

CALIFORNIANS TOGETHER

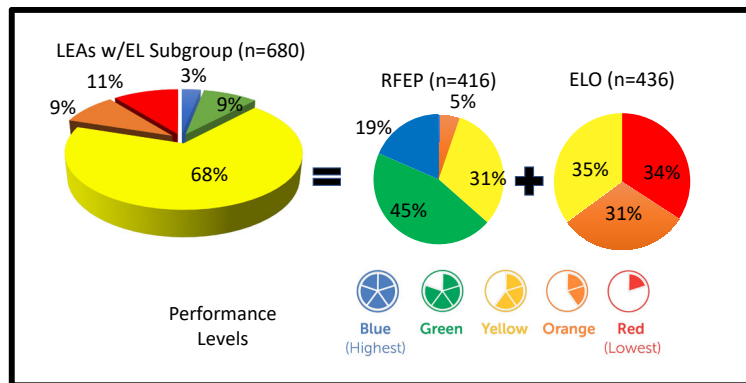
CHAMPIONING THE SUCCESS OF ENGLISH LEARNERS

Dashboard and System of Support Fail to Address the Needs of English Learners

RE: Item 4: CCEE Update

System of Support: Consequences of The English Learner Definition for the ELA Academic Indicator

In 2016 the State Board of Education (SBE) decided to include two years of English Learners Only (ELO) and four years of Reclassified Fluent English Proficient (RFEP) student data in a composite English Learner (EL) subgroup for the Academic Indicator on the Spring 2017 Dashboard. Although unintended, this definition has proven to be greatly problematic by masking the results for English Learner Only students by calculating the average of the data from both groups. The combined ELO + RFEP subgroup resulted in the vast majority of districts falling within the Yellow, Green, or Blue bands in the Academic Indicator for ELs.



The decision to define the English Learner subgroup for the academic indicators as two years of English Learner (EL) data plus four years of data on students reclassified as Fluent English Proficient (RFEP) resulted in over 60% of the districts to not be required to address ELs in their LCAPs because their performance level fell into the “yellow performance level” (the mid-point on the five-point scale). These results diminish the urgency to address the educational needs of the ELO subgroup and undermines (violates) the equity intent of the LCFF.

We have published three studies analyzing district Year 1, 2, and Year 4 Local Control Accountability Plans (LCAPs) using research and LCFF-aligned rubrics to document equitable treatment of English Learners and examine the extent to which the new state accountability