench-marks to reclassify as fluent-English proficient (CA, AB 2193)

5    Menken & Kleyn, 2009; Olsen, 2010

# LOOKING AT LCAPS THROUGH THE LENS OF ENGLISH LEARNER RESEARCH

## About This Report

In the months following initial implementation of the LCFF, numerous organizations and policy entities examined and reported on the LCAP process – how LEAs approached strategic planning, allocated funds, determined metrics, and set accountability goals.[6] This report is similar, except it was conducted with an explicit focus specifically on English Learners, seeking to answer:

- To what degree did first-year LCAPs specify goals and identify outcomes for English Learners, with appropriate and specific metrics for measuring impacts on these students?

- To what degree did first-year LCAPs identify action steps and allocate funds for increased or improved services for all types of English Learners?

- To what degree are the actions, programs and services included in first-year LCAPs reflective of research-based practices for achieving language proficiency and academic achievement for English Learners?

- To what degree did stakeholder engagement reflect English Learner parent input for development and implementation of first-year LCAPs?

As a tool for this review, as well as to provide guidance for LEAs in designing, funding and implementing programs for English Learners using LCFF guidelines, a coalition of organizations (Californians Together, the California Association for Bilingual Education, the California Rural Legal Assistance, and the Center for Equity for English Learners at Loyola Marymount University) developed *English Learner Research-Aligned LCAP Rubrics* for analyzing district LCAPs by addressing 10 focus areas:

1. English Language Development
2. Parent Engagement (English Learner Parents)
3. Professional Development related to English Learner Needs
4. Programs and Course Access for English Learners
5. Expenditures
6. District Wide Use of Concentration and Supplemental Grant Funds
7. School Wide Use of Concentration and Supplemental Grant Funds
8. Actions and Services (Increased or Improved)
9. Proportionality
10. English Learner Data to Inform Goals

The identification of these 10 focus areas and their respective indicators is based upon research-based principles and practices for English Learners.[7]  The ***English Learner Research-Aligned LCAP Rubric*** scale includes a continuum of descriptors for each of the respective focus areas. Teams from participating organizations developed and reviewed these rubrics to ensure alignment to the eight state priorities.  In addition, a group of content experts - comprised of teacher and district leaders, state and national-level EL consultants, professors in colleges of education, and educational researchers – reviewed and refined the rubrics to reflect research. The resultant tool was used to analyze LCAPs from districts throughout California.[8] (*A sample of the English Language Development Focus Area is provided in Appendix C*).

---

6    Hahnel, C. (2014).  Building a More Equitable and Participatory School System in California:  The Local Control Funding Formula's First Year.  The Ed-Trust West.  Retrieved from http://west.edtrust.org/resource/building-a-more-equitable-and-participatory-school-system-in-california-the-local-control-funding-formulas-first-year/

Taylor, M. (2015).  Review of School Districts' 2014-15 Local Control and Accountability Plans.  An LAO Report. Legislative Analyst Office. www.lao.ca.gov

7    The rubrics are based, in part, upon principles and recommendations put forth by Drs. Patricia Gándara and María Estela Zarate in their recent publication A<u>Funds</u> of the Civil Rights Project at UCLA.

## The Sample Districts

A purposeful selection of 25 district LCAPs included districts with the highest numbers of English Learners in the state, districts with highest concentrations/percentages of English Learners, and districts representative of California's geographic regions.  In addition, the LCAPs from a select group of six districts known for providing quality English Learner services were also reviewed, as a means of understanding how the LCAP process can reflect English Learner needs. Table I provides a description and total for each district typology.

Together, these districts serve 449,325 English Learners - 32% of the English Learners in California. They represent all regions of the state.  While these findings cannot be generalized to all LEAs, they provide a picture of patterns that are likely to be true of other districts as well – and raise serious questions and concerns calling for response at the state and local levels.

## LCAP Review Panel and Processes

In September 2014, a panel of 26 reviewers representing a cross section of the California educational community convened in Sacramento to review the LCAPs.  Members included educators, EL advocates, and legal services staff. *(A list of the reviewers is presented in Appendix E)*. The group reviewed the intent of the LCAP and its requirements. The ten ***English Learner Research-Aligned LCAP Rubrics*** were reviewed and sample indicators explained across a four point rating scale ranging from low to high:  "No Evidence Included", "Weak", "Good", "Exemplary." A sample district LCAP provided the basis for group rating and established Inter-rater reliability ensuring consistent application of the rubric indicators. LCAPs were read in their entirety, and then consensus ratings were agreed upon for each indicator on all rubrics. Review panel members recorded sample evidence statements to support rubric ratings. A research team at Loyola Marymount University's Center for Equity for English Learners compiled all rubric ratings to identify patterns, trends, and identifiable evidence of increased or improved services for English Learners for each of the district typologies – high concentration/percentage of ELs, high number of ELs, high quality, and geographic representation.

**Table I.  Purposeful Sampling District Typologies**

| District Typology | Definition | Number |
|---|---|---|
| High Numbers of English Learners (HN) | Districts with highest numbers of English Learners in the state | 14 total (1 district both HN & HP) (2 districts both HN & HQ) |
| High Percentage of English Learners (HP) | Districts with at least 1,000 English Learners, and over 50% English Learners | 10 total (1 district both HP & HN) |
| History of Quality Services for English Learners (HQ) | Districts with histories of recognized quality services for English Learners | 6 total (2 districts HQ & HN) |
| Representation of English Learners in Geographic Regions (GR) | Districts added to sample to provide better representation of CA geographic regions. | 2 total |
| **Overall Total** | | **29 districts total** |

---

8    In February 2015, the rubrics were published in a document titled, Does Your Local Control Accountability (LCAP) Plan Deliver on the Promise of Increased or Improved Services for English Learners:  10 Research Aligned Rubrics to Help Answer the Question and Guide your Program.  Downloadable from www.californianstogether.org

# FINDINGS

The findings from the review are presented first as overall key findings, and then in more detail by focus topics. Each of six focus area discussions include data summaries and percentages reflected in Appendix A, Table 1 - Rating Scale for Full Sample. Examples from LCAPs are also included to provide the reader with a picture of how some districts are responding to English Learner needs.  Finally, each focus area cluster also includes recommendations to LEA's and to the state on how schools might better focus upon and address the needs of English Learners. *(Appendix A, Tables 2 - 4 provide disaggregated findings by typology)*

## Key Findings

1. **It is difficult to ascertain actual funding allocations related to English Learner services and programs.** Less than half of districts (40%) provided a clear description of district-wide funding for EL services, but even among these, description of school-site funding was weak or non-existent. Only 12% of districts provided specific language in the plan as to how school sites will use LCAP funds for ELs and for what services.  Therefore, it is difficult to discern what the district-level focus is for EL services and how it is aligned to school site supports.

2. **The LCAP is not adequately designed to ascertain whether or not districts are planning increased or improved services for ELs.** The vast majority (84%) of districts provided weak or no evidence related to EL access to programs and courses. Furthermore, because there is no reference to what services were provided previously, LCAP readers cannot determine whether what is included in the first-year LCAP plan is exactly the same, less than, improved or increased.

3. **Very few districts explicitly specify services and programs aligned to EL needs.** Only 28% of district LCAPs explicitly specified services and actions aligned to EL needs or responsive to various typologies of EL student need (e.g. LTELs, students at risk of becoming LTELs, newcomers).

4. **The great majority of LCAPs present a weak approach or fail to mention English Language Development or implementation of the new ELD Standards.** Although the implementation of the English Language Development Standards (ELD) was specifically mentioned by the state along with the Common Core State Standards as one of the eight LCFF priorities, the template did not require districts to describe their implementation plan.  Just over one-quarter of LCAPs (only 28% of districts) evidenced a focus on understanding the new ELD standards or providing and strengthening articulated ELD programs - either in the section on implementing new standards OR in the sections discussing services for ELs.

5. **LCAPs display weak and inconsistent representation of English Learner Parent engagement in LCAP Development and Implementation.** The District English Learner Advisory Committee (DELAC) is expected to make recommendations for English Learner services for inclusion in the LCAP.  However, few district LCAPs identified, or described, which DELAC recommendations were included in the plan. It was also difficult to discern which parent groups were engaged in the development and implementation process and whether or not it was representative of the EL student population. Sixty percent of LCAPs were scored as "Weak" or cited with "No Evidence" in this focus area.

6. **EL student outcome measures are largely missing.** Overall, LCAPs lacked identification of explicit language proficiency **and** disaggregated academic benchmarks for EL progress.  While 20% included some specific ELD outcome measure related to CELDT or reclassification, almost none offered specific and disaggregated benchmarks monitoring English Learners for academic growth or academic achievement.

# Findings and Recommendations by Focus Area Clusters

Following the focus area findings, examples of promising actions and recommendations to LEA's and to the state are presented to advocate for more enhanced efforts to meet the needs of English Learners through the LCAP process.

## Focus Area
## English Language Development Standards and Professional Development

***Panel Findings based on the English Learner Research-Aligned LCAP Rubrics.***  District LCAPs provided little or no evidence that they plan to invest in professional development focusing on the 2012 Common Core-aligned *California English Language Development Standards*.  Overall results also indicate that there is limited focus on the implementation of research-based ELD programs or standards-based ELD curricular materials.  Of 25 district LCAPs, 72% fell in the "No Evidence Included" or "Weak" category on the ELD focus area rubric.

Several examples of promising goals and actions from district LCAPs that had higher ratings in the area of English Language Development and Professional Development include:

- Plans to evaluate and revise the current ELD curriculum, instruction, and assessment to establish alignment with the new ELA/ELD Framework and the new Common Core ELD Standards

- Plans to provide research-based professional development for teachers on instructional practices and strategies for implementing CCSS, ELD, and Next Generation Science Standards, including but not limited to summer, site based, district and consultant led professional development.

- Plans to provide professional development to strengthen teacher roles in providing direct services to EL students; with continuous monitoring and evaluation of this in Year 2 and 3.

| LEA-Level Recommendations | State-Level Recommendations |
|---|---|
| – Conduct needs assessments for Professional Development for administrators, teachers, and counselors that includes knowledge and application of ELD standards for integrated and designated ELD, as well as cultural proficiency/competency<br><br>– Prioritize Professional Development initiatives focused on EL needs and on understanding the new ELD standards - and develop an articulated plan at the district level to ensure site-level alignment | – Provide guidelines for LCAP development that require districts to include elements of best practices for Professional Learning for targeted students (ELs)[9]<br><br>– Provide guidance for districts on professional development responsive to teachers of ELs and with attention to explicit plans for simultaneous attention to CCSS, ELA and ELD Standards |

---

9   Torlakson, T. (2012, September). Greatness by design: Supporting outstanding teaching to sustain a golden state. Retrieved September 18, 2012, from http://www.cde.ca.gov/nr/ne/yr12/yr12rel81.asp.

## Focus Area
## Representation of English Learners' Parents in LCAP Development and Implementation

***Panel Findings based on the English Learner Research-Aligned LCAP Rubrics.*** The District English Learner Advisory Committee (DELAC) is expected to make recommendations for English learner services that will be included in the LCAP.  Although most district LCAPs listed various parent groups involved in the development of the plan, few identified or described which DELAC recommendations were actually included. It was also difficult to discern which parent groups were engaged in the development and implementation process and whether or not it was representative of the EL student population.  However, many districts mentioned the provision of training on LCFF with translated materials.   The following statement exemplifies a trend across district LCAPs, and shows a minimal level of commitment to developing parent leadership, advocacy, and involvement in the education of English Learners:

*"Translation equipment will be purchased:  Students, staff and parents will see an increase in the number of parent activities, the availability of translation equipment, and additional opportunities for parents to learn.  Metric: Parent training sign-in sheets, surveys."*

Several examples of more promising approaches were found. A few districts included action steps related to increasing EL parental involvement in district/school-wide decision making committees through the use of strategies such as hiring qualified bilingual office staff/community liaisons, parent leadership development programs, and/or regular meetings with DELACs to review and monitor LCAP implementation. Other promising examples include:

- Utilizing current staff and resources to provide support in the primary language of the parents to coordinate and implement district-wide parent outreach and educational programs such as, but not limited to CABE Project 2 Inspire, ELD parent classes, site parent centers, Healthy Start services, orientation to school life, college and career pathways, and cultural awareness.

- Increasing DELAC representatives from one to two per school to ensure increased representation of EL parents

- Providing parents the opportunity to give input into the development of the LCAP through a variety of settings, including DELAC/SSC meetings, Community Forums and Town Hall meetings

- Increasing the percentage of parents trained on academic initiatives by providing training at school sites. Including a commitment to train a minimum of 10 parents through the Parent Ambassador Program.

| LEA-Level Recommendations | State-Level Recommendations |
|---|---|
| – Establish LCAP input cycles during development **and** implementation phases, including expanding EL parent input beyond DELAC | – Include explicit accountability metrics in the LCAP Evaluation rubric to provide guidance for districts on proportional parent involvement during LCAP development and implementation |
| – Detail long-term plan and metrics for parent leadership development that augments sustained and purposeful parent development sessions | – Provide guidelines for LCAP development that requires districts to expand parent leadership development |
| – Encourage the inclusion of action steps in the LCAP for increased EL parent participation demonstrating the involvement of administrators and teachers. | – Modify the LCAP template to include a description of the EL recommendations made by the DELAC and identify which of those recommendations are included in the LCAP |

## Focus Area
## English Learner Programs and Course Access and Actions and Services

**Panel Findings based on the English Learner Research-Aligned LCAP Rubrics.**  There is little evidence that LCAP funding actually increased or improved programs for ELs -- and little sense of a comprehensive approach to EL services. 84% of districts provided weak or no evidence as to access to programs and courses for ELs through LCFF funding. Only 28% of districts explicitly specified services and actions aligned to EL needs and responsive to EL profiles (e.g. LTELs, students at risk of becoming LTELs, newcomers). Although High Quality districts (see Appendix A - Table 4) showed higher evidence of actions and services (66.6%), in many of the other districts goals were identified generally for ALL students, without targeted goals specific to English Learners.  A representative evidence-based comment captured by a panel reviewer provides a concrete example:

*"Out of 28 goals, only TWO goals are specifically targeted to English Learners, with two specific Actions/Services related to these goals, yet these Goals/Services do NOT differentiate for EL proficiency levels nor are they specific to the various profiles of English Learners. Furthermore, the goals, programs and actions do not address EL language levels and their impact on academic placement."*

The LCAP planning process would, ideally, be a mechanism through which investments could be made in more research-based practices and visionary approaches than what districts had in place in the past.  For example, while many in California understand the research on the power of biliteracy and dual language program approaches, as well as the benefits of biliteracy for students and communities, the LCAPs show almost no evidence that districts are investing in these approaches.

Several examples of promising entries in this category included:

- Provision of specialized ELD courses for Long Term English Learners to ensure monitoring and progress toward reclassification  *(See examples in Appendix B)*

- Commitment to providing a well-articulated ELD program for all EL students, including a specialized Newcomer program

- Offering the Sobrato Early Academic Language (SEAL) model (a research-based program designed for impact on English Learners) at selected high-English Learner impacted schools in the district *(See example in Appendix B)*

- District certification of attainment of Biliteracy skills preparing students with 21st century skills that will benefit them in the labor market and the global society.  District will:
  1. Clarify the purpose for giving the Seal of Biliteracy awards
  2. Assemble a Working Group or Task Force of district staff, teachers of English Learners and World Language teachers to update the policy
  3. Create a policy statement tying the Seal of Biliteracy to a Board resolution for 21st century learning and to the district's strategic plan

- Identify and purchase assessment tools to monitor EL progress and inform services/programs for ELs. Design actions to obtain specific EL goals, such as:
  - Increase number of ELs progressing a level on CELDT
  - Redesign and align all EL services to CCSS and ELD Standards
  - Provide interventions specific to the needs of ELs

– Implement dual immersion program pathways, K-12, to accelerate high levels of EL student academic achievement

– Monitor EL re-designation criteria and provide interventions for students not maintaining proficiency levels/making progress towards graduation

| LEA-Level Recommendations | State-Level Recommendations |
|---|---|
| – Ensure alignment to English Learner Master Plan – update EL Master Plan, where needed<br><br>– Provide specialized resources and support for LTEL courses<br><br>– Differentiate intervention programs and services according to EL typologies and language and academic needs<br><br>– Develop detailed plan for the provision of articulated EL program options, including Biliteracy pathways<br><br>– Specify plan for ensuring ELs have access to full curriculum PreK – 12th grade and A-G courses (HS) | – Provide guidance for districts to include detailed descriptions of EL-specific programs, actions and services - including attention to specific typologies of EL students<br><br>– Modify the LCAP template to ask districts to list their base EL services and then what the improved or increased services will entail<br><br>– Continue to support and monitor implementation of Seal of Biliteracy<br><br>– Include initial and annual primary language assessments in the new state accountability system<br><br>– County Offices of Education - Work with LEAs prior to approving LCAPs to determine improved and increased services for ELs, and to support the inclusion of language and academic needs of various typologies of ELs<br><br>– CDE - Convene a statewide symposium on research-based programs and services with presentations from districts implementing those programs, to serve as models of what is possible with this new LCFF flexibility and funding to allow for a more comprehensive and research-based approach to EL services.<br><br>– Ensure that the California Collaborative for Education Excellence includes specific deep expertise, resources and tools related to high quality programs and services for ELs as part of their technical assistance and support for districts |

## Focus Area
### District-wide and School-wide Funding Allocations for EL Needs
### Proportionality

***Panel Findings based on the English Learner Research-Aligned LCAP Rubrics.*** There is little evidence that LCAP funding actually increased or improved programs for ELs. Only 40% of districts provided clear evidence delineating district-wide funding aimed at serving the needs of English Learners.  The LCAP samples were even weaker in describing school-site funding.  While many districts listed LEA-wide and site-specific "Levels of Service", only 12% of districts provided specific language in their plan as to how the school sites will use the funds and for what services.  Therefore, it is difficult to discern what the district-level focus is for EL services and how it is aligned to school site supports.  In the vast majority of cases, LCAP plans do not distinguish between base, supplemental or concentration funds in discussion of allocation, nor it is clear how the use of LCAP funds will result in improved or increased services for English Learners.  An example of this is noted in these reviewers' comments:

*"This LCAP demonstrates good evidence of specifically stating the amount of money to be used for services that are targeted toward English Learners and differentiates the amount that will come from Title III and LCFF money. However, they are mostly using Federal Title III money to pay for EL programs and services.  There is no evidence of increase in state EL spending and the plan does not distinguish between supplemental, concentration and base funds."*

*"Statements of proportionality provided, but no indication of which schools or what extra services will be received."*

Good examples from plans that address ELs through the funding allocations included:

- An Appendix that delineates specified funding sources
- Specific identification of other funding sources such as Title I (for Parent University); Title II (for ELL Professional development efforts); IDEA, AB602 (SpEd); AB114 (Mental Health Services)

| LEA-Level Recommendations | State-Level Recommendations |
|---|---|
| – Examine and detail district and site-level funding to ascertain level of increased and improved services for ELLs in proportion to increased funding<br><br>– Conduct collaborative training sessions with budget personnel, district and site-level administrators to clarify the shift in funding formula and examine the re-allocation of funds based on EL needs and the 8 state priorities | – Direct County Offices of Education to determine and monitor levels of LEA-wide and school level funding and whether they are adequate in order to meet district EL goals and state priority areas<br><br>– Restructure the LCAP template so that districts specify EL funding levels prior to LCFF and ascertain level of increased or improved services in proportion to increased funding<br><br>– Restructure the LCAP template to include space for description of EL services that are specific to the identified language, academic and literacy needs within the district and school wide programs and services |

## Focus Area
## English Learner Student Outcome Measures and Data to Inform Goals

***Panel Findings based on the English Learner LCAP Research-Aligned Rubrics.***  Overall, LCAP plans lack specificity about English Learner student outcome measures, and fail to identify explicit language proficiency goals.  Academic benchmarks are, overall, not disaggregated by English Learners status, and do not adequately monitor for EL progress.  Most districts (80%) failed to include EL data elements to inform their district goals, programs and services. Additionally, there were few instances where districts indicated a plan for disaggregating language proficiency or academic measures by EL typology, length of time in school, grade level, or other criteria.   When ELs are mentioned, it is as a blanket statement along with other target groups, as is the case in the example that follows:

*"Metric – Lexile Assessment. "By 2017, 73% of all Grades 2-6 students (including all target groups such as Low Income (LI), ELs, and FY) will score Met on the District LM in Reading."*

There were some examples of LCAPs that created metrics and goals for English Learners, such as the following:

- Specific Growth target for A-G completion rate for ELs, based on need:
    - Need: Increase college requirements and A-G completion rate - English Learners, currently 4.1%
    - Targets for ELs:
        - 2014/15: Increase college requirement (A-G completion rate) to 8%.
        - 2015/16: Increase college requirement (A-G completion rate) to 12%.
        - 2016/17: Increase college requirement (A-G completion rate) to 16%.
- Increase percent of all ELs scoring advanced and early advanced on district benchmark assessments by a minimum of 5% for each Year 1, 2 and 3.
- Review LTEL history and develop a "catch up" plan to meet re-designation criteria;  continuously monitor/ evaluate plan in each Year 2 and 3
- Conduct annual student opinion survey, including sampling of ELs
- Increase the numbers of seniors receiving the State Seal of Biliteracy

| LEA-Level Recommendations | State-Level Recommendations |
|---|---|
| – Establish or refine English Learner Benchmarks to include metrics for academic growth, language proficiency, and achievement | – Include explicit accountability metrics in the LCAP Evaluation rubric specific to the academic growth, language proficiency status, and achievement of English Learners |
| – Include benchmark metrics in early elementary and upper elementary grades to monitor EL progress | – Modify the LCAP template to include disaggregated EL data on language proficiency and academic achievement |
| – Ensure alignment to EL Master Plan;  update EL Master Plan benchmarks, metrics, and processes for Language Assessment Team where needed | – Ensure that all required metrics that are to be reviewed using the new LCAP Evaluation rubrics be disaggregated for ELs and included in the template |

# THE NEED FOR ACTION

The findings from this review of first-year LCAPs through the lens of English Learners raise disturbing questions and deep concern about whether and how the new funding formula will deliver on the promise of increased or improved services for English Learners. This is an exciting and pivotal time in California education that carries with it much promise as well as the potential for being yet another chapter of leaving behind English Learners.

The shift towards more local flexibility and control opens the possibility of more responsive schooling for the state's children. The equity intent and provisions in the new Local Control Funding Formula to provide additional resources needed for students with additional needs allows for a new level of attention and responsiveness to underserved students. All of that promise can only be realized, however, if capacity is built throughout our system to recognize the needs of English Learners, to know the research on effective practices and programs and services for English Learners, and if the right balance of state and local accountability is designed so that the rights of English Learners to equal educational opportunity are ensured.

While the intent of the new LCFF, and the funding formula itself, recognizes the need to specifically name and address groups of students historically and persistently left behind, the actual implementation of the process falls short in ensuring that local communities actually pay attention to those needs. In the current implementation, LCAPs did not serve as either an adequate planning mechanism or a sufficient accountability measure to ensure English Learners have equitable access to quality educational services. Without changes in how the LCAP process occurs, English Learners will be failed by this new reform.

## Districts Must:

- build understanding and expertise about the needs of English Learners and research-based practices

- seek out and respond to the voices from English Learner communities and;

- set meaningful goals and outcomes that specifically speak to full access to the curriculum, movement toward English proficiency, and higher levels of academic achievement for our English Learners

Concomitantly, the state must establish systems that effectively provide guidance, support, monitoring and clear direction about what a strong LCAP entails in order to be accountable and to meaningfully address the needs of English Learners.

The recommendations listed in the section above provide specific steps that can be taken at the local and state level. Across all of those recommendations, the implications for state leadership and state action are clear.

## This report charges the state with three overarching actions.

**1** **First**, the state-provided LCAP Template and guidance to districts about using the template must be more pointed and clear in requiring specificity about how the needs of English Learners are going to be met - prompting clearer planning, allowing for more transparency, and enabling more accountability.

**2** **Second**, the California Collaborative for Education Excellence (CCEE) and the County Offices of Education in their roles of providing technical assistance, guidance and support to LEAs must be charged with bringing to that task deep expertise about effective practices for English Learners, toolkits of strategies and

approaches for how LEAs can plan and build responsive programs, and a clear understanding of English Learner metrics and data.  The California Department of Education should take a leadership role in research dissemination about best practices for English Learners.

**3** **Third**, as California's new accountability system is designed, it cannot rely upon locally determined goals and measures as a mechanism to ensure that the rights of English Learners to equal educational opportunity are being ensured. The state has a responsibility and a specific, unique role to play in setting targets, monitoring whether and the degree to which local goals and progress are adequate, and communicating clearly that access to the curriculum, supports for participation, progress towards and attainment of English proficiency will be the reality for English Learners in California schools.

## Conclusion

It is our hope that this report spurs dialogue and action on behalf of English Learners.  It is also our intent that the ***English Learner Research-Aligned LCAP Rubrics*** developed as the mechanism to review LCAP plans for this review might constitute a valuable resource and tool for district administrators, teachers, parents, board and community members to analyze the strengths and limitations of their proposed programs and services for English Learners in their LCAP.

This report reviewed just a sampling of LCAPs throughout California. It was undertaken voluntarily by educators concerned about English Learners, too aware of the history of reforms that have left English Learners behind.  May our state move towards a system that embraces English Learners fully, and takes the responsibility at all levels - state and local - to see to it that regardless of the school or district an English Learner happens to enroll in, his/her needs will be recognized and respected and responded to, and that the LCAP process will become a vehicle of

ensuring resources get directed to meeting those needs.  Collectively, we are all ultimately responsible for delivering on the promise of California's new school finance system, the LCFF. The promise of improved or increased services and programs that lead to high levels of academic achievement for English Learners, low income students and foster youth is overdue—our students have been waiting long enough.

# APPENDIX A:
# DATA TABLES

**Table I.  Rating Scale for Full Sample**

Inclusive of High ELL Percentage, High ELL Number, and Geographic Representation Districts
**OVERALL (n=25)**

| FOCUS AREAS | | RATING SCALE NUMBER & PERCENTAGES | | | |
|---|---|---|---|---|---|
| | | No Evidence Included | Weak | Good | Exemplary |
| 1 | English Language Development | 8 = 32% | 10 = 40% | 6 = 24% | 1 = 4% |
| 2AB | Parents | 2 = 8% | 13 = 52% | 9 = 36% | 1 = 4% |
| 3 | Professional Development | 9 = 36% | 10 = 40% | 5 = 20% | 1 = 4% |
| 4 | Programs and Course Access | 6 = 24% | 15 = 60% | 3 = 12% | 1 = 4% |
| 5 | Expenditures | 3 = 12% | 12 = 48% | 9 = 36% | 1 = 4% |
| 6A | District-wide Use of Funds | 6 = 24% | 9 = 36% | 10 = 40% | - |
| 6B | School-wide Use of Funds | 10 = 40% | 12 = 48% | 3 = 12% | - |
| 7 | Actions and Services | 1 = 4% | 17 = 68% | 6 = 24% | 1 = 4% |
| 8 | Proportionality | 3 = 12% | 16 = 64% | 6 = 24% | - |
| 9A | EL Data: Data Elements | 5 = 20% | 15 = 60% | 4 = 16% | - |
| 9B | EL Data: Teacher Recruitment & Assignment | 17 = 68% | 5 = 20% | 3 = 12% | - |
| 10A | Student Outcomes – ELD Measures | 11 = 44% | 9 = 36% | 5 = 20% | - |
| 10B | Student Outcomes – Academic Achievement | 23 = 92% | 2 = 8% | - | - |

**Table 2.  Rating Scale Percentages for High ELL Percentage Districts**

Defined as districts with at least 1,000 English Learners, and over 50% English Learners
**HIGH PERCENTAGE OF ENGLISH LEARNERS (n=10)**

| FOCUS AREAS | | RATING SCALE NUMBER & PERCENTAGES | | | |
|---|---|---|---|---|---|
| | | No Evidence Included | Weak | Good | Exemplary |
| 1 | English Language Development | 5 = 50% | 3 = 10% | 1 = 10% | 1 = 10% |
| 2AB | Parents | 4 = 40% | 4 = 40% | 2 = 20% | - |
| 3 | Professional Development | 3 = 30% | 3 = 30% | 3 = 30% | 1 = 10% |
| 4 | Programs and Course Access | 5 = 50% | 3 = 30% | 1 = 10% | 1 = 10% |
| 5 | Expenditures | 1 = 10% | 6 = 60% | 3 = 30% | - |
| 6A | District-wide Use of Funds | 3 = 30% | 3 = 30% | 4 = 40% | - |
| 6B | School-wide Use of Funds | 7 = 70% | 3 = 30% | - | - |
| 7 | Actions and Services | - | 8 = 80% | 1 = 10% | 1 = 10% |
| 8 | Proportionality | 2 = 20% | 6 = 60% | 2 = 20% | - |
| 9A | EL Data: Data Elements | 3 = 30% | 5 = 50% | 2 = 20% | - |
| 9B | EL Data: Teacher Recruitment & Assignment | 8 = 80% | 1 = 10% | 1 = 10% | - |
| 10A | Student Outcomes – ELD Measures | 3 = 30% | 4 = 40% | 3 = 30% | - |
| 10B | Student Outcomes – Academic Achievement | 9 = 90% | 1 = 10% | - | - |

**Table 3.  Rating Scale for Districts with Large Numbers of English Learners**

Districts with highest numbers of English Learners in the state
**HIGH NUMBERS OF ENGLISH LEARNERS (n=14)**

| FOCUS AREAS | | RATING SCALE NUMBER & PERCENTAGES | | | |
|---|---|---|---|---|---|
| | | No Evidence Included | Weak | Good | Exemplary |
| 1 | English Language Development | 4 = 28.6% | 5 = 35.7% | 5 = 35.7% | - |
| 2AB | Parents | 1 = 7.1% | 9 = 64.3% | 4 = 28.6% | - |
| 3 | Professional Development | 5 = 35.7% | 7 = 50% | 2 = 14.3% | - |
| 4 | Programs and Course Access | 2 = 14.3% | 10 = 71.4% | 2 = 14.3% | - |
| 5 | Expenditures | 2 = 14.3% | 5 = 35.7% | 6 = 42.9% | 1= 7.1% |
| 6A | District-wide Use of Funds | 2 = 14.3% | 5 = 35.7% | 7 = 50% | - |
| 6B | School-wide Use of Funds | 3 = 21.4% | 8 = 57.2% | 3 = 21.4% | - |
| 7 | Actions and Services | 1 = 7.1% | 7 = 50% | 1 = 7.1% | 5 = 35.7% |
| 8 | Proportionality | - | 10 = 71.4% | 4 = 28.6% | - |
| 9A | EL Data: Data Elements | 9 = 64.3% | 3 = 21.4% | 2 = 14.3% | - |
| 9B | EL Data: Teacher Recruitment & Assignment | 6 = 42.9% | 5 = 35.7% | 3 = 21.4% | - |
| 10A | Student Outcomes – ELD Measures | 6 = 42.9% | 5 = 35.7% | 3 = 21.4% | - |
| 10B | Student Outcomes – Academic Achievement | 12 = 85.7% | 2 = 14.3% | - | - |

**Table 4.  Rating Scale Sample of Districts with a Strong Record of Quality English Learner Services**

Defined as districts with a history of recognized quality services for ELs
**HIGH QUALITY (n=6)**

| FOCUS AREAS | | RATING SCALE NUMBER & PERCENTAGES | | | |
|---|---|---|---|---|---|
| | | No Evidence Included | Weak | Good | Exemplary |
| 1 | English Language Development | 1 = 16.7% | 1 = 16.7% | 4 = 66% | - |
| 2AB | Parents | - | 3 = 50% | 3 = 50% | - |
| 3 | Professional Development | 1 = 16.7% | 4 = 66.6% | 1 = 16.7% | - |
| 4 | Programs and Course Access | 1 = 16.7% | 4 = 66.6% | 1 = 16.7% | - |
| 5 | Expenditures | 1 = 16.7% | 3 = 50% | 2 = 33.3% | - |
| 6A | District-wide Use of Funds | - | 2 = 33.3% | 1 = 16.7% | 3 = 50% |
| 6B | School-wide Use of Funds | 5 = 83.3% | 1 = 16.7% | - | - |
| 7 | Actions and Services | - | 2 = 33.3% | 4 = 66.6% | - |
| 8 | Proportionality | - | 5 = 83.3% | 1 = 16.7% | - |
| 9A | EL Data: Data Elements | 1 = 16.7% | 3 = 50% | 2 = 33.3% | - |
| 9B | EL Data: Teacher Recruitment & Assignment | 4 = 66.6% | 2 = 33.3% | - | - |
| 10A | Student Outcomes – ELD Measures | 3 = 50% | 1 = 16.7% | 2 = 33.3% | - |
| 10B | Student Outcomes – Academic Achievement | 5 = 83.3% | 1 = 16.7% | - | - |

# APPENDIX B:
## THREE EXAMPLES OF RESEARCH-BASED SERVICES FOR ENGLISH LEARNERS INCORPORATED INTO LCAP PLANS

### Example 1 - Serving and Accelerating Long Term English Learners
included in the LCAP of Los Angeles Unified School District

The LCAP of Los Angeles Unified School District includes metrics for reducing the number of Long Term English Learners in the district, and specifically outlines actions and services related to building classes to accelerate both the academic ELD and Literacy skills of English Learners who have not met the criteria to be reclassified after five full years of instruction in LAUSD.  This program option ultimately aims to ensure that LTELs have access to and meet A-G graduation requirements to be college-prepared and career-ready, ensure that these students are able to perform at a level comparable to their native-English speaking peers and reduce the risk of dropping out of school.

The course titles are "Advanced ELD" and "Literacy and Language for English Learners." Advanced ELD focuses on language development and opportunities to practice meaningful discourse about topics related to the core content. Literacy and Language for English Learners is designed to incorporate language development with intensive, accelerated literacy skills.  The courses are designed around effective reading strategies and student-centered activities that are culturally and linguistically responsive.

A key feature of the program is developing resiliency through literature. Teachers employ an inquiry-based process and build student achievement through real-life applications. Additionally, students learn organizational and study skills, develop their critical thinking, learn to be resourceful, and participate in motivational enrichment activities. Reading, writing, listening and speaking skills are assessed periodically using multiple measures to determine ELD/ELA levels.

The LCAP provides funds for teachers to receive professional development both initially to implement the new courses, and continuing professional development in subsequent years. Additionally, the District holds LTEL Symposiums to highlight best practices and is developing a cadre of LTEL teachers who will continue to develop and improve units of study in this field. Teachers in the schools with the highest EL population also receive the support of an instructional coach who works to build teacher capacity in EL instruction.

## Example 2 - Journalism for English Learners:  Preventing Long Term English Learners
### included in the LCAP of El Monte City Schools

The Journalism for English Learners Program, a project-based intervention program, has as its goal preventing English Learners from becoming Long Term English Learners (LTELs) by improving their academic achievement before leaving elementary school.   El Monte City Schools is one of five districts partnering with the Center for Equity for English Learners at Loyola Marymount University, to implement this research-based program. The Journalism for English Learners Program seeks to improve the English skills and academic achievement of ELs in grades 3-5 who have been in US schools at least four years; are at the Beginning, early intermediate or intermediate English proficiency; and scored below "Basic" levels on state Language Arts assessments.  It is a specialized, intensive after-school intervention that focuses on the basic linguistic underpinnings of the English language through a specially designed journalism curriculum with real-world application of language skills culminating in the development of a community-based newspaper featuring articles written by participating student-journalists.   The 10-unit curriculum is delivered through a cycle of 40 hours of instruction, 4 hours per week, develops listening, speaking, reading and writing skills through analyzing the structure and elements of written investigative and featured journalism articles. Students use a variety of technologies throughout the program. They also research their topics, develop and conduct field-based interviews with professionals.

This program not only addresses the needs of students "at-risk" of becoming LTELs by increasing their reading and writing skills but also refines and improves teachers' instructional practices for English Learners through intensive professional development. By focusing on this targeted population, this program improves English language and literacy skills while engaging students in real-world, college and career readiness skills through experiencing the important role journalism plays in their communities.  El Monte City Schools wrote the implementation of this program into their LCAP linked to goals related to increasing numbers of English Learners achieving English proficiency.

## Example 3 - SEAL (Sobrato Early Academic Language):  A PreK-3 approach to preventing the Creation of Long Term English Learners
### included in the LCAP of San Lorenzo Unified School District, the Oak Grove School District, Mountain View School District (El Monte)

SEAL (Sobrato Early Academic Language) is a preschool through third grade program that powerfully develops the language and literacy skills of young Spanish-speaking English Learner children. It was designed to demonstrate how to prevent the creation of Long Term English Learners, and to demonstrate the implementation of the Common Core standards with English Learners at the center.

SEAL is an intensive approach that emphasizes language development throughout the school day through integrated standards-based thematic units and curriculum incorporating the Common Core standards, Next Generation Science standards, and state social studies standards. Utilizing effective instructional strategies, teachers support English Learners and others to reach rigorous levels of language and literacy.  SEAL emphasizes active student engagement and participation. Teaching strategies help children understand how language works, and how to make it their own. Wherever feasible, SEAL promotes the development of biliteracy. For all students, the SEAL classroom brings to life the rigor and richness called for by the Common Core Language Arts standards and the new California English Language Development standards.  Finally, SEAL stresses articulation across PreK- 3 grade-levels to provide English Learners with a consistent and coherent process of language development from year to year to avoid the gaps that are so harmful to vulnerable students, preparing children in a developmentally appropriate manner

for a successful academic journey, and ramping up the rigor and effectiveness of early literacy education.

An external evaluation found that SEAL has a significant impact on parents and literacy activities at home, a statistically significant impact on student growth and development in language, literacy and cognition, and that SEAL students consistently outperform demographically similar comparison groups in growth and achievement, especially in areas related to language and literacy.   Both Oak Grove School District and San Lorenzo wrote in the implementation of the SEAL model as actions and services for English Learners, using LCAP dollars to support professional development, and to pay for teacher release time for curriculum planning and collaboration.

## APPENDIX C:
## SAMPLE RUBRIC FROM ENGLISH LANGUAGE DEVELOPMENT FOCUS AREA OF THE ENGLISH LEARNER RESEARCH-ALIGNED LCAP RUBRICS

**FOCUS AREA # 1 - English Language Development**

| No Evidence Included | Weak | Good | Exemplary |
|---|---|---|---|
| ☐ No mention of research-based ELD program. | ☐ Focus on the implementation of a research-based ELD program includes limited goals and activities for articulated ELD programs and standards-based ELD curricular materials. | ☐ Focus on the implementation of a research-based ELD program includes some goals and activities for articulated ELD programs and standards-based ELD curricular materials. | ☐ Focus on the implementation of a research-based ELD program includes explicit goals and activities for articulated ELD programs and standards-based ELD curricular materials. |
| ☐ No mention of ELD standards. | ☐ Limited activities for ELD standards professional development solely for teachers. | ☐ Focus on ELD standards is identified to allow teachers, administrators and counselors to make meaning of the standards for the designated ELD. | ☐ Focus on ELD standards is identified as an explicit, targeted set of activities of sufficient duration to allow teachers, administrators and counselors to make meaning of the standards and plan collaboratively for implementation in designated ELD and in content areas. |
| ☐ No mention of professional development related to ELD. | ☐ Minimal goals and activities for ELD Standards professional development. | ☐ Some goals and activities for ELD standards professional development priorities. | ☐ Explicit goals and activities for ELD standards professional development priorities based on needs assessment. |
| ☐ Limited professional development for Common Core Standards. | ☐ Presentation of Common Core Standards without mention of ELD standards. | ☐ Sequential presentation of Common Core Standards and ELD standards for teachers and administrators of ELs. | ☐ Simultaneous presentation of Common Core Standards and ELD standards for teachers and administrators of ELs. |
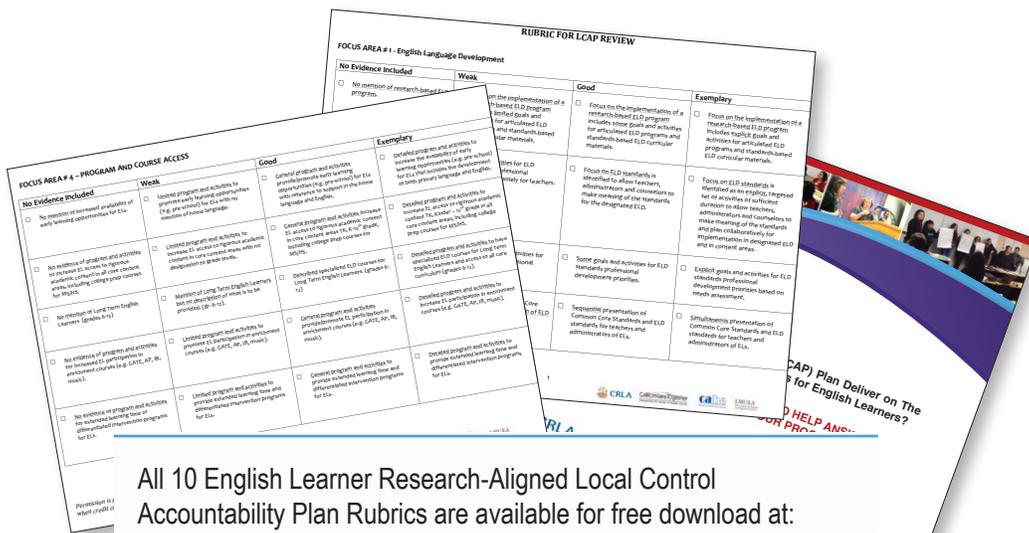


All 10 English Learner Research-Aligned Local Control Accountability Plan Rubrics are available for free download at:

www.californianstogether.org/docs/download.aspx?fileId=438

# APPENDIX D:
## REFERENCES

Gándara, P. &  Zárate, M. (2014).  *Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research-based Recommendations for the Use of LCFF Funds*.  University of California, Los Angeles.  The Civil Rights Project – Proyecto Derecho Civiles.  www.civilrightsproject.ucla.edu

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). *Educating English language learners:  A synthesis of research evidence*.  NY:  Cambridge University Press.

Hahnel, C. (2014).  *Building a More Equitable and Participatory School System in California:  The Local Control Funding Formula's First Year*.  The Ed-Trust West.  Retrieved from http://west.edtrust.org/resource/building-a-more-equitable-and-participatory-school-system-in-california-the-local-control-funding-formulas-first-year/

Menken, K., & Kleyn, T. (2009). The *difficult road for long-term English learners.* Educational Leadership, 66 (7).

Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Californians Together.

Rumberger, R., & Gándara, P. (2004). *Seeking equity in the education of California's English learners*. The Teachers College Record, 106(10), 2032-2056.

Taylor, M. (2015).  *Review of School Districts' 2014-15 Local Control and Accountability Plans.  An LAO Report*.  Legislative Analyst Office. www.lao.ca.gov

Torlakson, T. (2012, September). *Greatness by design: Supporting outstanding teaching to sustain a golden state*.  Retrieved September 18, 2012, from http://www.cde.ca.gov/nr/ne/yr12/yr12rel81.asp.

Walqui, A. (2000). *Contextual Factors in Second Language Acquisition*. ERIC Clearinghouse on Languages and Linguistic Digest.

## APPENDIX E:
## THANK YOU TO THE EDUCATORS, RESEARCHERS AND ADVOCATES WHO PARTICIPATED IN THE REVIEW OF THE LCAPS

Rene Aguilera, California Latino School Boards Association

Lynn Aoki, Californians Together

Elvira Armas, Center for Equity for English Learners, Loyola Marymount University

Gabriella Barbosa, Public Counsel

Adeline Blasingame, Two-Way CABE

Cynthia Chagolla, California Rural Legal Assistance

Vicky Cody, California Rural Legal Assistance

Jan Gustafson Corea, California Association for Bilingual Education

Laura Diaz, California Association for Bilingual Education

Ubaldo Fernandez, California Rural Legal Assistance

Francisco Gonzalez, California Rural Legal Assistance

Carrie Hahnel, Ed Trust West

Anya Hurwitz, Sobrato Early Academic Language

Sandy Mendoza, Families in Schools

Laura Merryfield, Building Healthy Communities

Baldwin Moy, California Rural Legal Assistance

Gisela O'Brien, Center for Equity for English Learners, Loyola Marymount University

Nicole Ochi, Asian Americans Advancing Justice

Laurie Olsen, Sobrato Early Academic Language

Tony Perez, California Latino School Boards Association

Nora Ramirez, California Rural Legal Assistance

Cynthia Rice, California Rural Legal Assistance

Elizabeth Jimenez Salinas, GEMAS

Travis Silva, Lawyers Community on Civil Rights

Shelly Spiegel-Coleman, Californians Together

Maria Valencia, California Association for Bilingual Education

Nancy Valencia, Downtown Associated Youth Services

Diana Wiley, Families in Schools

Martha Zaragoza-Diaz, Californians Together/ California Association for Bilingual Education

This report was written as a call to action to both local and state policymakers. It seeks to engage and inform policy and practice at the local and state-level to strengthen LCAP development and program implementation for English Learners moving forward. It is a call for stronger state guidance related to meeting the needs of English Learners, and for improved mechanisms of professional development and technical assistance to build capacity throughout the state to respond to the needs of this persistently left-behind student population. And, the report is written in the hope that the state will step up and design a strong, new-era accountability system that partners effectively with local districts to ensure schools deliver on the promise of educational opportunity for English Learners.

Californians Together is a statewide coalition of parents, teachers, administrators, board members and civil rights non-profit organizations. Our member organizations come together united around the goals of better educating California's 1.4 million English Learners by improving California's schools and promoting equitable educational policy.

Shelly Spiegel-Coleman, Executive Director
shelly@californianstogether.org

Californians Together
525 East Seventh Street, Suite 207
Long Beach, CA 90813
562-983-1333
www.californianstogether.org