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A Needle In A Haystack

The Ongoing Search for Equity for English Learners Through an Analysis of District Local Control and Accountability Plans (LCAPs)

LONG BEACH, CA – September 22, 2022 – Californians Together is releasing a new report today entitled *In Search of Equity For English Learners: A Review of the 2021-2024 Local Control and Accountability Plans (LCAPs)*. This is the fourth in a series of analysis of LCAPs focused explicitly on English Learners since the inception of the LCFF in 2013. As expressed by Martha Hernandez, Executive Director of Californians Together, “With each new review, rating and analysis, we hoped to see an improved, comprehensive focus on meeting the state policy mandates for English learners. As implied by the title of this report, the quest for equity for English learners is still elusive.”

The review and analysis sought to answer the following question: **To what degree did districts with high percentages and high numbers of EL address the needs of the diverse English learners in their LCAPs?** To answer the question evidence was gathered around the following five directives for inclusion in the LCAPs

- A narrative description of the analysis and reflection on student outcomes
- Description of language acquisition programs for ELs
- Description of professional development for teachers of ELs
- Response to feedback with stakeholders - District English Learner Advisory Committees
- Inclusion of specific EL metrics to measure closing gaps

The report presents an analysis of LCAPs from 26 public school districts that serve either high percentages or high numbers of ELs and signals the need for targeted support for the diverse student group. The LCAPs present the best evidence of how Local Education Agencies (LEAs) have planned services for ELs, which EL groups they have prioritized, and the type of services they intend to provide.

The briefing will present findings and recommendations from the report for the state, county offices of education and local school districts with a call to action to modify the current accountability system to be responsive and transparent to meet the academic and language needs of English learners.

“These findings reveal that nine years into Local Control Funding Formula (LCFF), seven years of LCAP implementation, and two years after the exacerbation of systemic inequities by the devastating effects of the



pandemic, the search for equity continues to mirror the search for “a needle in a haystack” stated Dr. Magaly Lavadenz, one of the authors of the report.

The study was conducted in collaboration with the Center for Equity for English Learners at Loyola Marymount University and reviewed local plans for 26 school districts that serve 32% of California’s English Learners.

You can view and download the report at www.californianstogether.org

For more information please visit us at <http://www.californianstogether.org> or email us at info@caltog.org

Californians Together, a coalition of education, civil rights, parent/caregiver, community, and advocacy organizations, champions the educational success of California’s more than 1.1. million English learners. Californians Together serves as a trusted voice, source of expertise, and steadfast advocate standing for the educational rights of access for California’s English learners, immigrants, and linguistically and culturally diverse students.

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