

Renewing Our Promise: Research and Recommendations to Support California's Long-Term English Learners



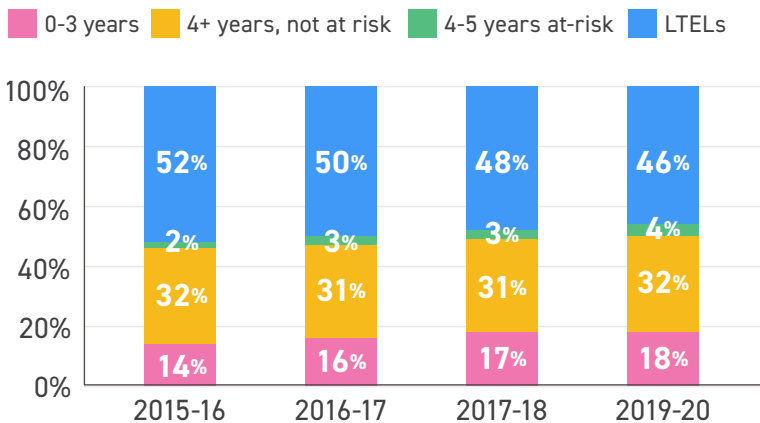
FACT SHEET

Ten years have passed since *Reparable Harm* called attention to California's long-term English learners (LTELs). And while it is gratifying to see that the numbers and percentage of English learners (ELs) who are LTELs have decreased slightly over the past decade—continuing this slow rate of change will leave far too many students behind.

Long-term English learner: An EL in grades 6-12 who has attended U.S. schools for six or more years, has remained at the same level of English proficiency for two or more years as determined by the English Language Proficiency Assessment for California (ELPAC) or has regressed to a lower level of English language proficiency, and for students in grades 6-9, scores below basic or far below basic on the English language arts achievement test.

EL at risk of becoming a long-term English learner: An English learner in grades 3-12 who has attended U.S. schools for four or five years, scores at the intermediate level or below on the English Language Proficiency Assessments for California (ELPAC), and for students in grades 3-9, scores below basic or far below basic on the English language arts achievement test.

FIGURE 1 | DISTRIBUTION OF ELS IN GRADES 6-12 BY NUMBER OF YEARS AS ENGLISH LEARNERS, 2015-16 TO 2019-20



LONG TERM ENGLISH LEARNERS IN CALIFORNIA PUBLIC SCHOOLS

Of California's 447,000 secondary (grades 6-12) ELs, **almost half are LTELs**. LTELs attend schools in over 800 districts and **over half are concentrated in 52 districts**. Over **one-third (36%) of LTELs are dually identified as students with disabilities**.

Over the past five years, from 2015 to 2020:

- ↓ The percentage of secondary **LTELs** has **decreased by 6 percentage points**
- ↑ The percentage of **secondary ELs who are at risk of becoming LTELs** increased by **2 percentage points**

POLICY CHANGES OVER THE PAST TEN YEARS

2012: AB 2193 (Lara)

Established definition of LTELs and students at risk of becoming LTELs, and required CDE to provide an annual count to schools and districts.

2015: SB 750 (Mendoza)

Amended definitions and required CDE to report school, district, and statewide data on number of LTELs and students at risk of becoming LTELs.

2017: AB 81 (Gonzalez Fletcher)

Required parent notification of their child's status as an LTEL or student at risk of becoming LTEL, and details on how district or school would address needs.

RESEARCH AND LEARNING FROM THE FIELD

A summary of research, interviews with over seven school districts, and survey responses from 107 school districts with high numbers or percentages of ELs, provided the following insights.

Common experiences contributing to prolonged EL status:

- Variability in the quality and approach to their education in elementary grades,
- Lack of adequate English language development (ELD) instruction,
- Teachers who have not had the preparation to address needs (results in lack of access to grade-level content and curricula), and
- An undiagnosed or unaddressed learning disability.

Strategies to improve LTEL outcomes:	System Supports:	Challenges
<ul style="list-style-type: none">• High-quality language instruction across the curriculum (integrated ELD) and specific ELD instruction (designated ELD),• Access to rigorous coursework from PK-12th grade, including A-G courses and career pathways,• Additional staff engagement, including mentors and instructional aides,• Collaboration for special education and content area teachers to serve LTELs with disabilities,• Professional learning for integrating ELD across the curriculum,• Shadowing ELs to deepen understanding of their experiences,• Individualized progress monitoring, and• Monitoring and support in early grades• Bilingual/biliteracy programs,• Culturally relevant and inclusive curriculum	<ul style="list-style-type: none">• Targeted use of state and federal funding,• LCAP engagement and planning process,• Learning from research, data, and best practices,• EL Roadmap alignment,• Prioritizing LTELs and students at risk of becoming LTELs in EL Master Plan	<ul style="list-style-type: none">• Ability to fit additional courses within the master schedule, and• Having staff with the right expertise to serve these students• Serving dually identified LTELs who are special education students• Ongoing professional learning• Primary language assistance,• High quality instructional materials.

VISIONARY GOALS AND RECOMMENDATIONS

<p>Four Visionary Goals for California’s Education System</p> <p>By the year 2030, California’s public education system will:</p> <div><div><div>1</div><div>Reduce by half the percentage of ELs in grades 6-12 who are LTELs,</div></div><div><div>2</div><div>Reduce by half the number of students at risk of becoming LTELs,</div></div><div><div>3</div><div>Ensure that half of reclassified fluent English proficient students (RFEPs) earn the state seal of biliteracy, and</div></div><div><div>4</div><div>Ensure ongoing RFEP achievement that is on par with that of fluent English proficient students.</div></div></div>	<p>The report includes 16 state policy recommendations and 16 district actions to reach these goals. These are focused around five areas: 1) educator preparation and professional learning; 2) resource and planning; 3) curriculum and instruction; 4) data, assessment, and accountability; and 5) student-focused engagement and relationships.</p>
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