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# In Search of Equity for English Learners: A Review of the 2021-2024 Local Control and Accountability Plans

***Preview of Findings***

**CDE Bilingual Coordinators Network Meeting – May 5, 2022**

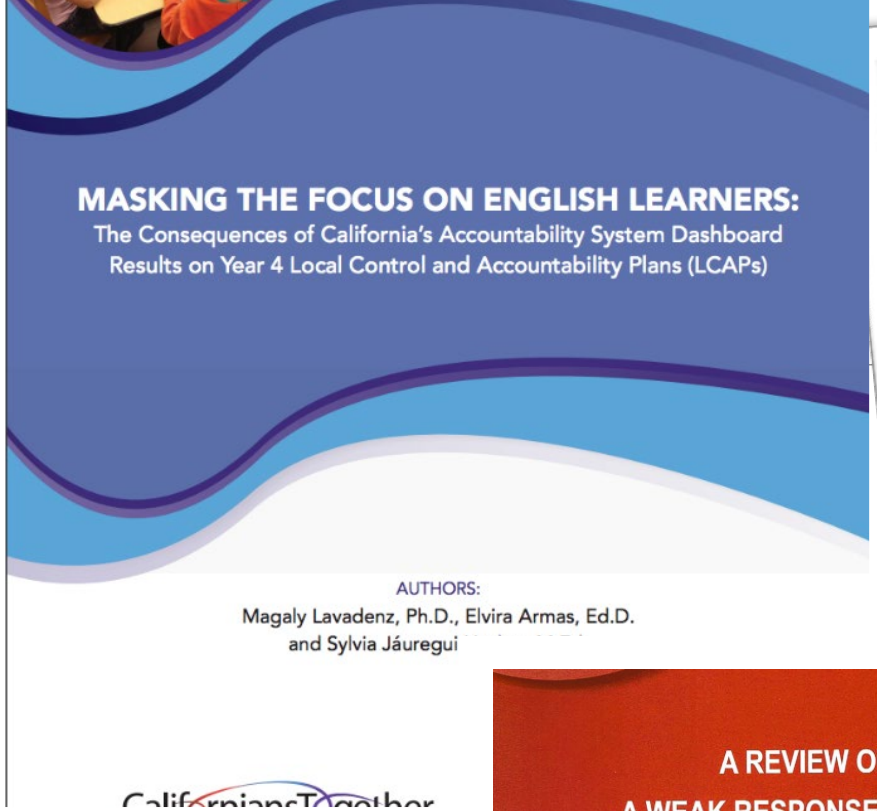

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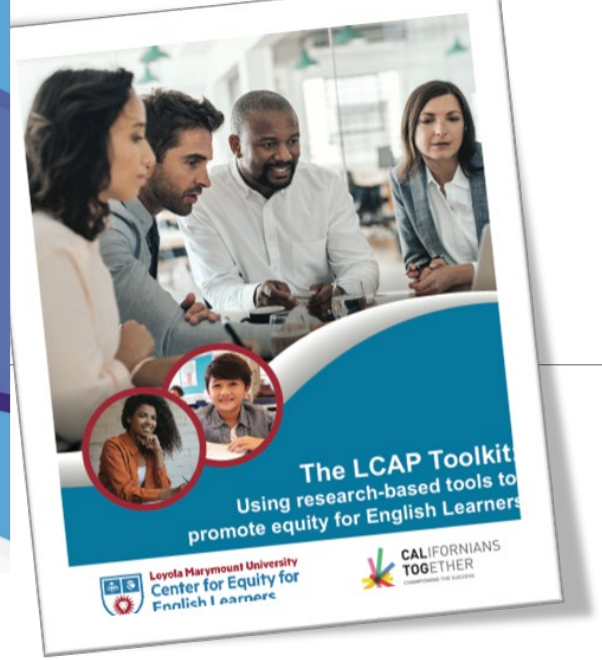
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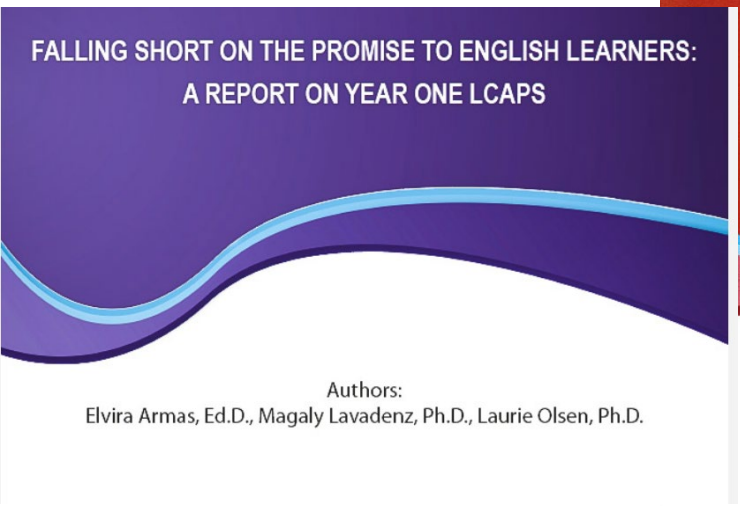
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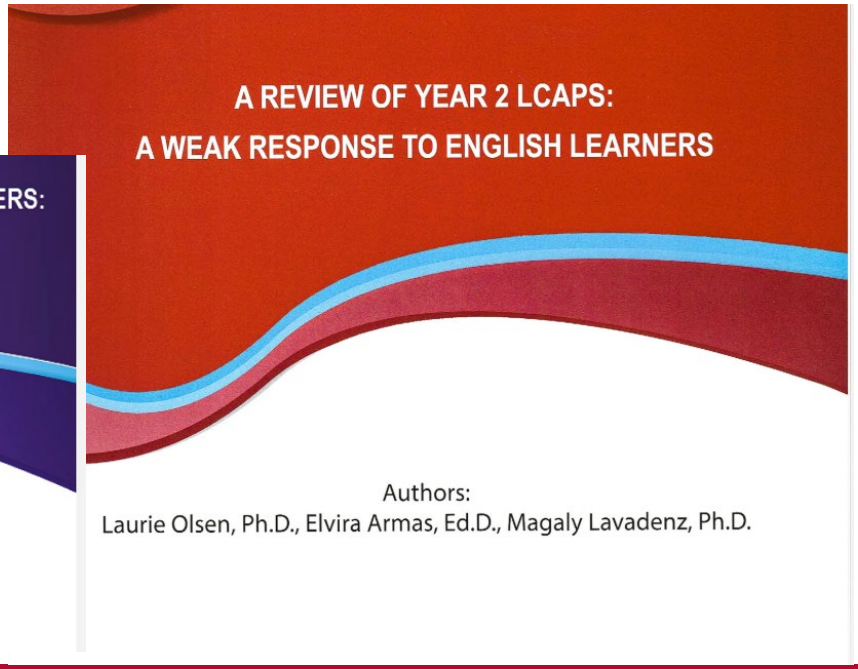
# Overview

- Review the background, rationale and procedures for this review
- Highlight priority area findings from the study
- Share state, county and district level recommendations
- Chat Comments/Questions




# Prior LCAP Studies & LCAP Toolkit

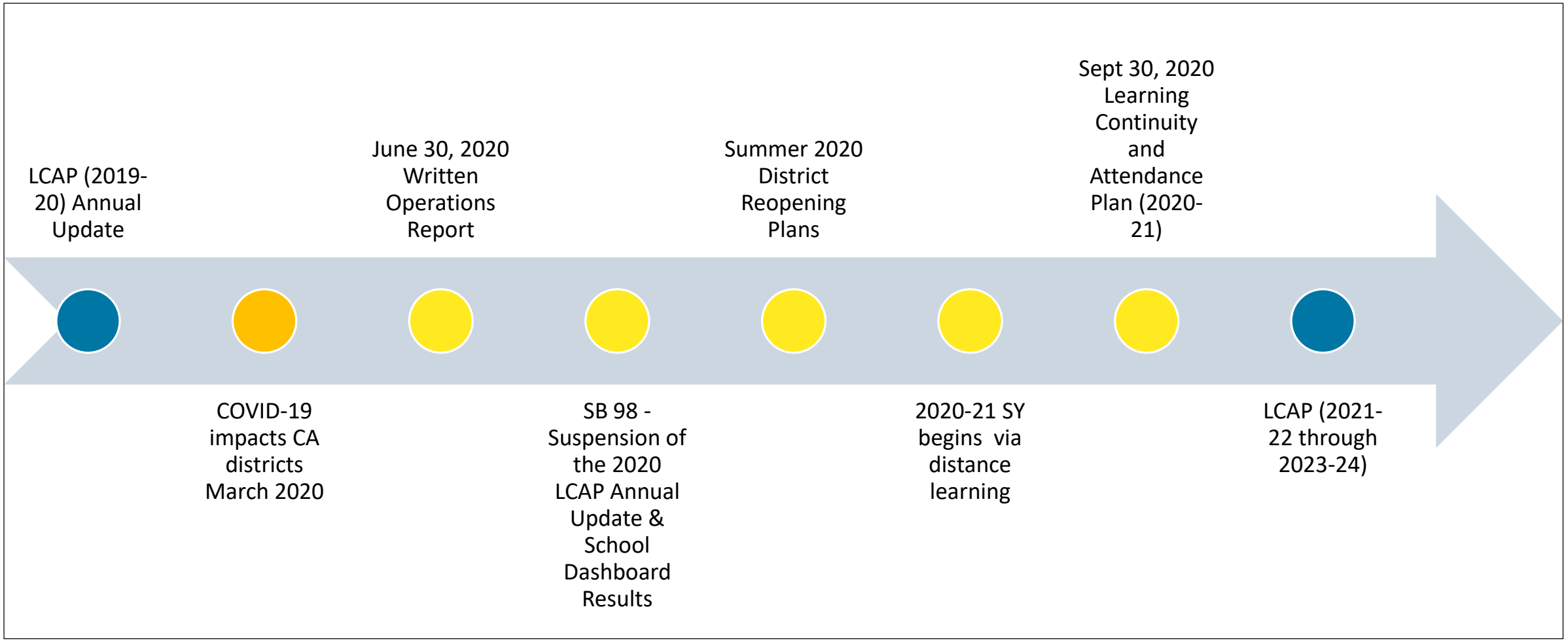
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# 2021-24 LCAP Study Purpose

Report on evidence of **how districts prioritize ELs as a priority subgroup**, including the **different typologies by:**

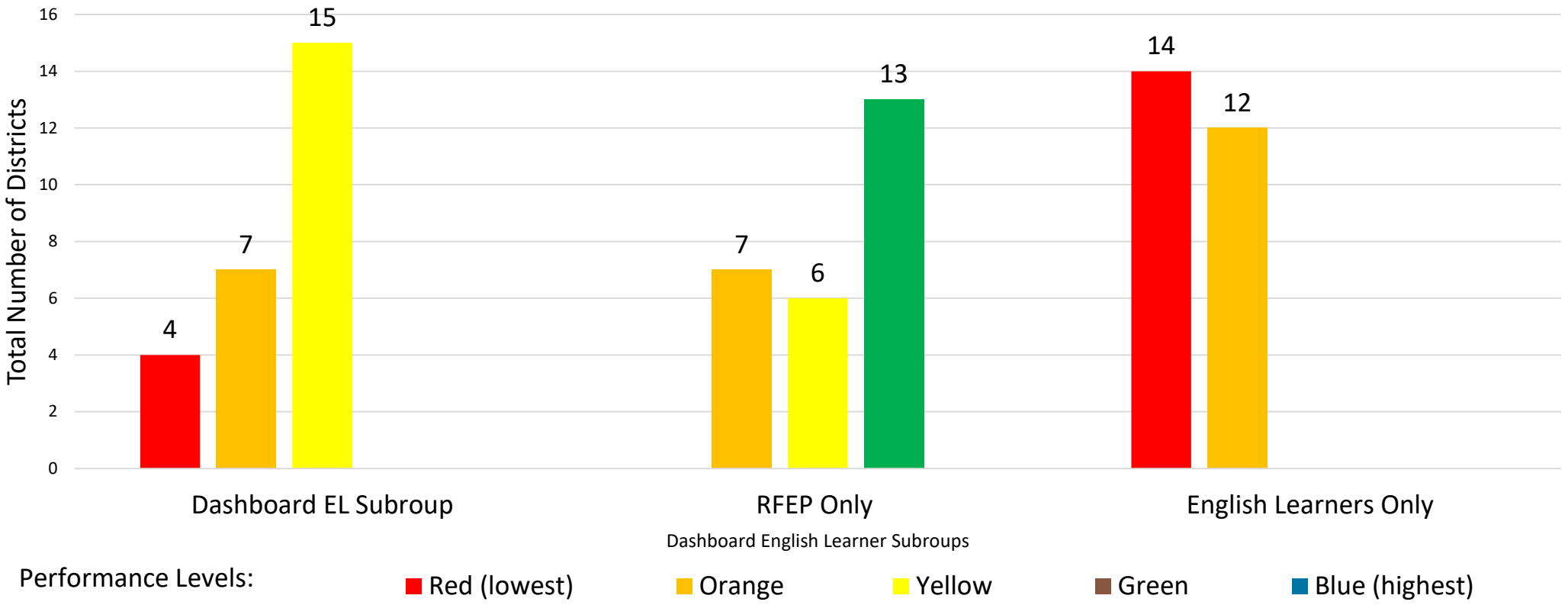
- Describing **language acquisition programs and how they will monitor** the program effectiveness (required by law)
- Identifying the **professional development** opportunities for teachers of English learners (required by law)
- Defining a comprehensive **English Language Development program**
- Detailing the degree of **EL parents and stakeholder engagement**
- Documenting whether districts included specific **EL metrics to measure closing of gaps**

# Changes in LCAP Requirements



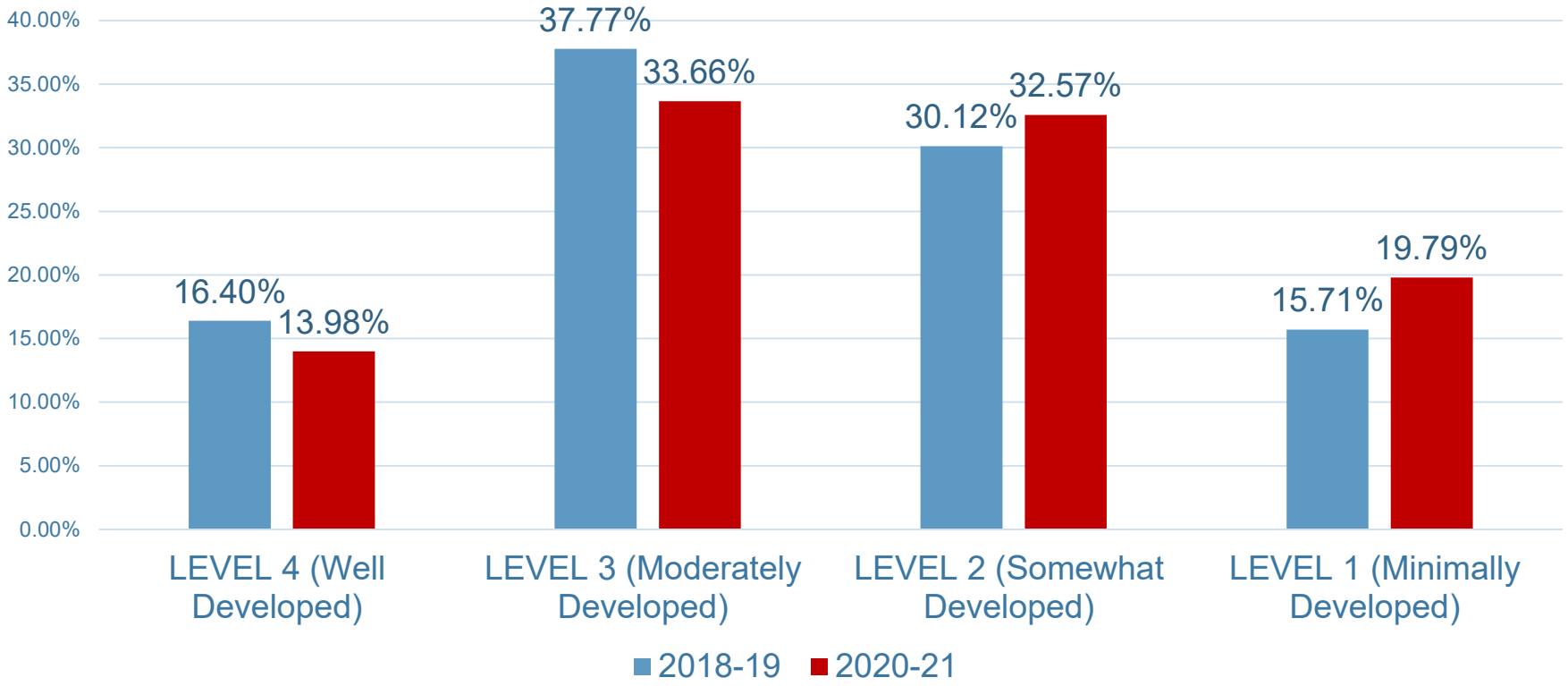

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# 2019 ELA Academic Indicator Dashboard Results by EL Subgroup (N=26)




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# Statewide 18-19 and 20-21 ELPAC Scores




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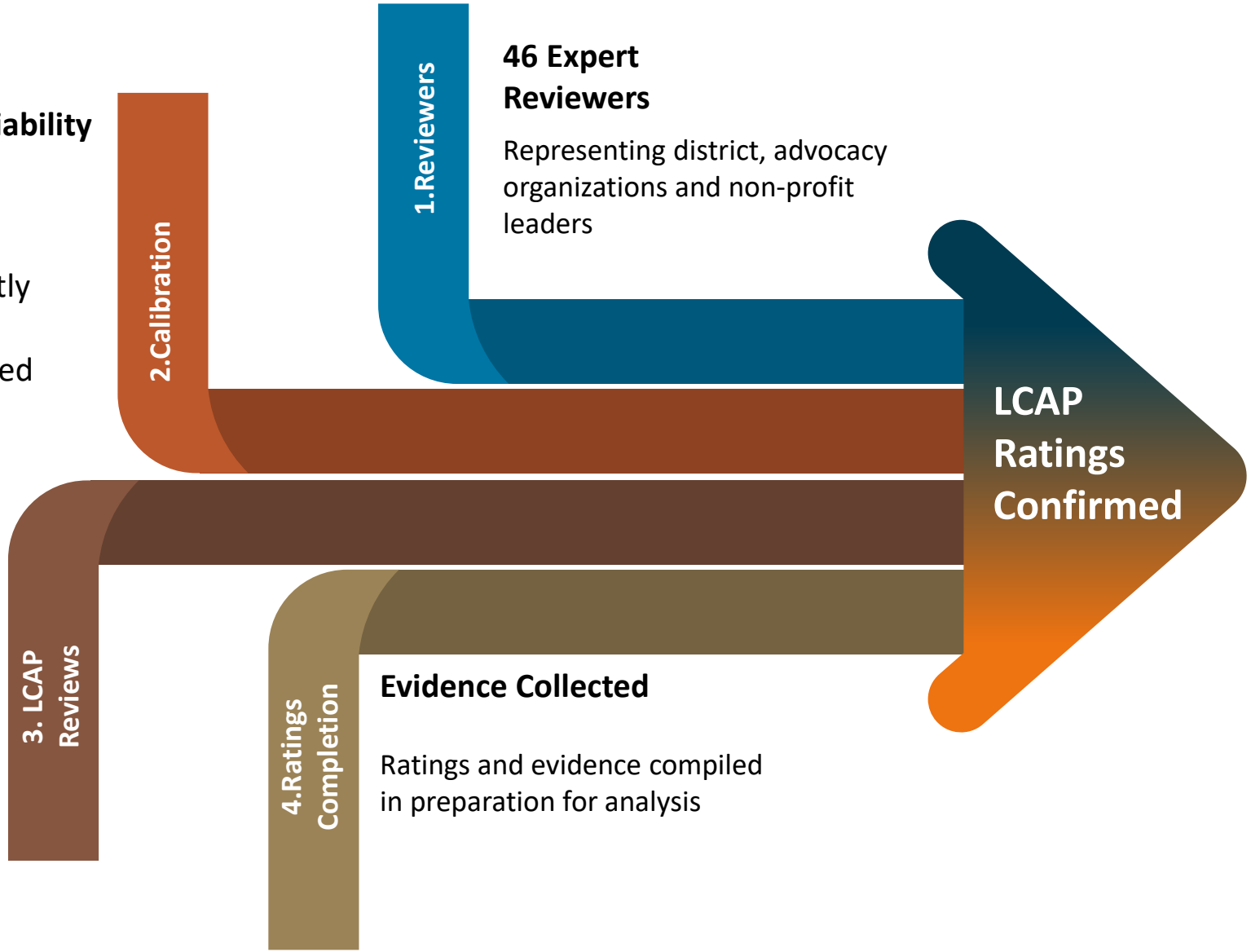
# 26 Sample Districts

- Represent all regions of the state (CCEE Geo Lead Regions & CCSESA Regions)
- Consistent with distribution of ELs statewide
- Include districts with High Numbers (>999) and/or High Percentages (>49%) of English Learners
- 23 repeat districts from LCAP Reports Y1, Y2 or Y4
- 3 “new” districts




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# LCAP Rating Process




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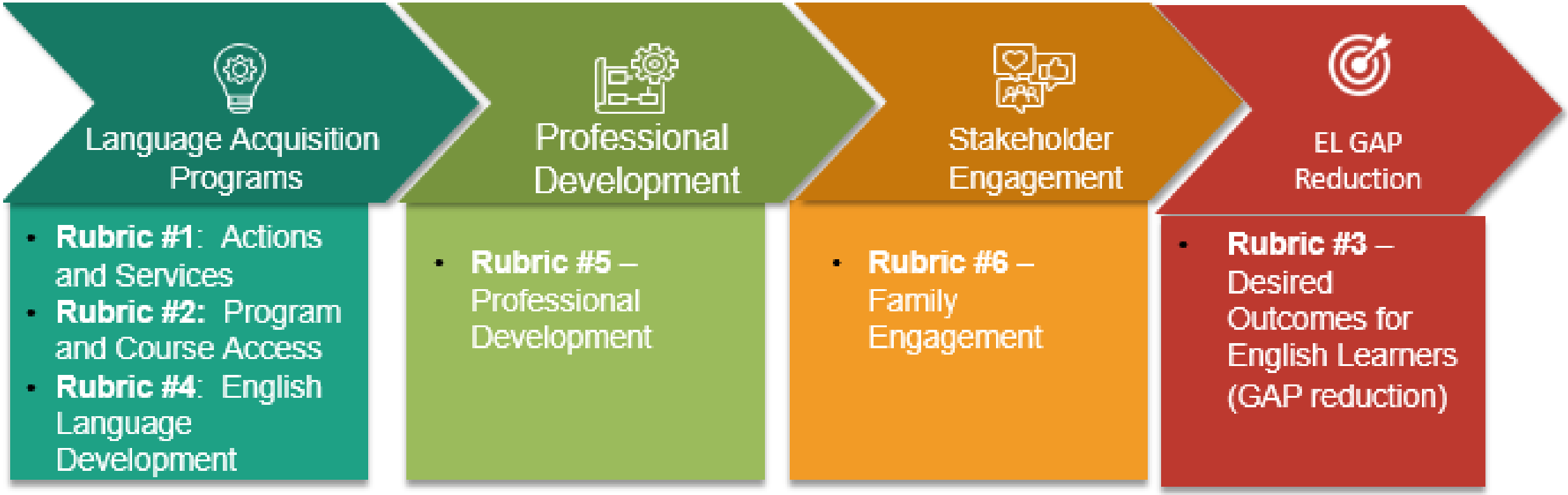
# The English Learner Research-Aligned LCAP Rubrics

| Focus Area Definition | Focus Area Categories |
|---|---|
| 1. Actions and Services | • Responsiveness to EL Profiles<br>• **Assessments Inform Placement and Services**<br>• Program Options<br>• **Targeted Use of Supplemental and Concentration Funds** |
| 2. Program and Course Access | • Preschool<br>• **Access to Rigorous Core Content**<br>• LTEL Courses<br>• Enrichment and/or Extracurricular Opportunities<br>• Extended Learning |
| 3. Desired Outcomes for English Learners | • L1/L2 Data Reporting<br>• **GAP Reduction**<br>• Transcript Evaluation<br>• Increase in Seal of Biliteracy, Pathway Awards |

| Focus Area Definition | Focus Area Categories |
|---|---|
| 4. English Language Development | • **Designated & Integrated ELD Program**<br>• Knowledge of ELD Standards<br>• **ELD Standards Implementation**<br>• ELD Standards Professional Development |
| 5. Professional Development | • PD Stakeholder Input<br>• **CA English learner Roadmap**<br>• **PD Content**<br>• **Comprehensive PD Program for Teachers of ELs**<br>• PD Cultural Proficiency/Competency |
| 6. Family Engagement | • **Stakeholder Input**<br>• Communication<br>• **Staffing to Support Family Engagement**<br>• Decision-Making Processes<br>• **Leadership Development**<br>• Family Professional Learning |

# Instruments: English-Learner Research Aligned Rubrics

## Focus Areas



# Analysis Phases

**Phase 1: Quantitative Analysis**

- Recorded district rater consensus scores for all districts.
- Calculated the distribution of percentages for individual EL Research-aligned LCAP Focus Areas.

**Phase 2a: Qualitative Analysis**

- Complied reviewers' LCAP Focus Area evidence from district LCAP narratives (n=26).
  - Conducted an initial theme analysis to identify bright spots for districts that scored *Good* or *Exemplary* (Miles & Huberman, 1994).

**Phase 2b: Qualitative Analysis**

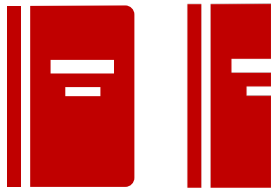
- Established confirmability and dependability of LCAP Focus Area analysis was established by reviewing:
  - Districts with an average score of 2.0 and below (n=11) (Korstjens & Moser, 2018)
- Cross-checked Priority Focus Areas for *Good* and *Exemplary* for additional bright spots and explicitly stated evidence of equity

**Phase 3: Triangulation**

- Triangulated data (demographics, Focus Area ratings with district reflections)
- Identified trends and patterns using a cross-case theme analysis for all districts

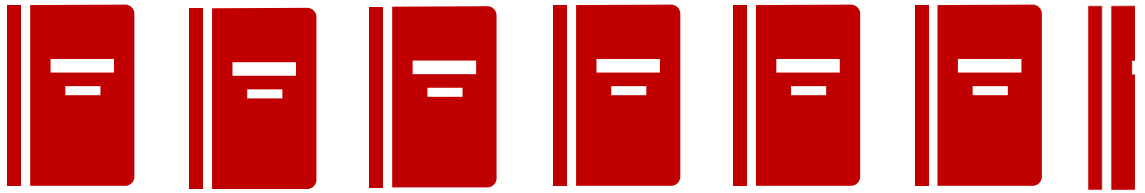
# In Search of Equity: EL-specific Goals and Equity Statements

% of districts that had a specific goal for English Learners or ELD



15%

% of districts that had an Equity statement in Introduction/General Information



62%

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Key  = 10%

# Examples

## EL SPECIFIC GOAL

Goal 2 All English Learners will be provided integrated and designated English Learner support, guaranteeing access to the core curriculum, and ensuring successful reclassification by the end of the elementary school experience and/or 5 years of US instruction, thereby decreasing the number of Long-Term English Learners (LTELs) as measured by state and district level assessments.

## EQUITY STATEMENT

*Equity and access for all students, coupled with the mindset that the ethnic and linguistic diversity in [the district] are an asset to be celebrated, encouraged and reinforced is another highlight of this LCAP*

# Overall Findings

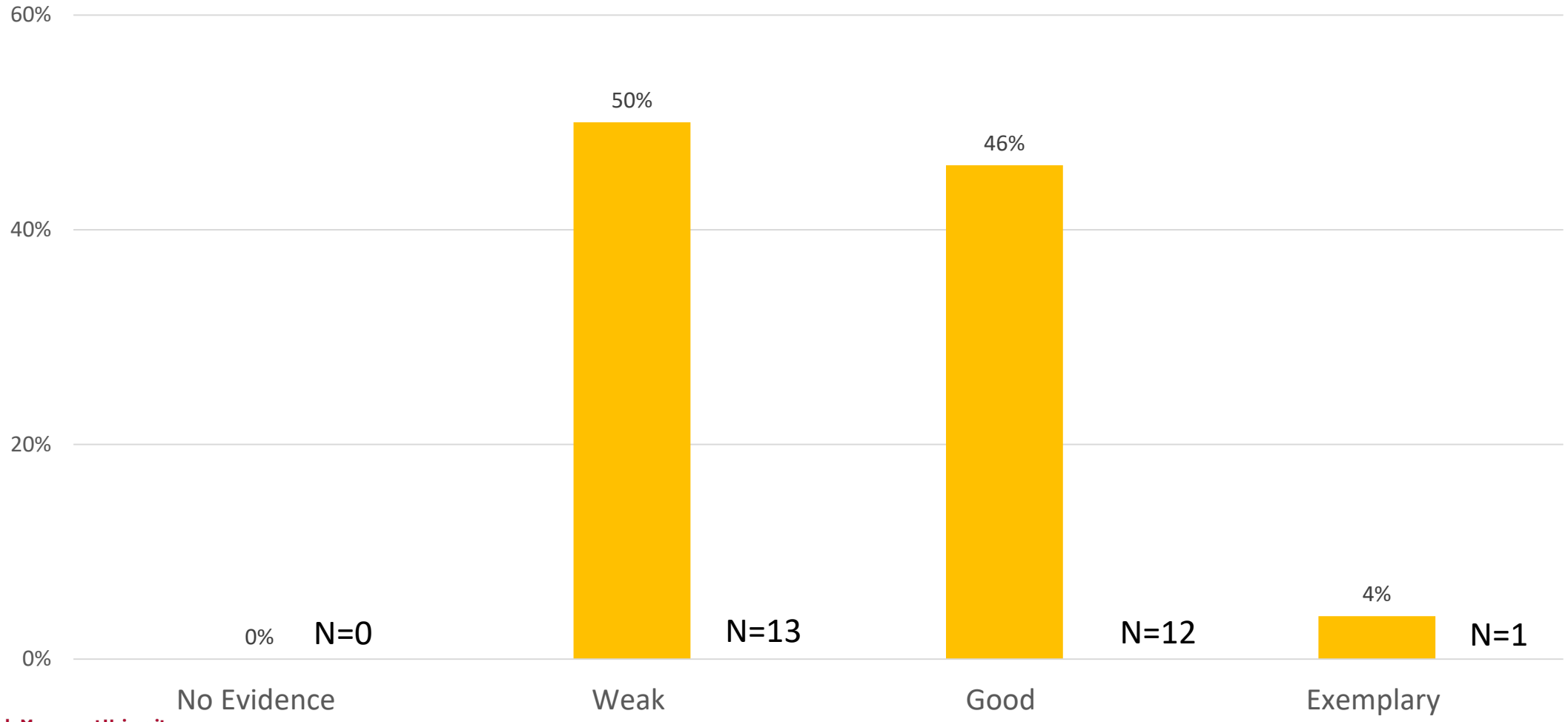
- 81% (21 out of 26 LCAPs) had ratings of “weak” or “no evidence” in the **Desired Outcomes for English Learners** *English Learner Research-Aligned Priority Rubric*
- More than half of the districts had overall “weak” or “no evidence” ratings in the following 3 *English Learner Research-Aligned Priority Rubrics*: **1) Programs and Course Access (N=21); 2) Professional Development (N=18); 3) English Language Development (N=17); and 4) Family Engagement (N=16)**
- 50% (N=13) of districts had ”Good” or “Exemplary” ratings in the “**Actions and Services**” Rubric
- Two districts (8%) had ratings of ”good” or “exemplary” across all 6 *English Learner Research-Aligned Priority Rubrics.*

# Finding 1



- *Notable signaling of LTELs and Newcomer students; yet limited descriptions of programs, actions and services that respond to differentiated EL needs*

# Language Acquisition Programs:  Actions and Services (Rubric 1)




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# Highlights for Actions & Services (Rubric 1)



**Sample Bright Spots with Good or Exemplary Ratings**



**Limited or No Evidence**

- "English Learners in [district] **scoring at Level 4 in the ELPAC but not reclassified** and reclassified students, will have **increased access to specialized programs to support their continued need for rigor of instruction**."
- "The district will provide **assessments to Newcomers** to assess their proficiency in their native language. These assessments will help **determine a newcomer's placement for the appropriately designated ELD class**, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and **help develop appropriate supports for learning**."

➢ General Descriptions of Actions and Services

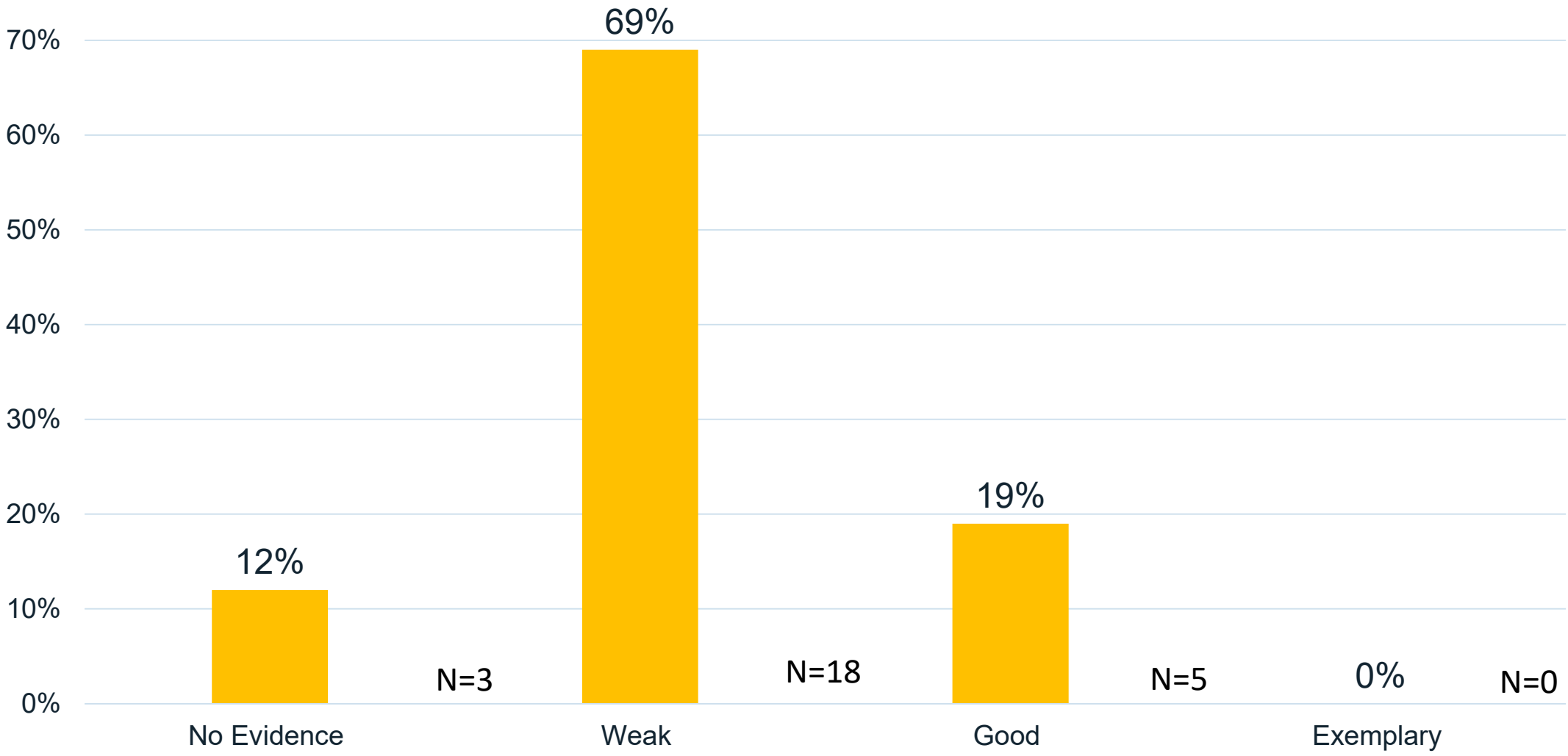
"EL Programs will be implemented in both integrated and designated learning models using Benchmark curriculum, which includes EL curricular materials."

# Finding 2



- *Conspicuous absence of differentiated growth targets to close the achievement gaps for ELs*

# Closing Gaps:  EL Outcomes (Rubric 3)




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# Highlights for Closing Gaps: EL Outcomes (Rubric 3)

## Sample Bright Spots from Good or Exemplary Ratings

| Metric | Baseline | | Desired Outcome for 2023–24 | |
|---|---|---|---|---|
| 1A<br>**Graduation Rate**<br>Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade<br>**Source:** California School Dashboard<br>Note: Results do not include Charter Schools | | 18-19 | 19-20 | 23-24 |
| | ALL | 85.7 | 87.3 | 91 |
| | EL | 81.2 | 75.8 | 82 |
| | FY | 66.7 | 81.3 | 86 |
| | HY | 75.3 | 72.9 | 80 |
| | SED | 84.7 | 86.1 | 90 |
| | SWD | 66 | 70.4 | 78 |
| | AA | 77.1 | 82.4 | 87 |
| | AI/AN | 81.8 | 73.3 | 81 |
| | A | 93.7 | 93.5 | 95 |
| | F | 100 | 95.2 | 97 |
| | H/L | 84.2 | 84.6 | 89 |
| | PI | 87 | 71.9 | 80 |
| | W | 84.6 | 92.5 | 95 |
| | TOM | 88.1 | 87.8 | 91 |

## Limited or No Evidence

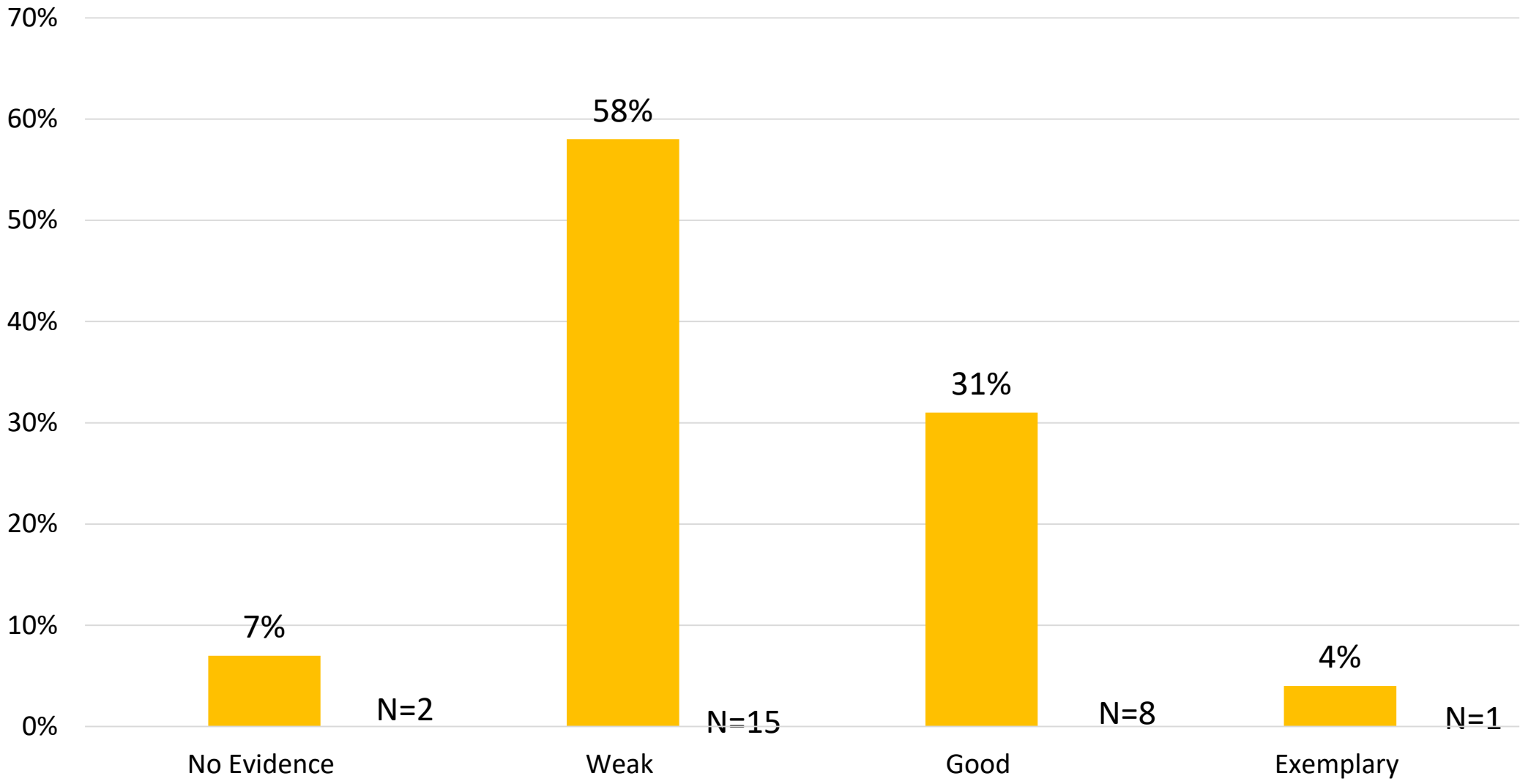
- While most identified that gaps exist, only 31% (8 of 26) districts identified differentiated growth targets (desired outcomes) to address those gaps

# Finding 3



- *Privileging of content standards in isolation of language development standards resulting in multiple, layered versus integrated and coherent professional development for ELs*

# Comprehensive English Language Development (Rubric 4)




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# Highlights for Comprehensive ELD (Rubric 4)

## Sample Bright Spots with Good or Exemplary Ratings

•"100% of ELs will participate in **Integrated and Designated ELD**."

•"Explicit systems and resources to reinforce the principles of the ***California English Learner Roadmap,*** designated and integrated English language development (ELD), **ELD standards**, and the variety of **English Learner profiles"**

•"Sustained efforts of personnel to lead critical and collaborative effort with the work of Integrated and Designated ELD as well as differentiated instruction for ...**Integrated and Designated ELD"**

## Limited or No Evidence

•Limited focus on research-based strategies to support implementation of designated or integrated ELD

•Minimal mention of goals and activities to support dELD/iELD for various EL profiles

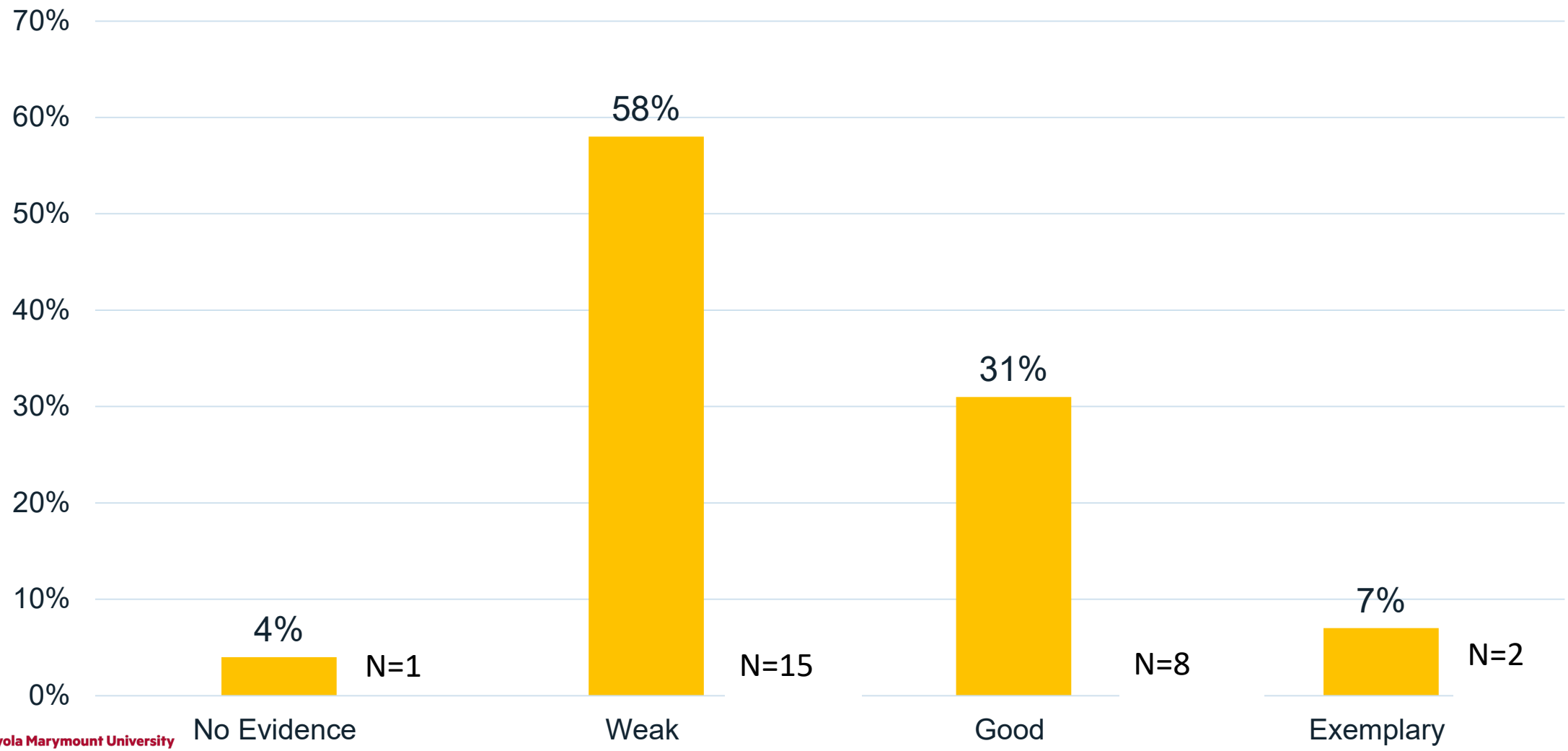
•Minimal mention of professional learning on ELD standards integrated with common core standards/iELD

# Finding 4



- *Conventional approaches to family engagement, reducing opportunities for "co-empowerment" to lead and monitor LCAP development and implementation*

# Family Engagement (Rubric 6)




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# Highlights for Family Engagement (Rubric 6)

## Sample Bright Spots with Good or Exemplary Ratings

- High-quality translation services
- Use of culturally appropriate services and programs
- Dedicated community parent liaisons
- Focus groups of parents from schools with high EL population to provide LCAP input

## Limited or No Evidence

- LCAP Orientations focused on the legal requirements of the policy and the role of families
- Dedicated EL parent panel to address concerns
- Parent-led LCAP workshops
- Parent workshops connected to LCAP EL goals and how they support their students learning

# Recommendations: State Level

- Embed the English Learner Roadmap into the System of Support process.
- Improve the System of Support by clarifying alignment and coordination between CCEE, Geographic Leads, Content Leads, county offices of education and LEAs.
- Mandate the LCAP to monitor districts that are in Differentiated Assistance and Intensive Intervention (Tiers 2 & 3)
- Build the capacity of the county offices of education in responding to the needs of ELs
- Discontinue the use of the aggregated EL subgroup in the Academic Indicator
- Provide technical support to COEs to guide districts in the disaggregation of EL data
- Augment the The LCAP Approval Manual to include a sharper focus on ELs.
- Develop a robust system and processes for EL technical assistance providers

# Recommendations: County Offices of Education Level

- Increase and involve staff with expertise on ELs to conduct the LCAP reviews and serve as members of the System of Support teams.
- Add an EL Panel to participate in LCAP Reviews of Districts with high percentages and numbers of ELs
- Monitor closely Goals and Actions in district LCAPs identified for Differentiated Assistance and Intensive Intervention (Tiers 1 & 2)
- Use resources and tools aligned to the *English Learner Roadmap* and the LCFF priority areas, such the *LCAP Toolkit- Using Research-based tools to promote equity for English Learners,* as part of technical assistance to schools and districts.

# Recommendations: District Level

Ensure that writers/teams of the 2022-23 LCAPs:

1. ***Use*** *the LCAP Toolkit, and in particular, the research-aligned English Learner rubrics*
2. ***Analyze*** *district evidence, disaggregated by EL typology, and*
3. ***Revise/update goals, actions, and services*** *with a "sharpened focus" on ELs, including differentiated outcomes to close the gap.*

- Identify specific outcomes for the different profiles of ELs with metrics that are sensitive to their language and academic development.
- Provide professional development on the English Learner Roadmap for all educators to build understanding and expertise about the needs of ELs and research-based programs and practices.
- Incorporate integrated and designated ELD into all professional learning for teachers of ELs and differentiation from generic standards-based instruction.

# Chat Comments or Questions



Email us at CEEL@LMU.edu

Subject line: 21-24 LCAP Study