

The Equity Intent of LCFF

- “Equal treatment for children in unequal situations is not justice.” Governor Jerry Brown, January 2013
- LCFF recognizes that students with additional academic needs (LI, ELL, FY) need additional financial resources to support their education
- LCFF is a step towards more equitable funding
- Top Priority: “Improved and Increased Services for Unduplicated Students”

What are the key EL issues for district and school sites?

| | |
|--|---|
| <p><i>Long Term English Learners – how did LCAP address this?</i></p> <p>Need for teacher collaboration and planning time to implement the new ELD standards – Did LCAP provide for this?</p> | <p>Newcomers – how did LCAP provide needed supports?</p> <p><i>Parent education and recruitment to bilingual programs, honoring waivers, building bilingual programs – how did LCAP support this?</i></p> <p>Ensuring access to college preparatory courses, and counseling for ELLs – how did LCAP funds contribute to this?</p> |
|--|---|

LCAP Requirements for ELs:

1. Address how the programs and services will provide ELs access to the CCSS and ELD standards for purposes of gaining academic content and English proficiency
2. Address the percentage of ELs making progress toward English proficiency as measured by CELDT or its successor
3. Data on EL reclassification rate

Now is the Time to Reflect and Build Toward a Comprehensive Program For ELs

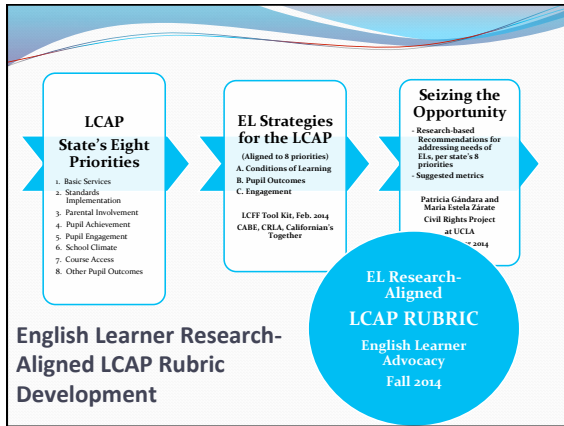
**“Seizing the Opportunity to Narrow the
Achievement Gap for English Learners:
Research-based Recommendations for the Use of
LCFF Funds “**

**Dr. Patricia Gandara
Dr. Maria Estela Zarate

Civil Rights Project at UCLA**

Sense of Urgency

- Reports from the field
- Reports from organizations focusing on parent engagement, expenditures, and process but not English Learners
- Questions about whether district LCAPs did improve or increase services for ELs
- Need for a review and document the extent to whether LCFF and what was included in the LCAPs delivered on the promise of the equity focus.



| 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. |
| <input type="checkbox"/> No mention of professional development related to ELD. | <input type="checkbox"/> Minimal goals and activities for ELD Standards professional development. | <input type="checkbox"/> Some goals and activities for ELD standards professional development priorities. | <input type="checkbox"/> Explicit goals and activities for ELD standards professional development priorities based on needs assessment. |
| <input type="checkbox"/> Limited professional development for Common Core Standards. | <input type="checkbox"/> Presentation of Common Core Standards without mention of ELD standards. | <input type="checkbox"/> Sequential presentation of Common Core Standards and ELD standards for teachers and administrators of ELs. | <input type="checkbox"/> Simultaneous presentation of Common Core Standards and ELD standards for teachers and administrators of ELs. |

FOCUS AREA #1 • English Language Development

RUBRIC FOR LCAP REVIEW

No Evidence Included Weak Good Exemplary

FOCUS AREA #1 • PROGRESS AND GOALS REVIEW

1. No mention of research-based ELD program

2. 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.

3. 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.

4. 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.

All 10 English Learner Research-Aligned Local Control Accountability Plan Rubrics are available for free download at:
www.californiansotogether.org/docs/download.aspx?fileId=438

Time to Reflect on Your District

- Choose one rubric
- Either rate what you remember is in your LCAP or what you know about EL services and programs in your district
- Be prepared to share one new idea from the rubric that you would take back to your district that would enhance your LCAP by increasing or improving EL services and programs.

Report Purpose – Determine Degree of...

- **Specific Goals and Outcomes**, with appropriate and specific metrics
- **Action Steps and Allocation of Funds** for Increased or Improved Services
- Inclusion of **Research-based Practices** for achieving language proficiency and academic achievement
- **EL Parent input** for development and implementation phases

Sample Districts

- Represent all regions of the state
- Serve 32% of English Learners in California (444,325 ELs)

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 |

Review Process

TOOL

- English Learner Research-Aligned LCAP Rubrics

REVIEWERS

- 26 reviewers, cross section of CA educational community

PROCEDURE

- Rubric Ratings: “No Evidence Included” – “Weak” – “Good” – “Exemplary”
- Sample Evidence Statements
- Data Analysis

Key Finding #1 - Funding

It is difficult to ascertain actual funding allocations related to English Learner services and programs (page 5 & 10)

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

- 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)

Key Recommendations

District-wide and School-wide Funding Allocations for EL Needs Proportionality (page 10)

| LEA-Level | State-Level |
|--|---|
| Examine and detail district and site-level funding to ascertain level of increased and improved services for ELLs in proportion to increased funding | 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 |

Key Finding #2 & 3 – Programs, Access, Courses and Services (pages 5 & 8)

The LCAP is not adequately designed to ascertain whether or not districts are planning increased or improved services for ELs.

Very few districts explicitly specify services and programs aligned to EL needs.

Promising Example:

- 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:
 - Clarify the purpose for giving the Seal of Biliteracy awards
 - Assemble a Working Group or Task Force of district staff, teachers of English Learners and World Language teachers to update the policy
 - Create a policy statement tying the Seal of Biliteracy to a Board resolution for 21st century learning and to the district's strategic plan

Key Recommendations

English Learner Programs and Course Access and Actions and Services
(page 8 & 9)

| LEA-Level | State-Level |
|---|---|
| Ensure alignment to English Learner Master Plan – update EL Master Plan, where needed | Modify the LCAP template to ask districts to list their base EL services and then what the improved or increased services will entail |

Key Finding #4 – ELD Standards & PD (pages 5 & 6)

The great majority of LCAPs present a weak approach or fail to mention English Language Development or implementation of the new ELD Standards.

Promising Goals & Actions:

- 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.

Key Recommendations

English Language Development Standards & Professional Development
(page 6)

| LEA-Level | State-Level |
|---|---|
| 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 |

Key Finding #5 – EL Parent Input

(pages 5 & 7)

LCAPs display weak and inconsistent representation of English Learner Parent engagement in LCAP Development and Implementation.

Promising Goals & Actions:

- 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.

Key Recommendations

Representation of English Learners' Parents in LCAP Development and Implementation (page 7)

| LEA-Level | State-Level |
|--|---|
| Detail long-term plan and metrics for parent leadership development that augments sustained and purposeful parent development sessions | Include explicit accountability metrics in the LCAP Evaluation rubric to provide guidance for districts on proportional parent involvement during LCAP development and implementation |

Key Finding #6 – Student Outcome Measures

(pages 5 & 11)

EL student outcome measures are largely missing.

Examples of specific metrics and goals for ELs:

- 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%
- Review LTEL history and develop a “catch up” plan to meet re-designation criteria; continuously monitor/evaluate plan in each Year 2 and 3

Key Recommendations

English Learner Student Outcome Measures and Data to Inform Goals
(page 11)

| LEA-Level | State-Level |
|--|--|
| Establish or refine English Learner Benchmarks to include metrics for academic growth, language proficiency, and achievement | 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

- Disturbing questions and concern about whether and how LCFF will deliver on promise of increased or improved services for English Learners
- History of reforms that have left ELL behind, and of persistent barriers to equal educational opportunity
- LCFF opportunity and promise for ELLs will be realized only with state guidance, capacity building, support, leadership and accountability

Local Action (LEAs, Districts)

- Build understanding and expertise on needs of English Learners and research-based practices to respond to needs
- Greater engagement and response to voices from English Learner communities
- Set meaningful goals and outcomes for ELL access, movement towards English proficiency and higher levels of academic achievement

Supported by guidance, support, monitoring and clear direction for creating a strong LCAP

State Action

- **ASK** LCAP Template and guidance should require specificity about how the needs of ELLs will be met
- **SUPPORT** Technical assistance and support mechanisms should provide ELL expertise, toolkits and research dissemination about best practices
- **HOLD ACCOUNTABLE** The state has a responsibility to set targets, and monitor whether local goals and progress are adequate to ensure access and equitable opportunity

Final Reflections

What one idea or concept will you take back to your district?

How might you use the rubrics to structure intentional, targeted services and programs for ELs?

Would reviewing the recommendations from the report be helpful in planning for the Year 3 annual update?

What other support or guidance is needed for addressing the needs of ELs through the LCAP?

Thank You

- Shelly Spiegel-Coleman
 - Executive Director
 - Shelly@californianstogether.org
 - 562-983-1333
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www.californianstogether.org
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