WAYS 2 EQUITY PLAYBOOK ENHANCEMENT

EQUITY

ENGLISH LEARNERS

Santa Clara County Office of Education

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The electronic version of the *Ways to Equity Playbook* can be found here: **https://www.innovationscollaborative.org/cepip.aspx**.

Introduction

It is important for school administrators and teachers to understand the historical context and evolution of English language development and support in California as well as the impact of legislation and use of assessments like the California English Language Development Test (CELDT) and the English Language Proficiency Assessments for California (ELPAC). These policies and practices are rooted in a history of legislative mandates, case law, and federal policy that have shaped the way English learners are assessed, supported, and how schools are held accountable for their language development.

The Bilingual Education Act (1968), also known as Title VII of the Elementary and Secondary Education Act, authorized the use of federal funds to supplement the education of limited English proficient students in the U.S. school system (Baker & Wright, 2017; de Jong, 2011). The Act was implemented as a remediation program to address what policy drafters framed as an English proficiency problem among non-English speaking students. The U.S. government allocated $15 million in 1968, $30 million in 1969, and $40 million in 1970 to state educational agencies. One of the desired outcomes of the Bilingual Education Act was to ensure that students labeled as non-English speaking develop English proficiency on par with their English-only speaking peers. As per the 1968 wording of Title VII, "children of limited English-speaking ability means children who come from *environments* where the dominant language is one other than English [emphasis added]" (81 Stat. 816). Students from environments, communities, countries, or neighborhoods where languages other than English were spoken were targeted for these supplemental services. The concept of environment, however, is not neutral. Rothstine (2017) illustrates how residential segregation in the U.S. is the result of explicit public policies at the local, state, and federal levels that have perpetuated racial segregation.

The Bilingual Education Act did not define how state educational agencies were to identify limited English-speaking students. Bailey & Kelly (2012) describe the multiple measurement strategies developed to identify children whose language backgrounds are not English. These methods included surname surveys, home language surveys, parent interviews, teacher conducted ratings, learner-focused interviews, measures of word association, and picture-naming (Zirkel, 1976). The tools used to identify the English learner are one way that the category of the English learner solidified and has remained present in the educational system (Mahoney & MacSwan, 2005; Zacarian, 2011).

As the political landscape shifted to draw more attention to limited English-speaking students, the U.S. Supreme Court in Lau v. Nichols (1974) unanimously ruled that the lack of supplemental language instruction for students with limited English proficiency in public schools violated the Civil Rights Act (1964)

as students were entitled to equal protection and access. As a recipient of federal funding, the court asserted that school districts were required to provide a meaningful education via equal access and opportunities to all students. Months after the Lau ruling, congress advanced the Equal Educational Opportunities Act (1974), which mandated that school districts take "appropriate action" to meet the needs of all students so they may benefit from equal participation (20 USC Sec. 1701-1758). The EEOA recognized that the same instruction for everyone was not equal. The subsequent Lau Remedies put forth by the U.S. Department of Education's Office of Civil Rights (1975) to eliminate past educational practices ruled unlawful under Lau v. Nichols led to the advancement of an English learner category via systematic identification practices across public schools.

Lau v. Nichols preceded Castañeda v. Pickard (1978) had significant implications for students classified as English learners. In Castañeda v. Pickard, the plaintiffs argued that the school district was culpable of discrimination by using race-based ability groupings that resulted in segregation and by failing to implement adequate bilingual education to overcome the linguistic barriers that impede equal participation in the educational program (648 F.2d 989 5th Cir. 1981). The U.S. Court of Appeals for the Fifth Circuit ruled for the plaintiffs and established three criteria to aid school districts in meeting the requirements of the EEOA (1974), while in the service of students classified as English learners:

Select Timeline

- (1967) Ronald Reagan, Governor of California, signed SB 53, ending a 95-year state education mandate that required all schools to carry out instruction in English.
- (1968) - Bilingual Education Act (Title VII of the Elementary and Secondary Education Act)
- (1974) - Lau v. Nichols
- (1976) - AB 1329: CA Bilingual-Bicultural Act (Chacon-Moscone Bilingual-Bicultural Education Act)
- (1981) - Castañeda v. Picard
- (1983) - A Nation at Risk
- (1986) - CA Proposition 63: English as the Official Language Initiative Passed
- (1997) - CA AB 748: Bilingual Education Assessment of Language Skills Passed
- (1998) - Proposition 227: Require English Instruction in Public Schools Initiative Passed
- (1999) - First CA ELD Standards Adopted - Language testing be aligned to ELD Standards
- (2001) - No Child Left Behind
- (2001) - The California English Language Development Test (CELDT) implemented across CA
- (2006) - National Literacy Panel on Language Minority Children and Youth
- (2010) - CA Common Core State Standards (CCSS)
- (2012) - New English Language Development Standards Adopted
- (2014) - CA ELA/ELD Framework Adopted
- (2015) - Every Student Succeeds Act
- (2016) - CA Education for a Global Economy Initiative (Proposition 58)
- (2016) - AB 2785 Passed - To develop guidance manual for LEAs to support ELs w/SWD
- (2017) - CA EL Roadmap Policy
- (2018) - The English Language Proficiency Assessments for California (ELPAC) replaced CELDT
- (2019) - California Guide for Educating English Learners with Disabilities Published

- The bilingual education program must be based on **sound educational theory**.
- The bilingual program must be **implemented effectively** with resources for personnel, instructional materials, and space.
- The program must **be proven effective** in overcoming language barriers.

The increasing scientism associated with the outcomes driven understanding of success post *A Nation at Risk* (1983) has progressively focused on seemingly objective criteria, especially assessments, and further codified the discursive construction of the English learner through measures of accountability that have been top down on the reality of students and educators (Calfee, 2014; Goodman, 2014; Guthrie & Springer, 2009; McDermott, 2013).

The legislative mandates of the 1970s and 1980s, as manifested in the federal reauthorizations of the Elementary and Secondary Education Act via No Child Left Behind (NCLB) and the Every Student Succeeds Act (ESSA), have also shaped the history of English language development and support in the United States. NCLB, implemented in 2001, established an educational regime that emphasizes the English learner category and employs standardized assessments as a diagnosing science (Abedi, 2004; Gándara & Baca, 2008; Menken, 2010). NCLB focused on annual measurable achievement objectives and provided funding for English language instruction and academic content for limited English proficient students. Moreover, the law required states to develop English language proficiency standards and assessments to measure students' progress in meeting these standards (NCLB, 2001). In reporting accountability, states were required to

disaggregate data to highlight the English learner category and measure their progress towards proficiency.

Similarly, ESSA mandates the continuation of Title III and the use of an English language development test to evaluate the language proficiency of K-12 students with a home language other than English in speaking, reading, listening, and writing. The ESSA requires that English language proficiency standards be aligned with the content areas of reading/language arts, mathematics, and science to ensure that English learners succeed in all academic areas (U.S. Department of Education, 2016). This federal policy has advanced the limited English proficient category to identify students in need of supplemental support to meet the dominant English speaking norm.

In California, Assembly Bill 748 (1997), required tests assessing the progress of English learners towards achieving English fluency to align with the state's English Language Development (ELD) standards. This legislation prompted the creation of the first California ELD Standards to provide guidelines for assessing the language proficiency of English learners in a consistent and standardized manner. The first California ELD Standards aimed to promote effective language development and support for English learners by aligning assessments with ELD standards and providing a framework for targeted instruction and support.

The CELDT was developed as a result of AB 748 and administered from 2001 to 2017. The CELDT was a formal K-12 assessment used to assess the English language proficiency of English learners and determine their progress towards fluency. It assessed listening, speaking, reading, and writing skills in English and provided data on students' English language development progress over time. The CELDT was an important component of California's ELD program, used by schools to comply with state and federal requirements related to English learner assessment, accountability, and reporting. In 2017, the CELDT was replaced by the ELPAC as the state's English learner assessment. The ELPAC is aligned with the California English Language Development Standards, which were revised in 2012 to reflect the language demands of the Common Core State Standards for English Language Arts and Mathematics. The ELPAC assesses English learners' proficiency in listening, speaking, reading, and writing in English and provides data to inform instruction and support for students.

By understanding the history of English language development and support in California, educators can strive to provide inclusive, culturally responsive/sustaining, and effective instruction for students identified as English learners and promote their academic success.

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Background

In September 2020, the Santa Clara County Office of Education (SCCOE) officially launched the *Ways 2 Equity Playbook* at the 7th annual Innovations Collaborative State Conference (ICSC). The *Ways 2 Equity Playbook* is a tool to identify equity needs through a systems lens to ensure improved student outcomes. To download a free copy, click here.

From November 19, 2020, to May 20, 2021, SCCOE hosted monthly two hour-long informative webinars for educators. A group of 30+ professionals joined to network with peers, shared best practices, and learned about facilitating equity conversations. They participated in thought-provoking activities and take-home tasks to incorporate the *Ways 2 Equity Playbook* elements in their classroom practices. To see previous recordings of the Equity Institutes and Navigating Equity Network series, click here.

The *Playbook* purposefully examines three historically marginalized student groups: African American students, students with disabilities, and English Learners. Additionally it provides targeted universal tools and resources to address the equity efforts of supporting those student groups. The underlying belief is that while we focus our efforts on supporting African American students, students with disabilities, and English Language Learners, these targeted tools and resources are a means to address the needs of *all* students.

"We have learned the way to develop the most effective, sustainable model of equity in education begins and continues with a conversation," said Santa Clara County Superintendent of Schools, Dr. Mary Ann Dewan. "With the *Ways 2 Equity Playbook*, we have an opportunity to address and respond to inequitable practices in our education system in a meaningful, deliberative way that will facilitate dialogue and improve communication, which is the only way we will continue to learn, understand and eliminate bias."

The *Ways 2 Equity Playbook* is the culminating two-year project of the California Equity Performance and Improvement Program (CEPIP) grant made possible by Assembly Bill 99, authored and promoted by Assemblywoman Dr. Shirley Weber. The grant was designed to create funding to promote equity in California's public schools by supporting and building capacity within County Offices of Education, local educational agencies, and schools. To fulfill this effort, the SCCOE has partnered with several national equity organizations, including the National Equity Project (NEP) and Western Educational Equity Assistance Center (WEEAC), as well as several local school districts. Case studies highlighting the partnering school districts are featured in the *Playbook*.

Educators using the *Ways 2 Equity Playbook* can access additional resources to support classroom implementation as well as examine school wide systems. In keeping with the navigational metaphor, the Playbook features a series of "on-ramps," allowing users to approach the conversation and equity journey where applicable. The first on-ramp stresses the need for an organization to define equity, which will be discussed next.

Defining Equity

To achieve equity, one must define what is meant by equity. In essence, educational equity means that every student can go to school and feel that they belong, are valued, and can succeed. Noguera (2019) explains that the "true" meaning of equity is "acknowledging students' differences and giving them what they need to be successful. It also means staying focused on outcomes, both academic and developmental". In other words, to achieve equity, educators and administrators must know the students whom they teach, understand which pedagogies and resources each student needs to thrive, and remain attuned to how quantitative and qualitative data reflect this. This requires focused investigation of the systems in place that are producing the current results. This way, new systems can be established that ensure that each child receives what they need to succeed.

The focus on equitable outcomes rather than equality (sameness) of resources is key to defining "equity". Making this point visually, the graphic below demonstrates that different students require different resources and support to achieve desired outcomes. As Kimberlé Crenshaw (1998) put it, "Treating different things the same can generate as much inequality as treating the same things di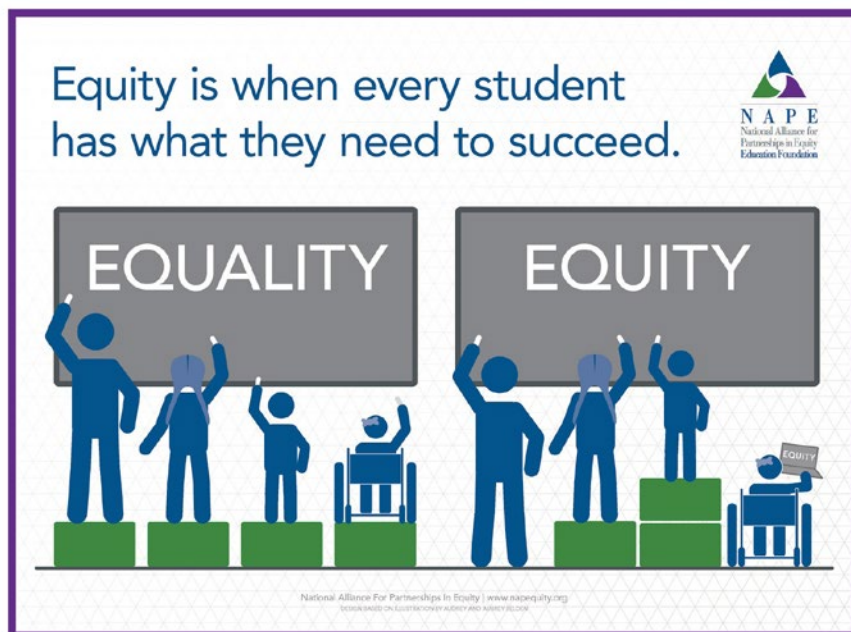fferently." Therefore, to achieve equity, educators must be willing to learn how to provide differently for different students. This, however, can be challenging to put into action.

The main purpose of the *Ways 2 Equity Playbook* (*W2EPB*) is to assist schools, districts, and county offices of education in taking thoughtful action by helping them to find their unique pathways to equity. Equity that is, by definition, systemic. Because working toward equity requires ongoing action and continuous improvement, the *W2EPB* definition of equity centers "ways", or practices that support its advancement. It is understood that for many, the road taken will quite likely feel like uncharted territory. Afterall, the infrastructure for equity as an overarching objective for public education has yet to be built into the system—but is both possible and necessary.

The U.S. education system originated as a tool to further privilege the racially and economically advantaged (see Kliewer & Fitzgerald, 2001; Rooks, 2020). Mental "fitness" was measured through standardized tests norm-referenced to White, educated men, thus advantaging those like them while disadvantaging the "other" (Kendi, 2019; see also the National Education Association's "History of Standardized Testing in the United States"). As is shown through the *W2EPB*, it is undeniable that in comparison to most other student groups, White students continue to receive higher test scores, enroll in and pass more honors and Advanced Placement classes, go to college more, have better teachers, and be suspended less.

There is a hard truth in the data presented throughout this document: For students who are Black, Indigenous, and People of Color (BIPOC)[2], poor, Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual, plus other groups (LGBTQIA+)[3], and/or identified as having disabilities, schools are often institutions which systematically reproduce and maintain their oppression. Consequently, the institution of schooling does not value what these students bring to school: their culture (Valenzuela, 1999; Perry & Steele, 2004), including their languages (Rosa & Flores, 2017), agency (Paris & Alim, 2017), funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992), community cultural wealth (Yosso, 2005), and their bodies

Equity is when every student has what they need to succeed.

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[2] BIPOC stands for Black, Indigenous, and People of Color. This term is used "to highlight the unique relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context" (The BIPOC Project). In effect, the term illuminates the fact that U.S. concepts of race were built on white supremacist notions of blackness and indigeneity.

[3] LGBTQIA+ stands for Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual, plus other groups marginalized due to gender and sexual identities.

Defining Equity (from National Equity Project)

Each student[4] receives what they need, when they need it, to thrive social-emotionally and academically.

Working toward equity means that we engage in these practices and behaviors:

- Promoting just and fair inclusion, and creating the conditions in which each person participates, prospers, and reaches their full potential.

- Removing the predictability of success and failure that is currently correlated with a student's ethnicity, culture, race, or socio-economic status.

- Interrupting inequitable practices, examining biases, and creating inclusive school environments for each student and their families.

- Paying attention to the social and historic forces which create and maintain systems in which students are treated differently based on who they are.

(Hattery & Smith, 2017; Morris, 2016). The core motivation of the *W2EPB* is the strong belief that all students deserve dignity and respect and that they should be valued for their full humanity.

At times a deficit perspective (or mindset) is used to understand BIPOC students, students with disabilities, and students whose first language is not English. A deficit perspective views students through what they *do not* have, or what they lack, as opposed to seeing them for the assets they possess and bring to school every day. To counter the pervasiveness of this deficit perspective, a commitment to transforming the education system must be cultivated. Paris and Alim (2017) write, "We believe that equity and access can best be achieved by centering the dynamic practices and selves of students and communities of color in a critical, additive, and expansive vision of schooling" (p. 3). How do we take action toward equity? The objective of the *Ways 2 Equity Playbook* is to offer a response to this question.

Given the profound and heavy nature of the above, people who serve students and schools must be tenacious and bold. It should be expected that the work ahead will be challenging. And while it may be uncomfortable for some, it will be inspiring and uplifting for many. Working toward equity is the best thing we can do for all students, families, and everyone who makes up the life of schools. Accordingly, it is necessary to cultivate opportunities

for what Singleton (2014) calls "courageous conversations", or critical dialogue and reflection. Engagement in such discussions can cultivate essential attitudes of an equity mindset: humility, transparency, courage, and a willingness to learn and change. With emphasis simultaneously placed on work to address implicit biases, great strides can be made to advance equity. From the beginning, the *W2EPB* highlights learning about systemic oppression, activities that address implicit biases, processes which include self-reflection, engagement with equity ideas, and critical dialogue.

Reflection Questions:

1. What is your organization's working definition of equity? Whose voices were included in this definition? Whose voices were not?

2. How has your organization engaged in conversations about the meaning of equity? Who has participated in these conversations? Who has not?

3. What are some reasons educators might be fearful about introducing conversations about racism in their classes? What can school leaders do to alleviate that fear? What can we do as individual educators to alleviate that fear in ourselves?

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[4] The use of "student" reflects an awareness of the audience for this playbook. It is understood that those using these materials are engaged in the education sphere. However, there are some realms of the education sphere where "student" may not be the most accurate word when referring to those in TK, preschool, early childhood programs, or adult education programs.

Resources

- **To further examine different types of educational inequity, such as societal, socioeconomic, familial, cultural, etc.:** https://www.edglossary.org/equity/
- **Equity Literacy Institute offers a free-low-cost self-paced learning module.** https://equity-literacy.thinkific.com/
- **See Glen Singleton's** *Courageous Conversations about Race: A field guide for achieving equity in schools* **(2005) for a powerful guide for talking about power and privilege related to race so that education systems can then create plans necessary for their transformation.**

Tools

- **CA-1 Course with Micro-Credential Badge: "Vision One"** https://www.learningdesigned.org/node/975/initiative-resources
- **Use the History of Education Timeline Activity to investigate the history of educational inequity.** https://docs.google.com/document/d/1NCN7QxGbLewItm-mMY_68_IeqpsNVlkqgj45CrucNrfU/edit

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How to Use the *Ways 2 Equity Playbook*

As a product of the California Statewide System of Support, the *Ways 2 Equity Playbook (W2EPB)* draws on methods of continuous improvement in its approach to systems-based equity work. This section provides guidance on how to use the *W2EPB*. Please note that you will find a list of recommended equity audits and assessment resources, but the *W2EPB* is not in itself an equity audit. In addition, the *W2EPB* was designed as a resource to be used electronically, offering digital-only sections and links to online resources and tools throughout. Please check the electronic version for updates, as we understand the *Playbook* as a "prototype" upon which we will continue to iterate with input and new developments in the field. Please see https://www.innovationscollaborative.org/cepip.aspx for the electronic document that includes additional sections: district case studies and a list of equity assessments and audits.

Organization of the Ways 2 Equity Playbook

The *W2EPB* is organized to guide schools, district, and county offices through their equity work. It has been assembled so that the sections of the *Playbook* move the reader from the more conceptual and theoretical to the more practical. However, just as equity work requires simultaneous engagement with theory and practice, the *Playbook* sections strive to address both layers of equity work at the same time. The education system cannot advance equity without seeing these as two parts of an integrated whole.

Preparing for Equity Work

1. In the original *Playbook*, thoroughly read the sections in Part I: Ramping Up. (These pages will orient the reader to the thinking behind the *W2EPB* and its approach to the process.)
2. Assess where to *start* by using the "On-ramps to Equity".
3. Establish your core equity team that is representative of the school community. (Through the process, there will be a need to develop smaller teams to guide specific aspects of the work.)
4. Choose and use assessment/audit tools to take the equity temperature of your site.
5. Using a planning tool, begin designing your site's ways to equity. (E.g. Sampson's "Digging for Equity".)

Engaging the Equity Work

Use the "On-ramps to Equity" to begin the process. As has been stated, undertaking equity work is not a one-size-fits-all process; intentionality and planning are key to achieving successful outcomes. In addition, it is imperative to simultaneously and continuously explore the comingling of implicit bias and systemic oppression in personal reflection and within your educational contexts. Note: The Innovations Collaborative of the Santa Clara County Office of Education has created an online micro-credential module for teachers to support implementation of the *W2EPB* in the classroom: Utilizing the Ways 2 Equity Playbook.

Using Protocols to Guide your Equity Work

Throughout the *W2EPB*, tools, resources, and support are offered in the journey toward equity. Many of these tools come in the form of "protocols". A protocol is a structured process or set of guidelines that promote meaningful, efficient, and equitable inquiry and communication. Using protocols can help ensure that work is collaborative, equitable, and focused. (Links to protocols are provided throughout the *W2EPB*. They can be accessed through the electronic version of the *Playbook* at https://www.innovationscollaborative.org/cepip.aspx)

On-Ramps: Beginning and Continuing on your Equity Journey

These "on-ramps" should be used to help the user identify where they are in their journey, their objectives, and how to proceed. This tool can be used as a self-assessment and inventory of actions, with each component essential to designing and carrying forth equity work. For example, beginning in column #2, everything listed in column #1 is still a necessary component to be addressed and should be as fully engaged as possible. This is intentional. While equity is an urgent need, to truly see changes in any system, the work must be deliberate, purposeful, collaborative, and deep. Use these on-ramps to gauge where you are. From there, engage in continuous improvement cycles. Finally, remember this: Working toward equity is complex, so not everything here happens in every place and at every time. To that end, the following is offered as a set of processes to help your system delve into the work.

"PRE" WORK:

- Beginning this journey means preparing your system to engage in work that is sometimes messy, often emotional, and challenges our most basic assumptions.
- Leadership must communicate the importance, excitement, and challenge of this work toward equity to staff: personal work and institutional work.
- Gather and explore relevant data, both public and internal; especially investigating disproportionality through an intersectional data analysis of the focal student groups: African American students, students with disabilities, and English learners.
- Read through the *Ways 2 Equity Playbook*, highlighting areas of focus.

On-Ramps: Beginning and Continuing on your Equity Journey

	1. Starting your Engine: Learn about Equity in your System	2. Picking up Speed: Dive into Planning for Equity	3. Merging onto the Highway: Share Plans and Begin your Equity Cycles	Relevant *W2EPB* Sections: Access to find information and tools
Leadership Development	☐ Establish a core leadership team that will identify and develop a broader equity leadership team ☐ Identify trainings/education for leadership team on systemic racism & implicit bias ☐ Take implicit bias assessment ☐ Explore equity literature for future book circles (see resources) ☐ Establish community agreements/norms	☐ Establish a broader, representative equity leadership team across stakeholder groups ☐ Leadership team engage in an equity assessment ☐ Develop smaller leadership teams for specific areas of work (ongoing) ☐ Identify an equity team facilitator who is available, consistent, and experienced ☐ Initiate equity literature book circles/equity discussions with all staff	☐ Ensure that representative stakeholders are participants at all levels of process ☐ Continue equity literature book circles/equity discussions with all staff	Team Development & Facilitation Implicit Bias & Cultivating Equity Mindshifts Equity Literature
Teacher/Staff Development	☐ Take implicit bias assessment ☐ Participate in trainings/education on systemic racism & implicit bias ☐ Explore equity literature for future book circles (see resources)	☐ Reflect on results of implicit bias assessment; consider next steps for individuals and collective action based on results ☐ Further focus trainings/education for teachers on systemic racism & implicit bias ☐ Initiate equity literature book circles/equity discussions with all staff	☐ Continued, focused trainings/education for teachers on addressing systemic racism & implicit bias through effective pedagogy ☐ Continue equity literature book circles/equity discussions with all staff	Team Development & Facilitation Implicit Bias & Cultivating Equity Mindshifts Equity Literature
Data & Research	☐ Needs assessment: Investigate Dashboard data of districts/schools using data exploration protocol ☐ Identify focal student groups ☐ Needs assessment: Survey teachers, staff, parents, students, and other stakeholders ☐ Explore equity audits/assessments to use in your context	☐ Continue to collect relevant quantitative and qualitative data at the local and state levels ☐ Conduct intersectional data analysis for disproportionality ☐ Conduct root cause analysis	☐ Continue to collect and share relevant quantitative and qualitative data ☐ Continue to conduct intersectional data analysis for disproportionality, with attention to African American students, SWD, and ELs ☐ Plan cycles of research and measurement for improvement	Using Data to Inform Equity List of Equity Audits & Assessments African American Students Students with Disabilities English Learners

On-Ramps: Beginning and Continuing on your Equity Journey

	1. **Starting your Engine:** Learn about Equity in your System	2. **Picking up Speed:** Dive into Planning for Equity	3. **Merging onto the Highway:** Share Plans and Begin your Equity Cycles	Relevant *W2EPB* **Sections: Access to find information and tools**
Planning	☐ Identify and broadly define equity challenges ☐ Begin to draft equity goals that explicitly address inequities found in needs assessment ☐ Develop a timeline starting with these on-ramps and cycles of continuous improvement	☐ Develop shared definition of equity ☐ Define and prioritize your equity goals ☐ Choose set of tools to address the challenge based on defined equity goals ☐ Begin drafting an equity plan (made up of report of findings, tools, strategies, communication plan, plan to monitor progress)	☐ Narrow focus to one equity challenge, drawing on stakeholder input ☐ Finalize equity plan ☐ Initiate and continue use of equity tools and strategies ☐ Check for integrity of the equity plan	Defining Equity Using Data to Inform Equity
Communication	☐ Identify stakeholders ☐ Begin development of communication plan	☐ Continue to develop communication plan ☐ Share equity data with community of stakeholders	☐ Finalize communication plan ☐ Communicate the equity plan to stakeholders ☐ Continue to share data findings and open up conversations with stakeholders	Developing an Equity Communication Plan
Culture & Climate	☐ Calibrate potential equity goals to mission and vision ☐ Begin process of ongoing personal reflection	☐ Align equity objectives to mission and vision ☐ Continue ongoing personal reflection ☐ Include students and community representation in decision-making and work	☐ Check for and build student and community representation in decision-making and work	Creating a Culture of Inclusion & Belonging Implicit Bias & Cultivating Equity Mindshifts Student Engagement Family Engagement
Progress Monitoring	☐ Check-in with teachers and staff about their response to the equity focus	☐ Continue monitoring equity and representativeness of leadership team	☐ Monitor progress: Schedule regular meetings (every 2-4 weeks) ☐ Monitor leadership capacity-building	Team Development & Facilitation Using Data to Inform Equity

These on-ramps were developed at the Santa Clara County Office of Education from a combination of vetted sources: *The Equity Framework*, (Linton, 2011); *Self-Assessment of MTSS Implementation (SAM)*, (Stockslager, K., et. al., 2016), *Culturally Responsive Organizational Series*, Sampson, 2019, and the SCCOE *W2EPB* Team.

Historical Grounding/Typologies

Language Typologies for Learners in California

Understanding the language typologies of students is crucial for educators in California, particularly for those who are identified as English learners. The California Department of Education (CDE) has established several language classifications for students in kindergarten through grade 12. Educators use these designations to help identify which students require English language support services, as well as to track their progress in language acquisition. This section provides an overview of each language typology and what they signify for students in California schools.

The use of language classification terms to label students can have a significant impact on their academic and social experiences, potentially contributing to inequitable treatment. Consider exploring the issue of labeling students and its implications. Specifically, examine the language classification terms used to describe students identified as English learners and their associated theories, and consider how these terms may sustain negative connotations and deficit-based framing.

Reflection Questions:

1. How might the labeling of students contribute to inequitable treatment?
2. How might the language classification terms used on students sustain negative connotations, deficit-based framing, and potentially perpetuate inequalities?

3. How might we reframe the language terms used on students and propose a strengths-based perspective that acknowledges and honors their linguistic practices, experiences, unique backgrounds, and cultural assets?

Resources

- *What's in a Name? The Terms We Use to Talk About English Learners, the Theories They Reflect, and Why Labels Matter* – **Guadalupe Valdés**

- *Thompson, K. D. (2015). Questioning the long-term English learner label: How categorization can blind us to students' abilities. Teachers College Record, 117(12), 1-50.*

  The author questions the practice of labeling students as long-term English learners (LTELs) and instead advocates for a more nuanced approach that recognizes the diverse linguistic and academic abilities of students.

- *Umansky, I. M. (2016). To be or not to be EL: An examination of the impact of classifying students as English learners. Educational Evaluation and Policy Analysis, 38(4), 714-737.*

  The author explores the impact of classifying students as ELs on their educational experiences and outcomes and illustrates that the EL label can have both positive and negative effects, depending on how it is implemented and understood by educators and students.

Language Typologies
(Adapted from the California Department of Education Data Reporting Office)

Initial Fluent English Proficient (IFEP)	A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment and from additional information when appropriate, is determined to be proficient in English. IFEP students are considered to have the necessary English language skills to fully participate in mainstream English-only classrooms without needing English language support services.
English Learner (EL)	A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]).
English Only (EO)	A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language (ASL).
To Be Determined (TBD)	A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey (HLS) and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.
Newcomer	Newcomers are typically students who have recently arrived in the United States and have limited English proficiency. These students are often immigrants or refugees who are in the process of adjusting to a new culture and learning English.
Students with Limited or Interrupted Formal Education (SLIFE)	Students with Limited or Interrupted Formal Education (SLIFE) are typically students who have experienced significant gaps or disruptions in their formal education due to various reasons, such as poverty, war, displacement, or migration. Students may have limited or no prior formal schooling or may have experienced interrupted schooling in their home country or during the process of migrating to the United States. The term "SLIFE" is not an official designation used by the California Department of Education (CDE), but rather a descriptive term used by educators and researchers to refer to this particular group of students who have limited or interrupted formal education.
English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")	An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).
Long-term English Learners (LTEL)	An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met'' level on the prior year administration of the CAASPP-ELA.
Students Redesignated Fluent English Proficient (RFEP)	A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner and subsequently reclassified/redesignated in California, per EC 313, as proficient in English.
Ever-EL	A student who is currently an EL or who was formerly designated as an English learner, but who has now been reclassified fluent English proficient (RFEP).

Statewide Demographics

California has a diverse student population, with a significant percentage of students identified as English learners coming from diverse linguistic and cultural backgrounds. According to the California Department of Education DataQuest (2023), the 10 most common home languages of these students include Spanish, Vietnamese, Mandarin (Putonghua), Arabic, Cantonese, Russian, Farsi (Persian), Filipino (Pilipino or Tagalog), Punjabi, and Korean, among many others. The latest data shows that out of the 1,112,535 students identified as English learners, 81.9% are Hispanic or Latino, 10.3% are Asian, 4.4% are White, and the rest belong to various ethnicities. The data includes information on the number of students enrolled by ethnicity, providing a comprehensive overview of the state's student demographics.

Figure 1. 2022-23 State of California Students Identified as English Learners by Language

Language Name	Total	Percent of Total
Spanish	911,119	81.90%
Vietnamese	21,344	1.92%
Mandarin (Putonghua)	20,393	1.83%
Arabic	15,878	1.43%
Cantonese	13,156	1.18%
Russian	10,787	0.97%
Farsi (Persian)	10,347	0.93%
Filipino (Pilipino or Tagalog)	9,964	0.90%
Punjabi	9,380	0.84%
Korean	7,454	0.67%
Other	82713	7.43%

Figure 2. 2022-23 State of California Students Identified as English Learners Enrollment by Ethnicity

Ethnicity	Enrollment	Percent
African American	5,121	0.5%
American Indian or Alaska Native	1,695	0.2%
Asian	114,058	10.3%
Filipino	9,985	0.9%
Hispanic or Latino	911,080	81.9%
Pacific Islander	3,149	0.3%
White	48,923	4.4%
Two or More Races	4,503	0.4%
Not Reported	14,021	1.3%
Total	1,112,535	100.0%

Intersectionality

Intersectionality refers to the concept that individuals can experience multiple forms of oppression or discrimination based on various social categories such as race, gender, class, ability, and language, which intersect and interact with each other (Crenshaw, 1991; 2017). Students in California come from diverse backgrounds, including various ethnicities, cultures, and socioeconomic statuses. These students may face challenges related to language acquisition, cultural adjustment, and socioeconomic status, which can intersect and compound with other forms of oppression they may face based on their race, gender, or other identities (Hill Collins, 2019). Intersectionality highlights the need for a nuanced understanding of the unique experiences and needs of students identified as English learners in California, considering the ways in which multiple identities intersect and shape their educational outcomes (Jiménez-Castellanos & García, 2017).

Intersectionality also emphasizes the importance of addressing the structural and systemic barriers that disproportionately affect students from marginalized backgrounds. For instance, students who come from low-income families may face additional challenges such as limited access to quality educational resources, healthcare, and stable housing, which can further hinder their academic success. In addition, students who belong to historically marginalized racial or ethnic groups may also face systemic discrimination and bias in the education system, including tracking, placement in lower-level classes, and exclusion from advanced programs. Therefore, an intersectional approach to supporting students in California should involve addressing not only their language needs but also addressing the complex interplay of various social categories that can impact their educational experiences and outcomes, and addressing the structural barriers that may hinder their success in the educational system.

Select References

- Collins, P. H. (2019). Intersectionality as critical social theory. Duke University Press.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford law review, 1241-1299.
- Crenshaw, K. W. (2017). On intersectionality: Essential writings. The New Press.
- Jiménez-Castellanos, O., & García, E. (2017). Intersection of language, class, ethnicity, and policy: Toward disrupting inequality for English language learners. Review of Research in Education, 41(1), 428-452.

Figure 3. 2022-23 State of California Students Identified as English Learners Enrollment by Gender and Ability Status

Students With Dis/Abilities				
	Total	**Percent of ELs w/SWDs**	**Percent of Total SWDs**	**Percent of Total ELs 1,112,535**
ELs (All)	191,965	100%	25%	17%
EL Male	128,153	67%	17%	12%
EL Female	63,763	33%	8%	6%
EL Non-binary	49	.02%	.006%	.004%

Statewide Demographics

Figure 4. 2022-23 State of California Students Identified as English Learners Enrollment by Gender and Socioeconomic Status

Socio-Economically Disadvantaged[1]				
	Total	Percent of ELs SEDs	Percent of Total SEDs 3,597,503	Percent of Total ELs 1,112,535
ELs (All)	939,547	100%	26.17%	84.45%
EL Male	505,654	54%	14.06%	45.45%
EL Female	433,745	46%	12.06%	38.99%
EL Non-binary	148	.02%	.004%	.01%

Figure 5. 2022-23 State of California Students Identified as English Learners Enrollment by Gender and Migrant Status

Migrant[2]				
	Total	Percent of Migrant ELs	Percent of Total Migrant 43,431	Percent of Total ELs 1,112,535
ELs (All)	28,130	100%	64.77%	2.53%
EL Male	14,674	52.17%	33.79%	1.32%
EL Female	13,453	47.82%	30.98%	1.21%
EL Non-binary	3	.01%	.007%	.0003%

[1] According to California Department of Education this accountability subgroup includes students who met at least one of the following seven criteria:
  (1) neither of the student's parents has received a high school diploma (code 14)
  (2) the student is eligible for or participating in the Free Meal program or Reduced-Price Meal program (code 181 or 182)
  (3) the student is eligible for or participating in the Title I Part C Migrant program (code 135)
  (4) the student was considered Homeless (code 191)
  (5) the student was Foster Program Eligible
  (6) the student was Directly Certified
  (7) the student was enrolled in a Juvenile Court School
  (8) the student is eligible as Tribal Foster Youth

[2] A child is considered "migratory" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity (CDE: Overview of Migrant Education in California, 2023).

Figure 6. 2022-23 State of California Students Identified as English Learners Enrollment by Gender and Foster Status

Foster[3]				
	Total	**Percent of Foster ELs**	**Percent of Total Foster 31,722**	**Percent of Total ELs 1,112,535**
ELs (All)	4,829	100%	15.22%	.43%
EL Male	2,423	50.18%	7.64%	.22%
EL Female	2,400	49.7%	7.57%	.22%
EL Non-binary	6	.12%	.02%	.0005%

Figure 7. 2022-23 State of California Students Identified as English Learners Enrollment by Gender and Homeless Status

Homeless[4]				
	Total	**Percent of Homeless ELs**	**Percent of Total Homeless 187,298**	**Percent of Total ELs 1,112,535**
ELs (All)	64,960	100%	34.7%	5.83%
EL Male	34,389	52.94%	18.36%	3.09%
EL Female	30,560	47.04%	16.32%	2.75%
EL Non-binary	11	.02%	.006%	.001%

[3] Various definitions of children and youth in foster care are employed across California when it comes to programs, services, educational benefits, and program funding designed to support foster youth in schools. Such definitions may differ across both state and federal levels. The foster youth definitions are available in the foster youth definitions resource document created by the CDE (CDE: Foster Youth in California Schools, 2023).

[4] The McKinney-Vento Act (42 U.S.C. § 11431-11435) defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes: Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; Children and youth who may be living in motels, hotels, trailer parks, shelters; Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or; Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above (CDE: Homeless Youth in California Schools, 2023).

Statewide Demographics

When supporting students identified as English learners through an intersectional lens, educators should consider the following resources. In considering these resources and questions, educators can work to adopt an intersectional approach to their work with students, and ensure that their educational experiences are understood and supported in a more holistic and nuanced manner that takes into account the multiple dimensions of their identities and realities.

Reflection Questions:

1. How do the intersecting social categories of race, gender, sexual identity, class, ability, and language impact the experiences and needs of students in the classroom and at school?

2. How might a student's race, gender, or socioeconomic status intersect with their English language proficiency, and how might these intersections shape their educational outcomes?

3. What are the unique challenges and barriers that students identified as English learners from diverse backgrounds face in the education system? How do these challenges intersect with other forms of discrimination or disadvantage they may experience based on their intersecting identities?

4. How can educators create an inclusive and culturally responsive/sustaining classroom environment that recognizes and respects the intersecting identities and experiences of students?

Resources

- *Daniel-Tatum, B. (2017). Why are all of the black kids sitting together in the cafeteria? And other conversations about race. New York: Basic Books. Ch 2. Complexity of Identity*

  The author explores the complexity of identity and how it affects individuals' perceptions of themselves and others and argues that identity is shaped by various factors, including race, ethnicity, gender, sexual orientation, and socioeconomic status. She emphasizes the importance of acknowledging and embracing the complexity of identity, rather than relying on simplistic labels or assumptions about individuals. Tatum also highlights the impact of societal messages and stereotypes on the formation of identity, particularly for marginalized groups.

- **Intersection of Language, Class, Ethnicity, and Policy: Toward Disrupting Inequality for English Language Learners Oscar Jiménez-Castellanos and Eugene García**

  The chapter proposes a conceptual framework that combines intersectionality and policy analysis to analyze educational inequality faced by low-income, Latino Spanish-speaking students in public schools. The framework aims to interrupt inequality by recognizing the intersectional social constructs of English language learners, and is grounded in culture, language, and learning.

Our Current Reality

(Latest DataQuest state-level data is from 2021-22)

School Discipline and Suspension Rates

- With the exception of the 2020-21 school year, the expulsion rate for students identified as English learners has remained consistent at 0.1% between 2012-13 to 2021-22.

- During the 2021-22 school year, foster youth had the highest expulsion rate at 0.4%, homeless youth the second highest at 0.2%, and socioeconomically disadvantaged, students with dis/abilities, migrant education youth, and students identified as English learners had the same expulsion rate of 0.1%

- The overall suspension rate of students identified as English learners has decreased from 2011-12 to 2021-22 by 3.6%. And among the students identified as English learners suspended, the percentage of students with multiple suspensions decreased by 10.5% from 2011-12 to 2021-22.

- In 2021-22, among students identified as English learners, English learners that are African American, American Indian, Latino, and Pacific Islander, got suspended at higher rates than students identified as English learners on average. And among the racialized students identified as English learners, African American and Pacific Islanders have the highest percentage of ELs with multiple suspensions.

- In 2021-22, students identified as English learners have the lowest suspension rate amongst other program subgroups (i.e., foster youth, homeless youth, migrant education, socioeconomically disadvantaged, students with dis/abilities) at 3.2%. In alignment to the state percentage rate.

Academic Achievement

- From the 2018-19 to the 2021-22 school year, the overall percentage of students identified as English learners meeting or exceeding standard in Mathematics on the summative Smarter Balanced Assessment System (SBAC) has decreased by 2.87%, while the percentage of students identified as English learners meeting or exceeding standard in English Language Arts (SBAC) has consistently remained around 12% since 2017-18.

- The overall percentage of students identified as English learners who met level 3 on the English Language Arts California Alternate Assessment (CAA) in 2021-22 was 14.13%, while only 7.85% met level 3 on the Mathematics CAA.[5]

- Since 2018-19, the percentage of students identified as English learners meeting or exceeding standard on the California Science Test (CAST) has never exceeded 3%.

- In 2021-22 the percentage of students identified as English learners that met level 3 on the Alternate Science CAA was 25.15%.

Absenteeism

Students Identified as English Learners with Dis/abilities

- The average days absent among students identified as English learners with dis/abilities increased by 9.4 from 11.3 average days in 2017-18 to 20.7 average days in 2021-22.

- In 2021-22 Pacific Islander (25.7 average days) and Hispanic or Latino (21.3 average days) students identified as English learners with dis/abilities had the highest average days absent.

- In 2021-22 students identified as English learners with dis/abilities had a chronic absenteeism rate of 41.2%.

- The chronic absenteeism rate for students identified as English learners with dis/abilities increased by 25.8% from 15.4% in 2016-17 to 41.2% in 2021-22.

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[5] According to the California Department of Education (2022), The California Alternate Assessments are for students with the most significant cognitive dis/abilities and whose individualized education program (IEP) team has designated the use of an alternate assessment on statewide summative assessments.

Students Identified as English Learners

- The average days absent among students identified as English learners increased by 8.4 days from 9.2 average days in 2017-18 to 17.6 average days in 2021-22.

- In 2021-22 Pacific Islander (21.4 average days) and Hispanic or Latino (18.7 average days) students identified as English learners had the highest average days absent.

- In 2021-22 students identified as English learners had a chronic absenteeism rate of 34.7%.

- The chronic absenteeism rate for students identified as English learners increased by 24.2% from 10.5% in 2016-17 to 34.7% in 2021-22.

Graduation Rates

Students Identified as English Learners with Dis/abilities

- In the 2021-22 four-year adjusted cohort, students identified as English learners with dis/abilities had a 70.9% cohort graduation rate.

- Among students identified as English learners with dis/abilities graduating in the 2021-22 four-year adjusted cohort, 15.0% met UC/CSU requirements, 0.8% earned a Seal of Biliteracy, 6.7% earned a Golden State Seal Merit Diploma.

- In 2021-22 among students identified as English learners with dis/abilities, American Indian or Alaska Native had the highest four-year adjusted cohort dropout rate at 14.3% and Hispanic or Latino the second highest dropout rate at 10.3%.

- In 2021-22 70.9% of students identified as English learners with dis/abilities earned a regular high school diploma, 9.5% earned a special education certificate of completion, 0.1% earned a GED, 9.0% continued enrolled in school, 0.7% transferred, while 9.9% of students dropped out.

- In 2021-22 among the students identified as English learners with dis/abilities dropping out, American Indian Alaska Native had the highest dropout rate at 14.3% and Hispanic or Latino the second highest at 10.3%

- The four-year adjusted cohort regular high school diploma graduates rate for students identified as English learners with dis/abilities increased by 8.7% from 62.2% in 2016-17 to 70.9% in 2021-22.

- The four-year adjusted cohort dropout rates for students identified as English learners with dis/abilities decreased by 2.8% from 12.7% in 2016-17 to 9.9% in 2021-22.

Students Identified as English Learners

- In the 2021-22 four-year adjusted cohort, students identified as English learners had a dropout rate of 17.6%, while 71.8% earned a high school diploma.

- Among students identified as English learners graduating in the 2021-22 four-year adjusted cohort, 25.9% met UC/CSU requirements, 4.7% earned a Seal of Biliteracy, 11.9% earned a Golden State Seal Merit Diploma.

- Among the students identified as English learners meeting UC/CSU requirements in the 2021-22 four-year adjusted cohort, Asian youth had the highest rate of graduates meeting UC/CSU requirements at 46.1%, African American youth had the second highest rate of graduates meeting UC/CSU requirements at 42.4%, while Pacific Islander and American Indian or Alaska Native youth had the lowest 12.4% and 17.1% respectively.

- In 2021-22 Filipino and Asian students identified as English learners had the lowest dropout rates at 4.7% and 7.7% respectively, while American Indian and Hispanic or Latino youth identified as English learners had the highest dropout rates (23.5% and 19.3%) and the lowest regular high school diploma graduation rates (68.6% and 69.8%) amongst all students identified as English learners.

- From 2016-17 to 2021-22, the regular high school diploma competitors for students identified as English learners in the four-year adjusted cohort increased by 4.7% from 67.1% to 71.8%.

Fostering an Equity Stance

Fostering an equity stance to serve students identified as English learners involves adopting a mindset and implementing intentional strategies that prioritize inclusion and access to educational opportunities. Here are some key steps that can help promote an equity stance for students identified as English learners:

- **Challenging Deficit Thinking, Implicit Bias, and Raciolinguistic Ideologies**
- **Promoting Inclusive Pedagogy**
- **Building Partnerships with Families and Communities**

By fostering an equity stance and implementing these strategies, educators can create a supportive and inclusive learning environment that promotes the academic success and well-being of students identified as English learners.

Challenging Deficit Thinking, Implicit Bias, and Raciolinguistic Ideologies

Deficit thinking, raciolinguistic ideologies, and implicit bias are all interconnected issues that can have a significant impact on the educational experiences and outcomes of students identified as English learners and other diverse student populations. In this section, we will explore these issues and their implications for students identified as English learners and suggest reflection points for educators and school systems to adopt a more inclusive and equitable approach to education.

Deficit thinking, in the context of education, refers to an approach or perspective that views students or groups of students through a deficit lens, focusing on their perceived deficiencies or limitations, rather than recognizing and building upon their strengths, assets, and potential (Valencia, 1997). It can involve perceiving students as lacking certain skills, knowledge, or abilities, or as being inferior in some way compared to the mainstream or dominant culture (Yosso, 2005). The connection between deficit thinking and students identified as English language learners is that ELs, who are students with diverse linguistic and cultural backgrounds, may be more vulnerable to being viewed through a deficit lens due to the perceived differences in language and culture (Delpit, 2006). This can result in lowered expectations, limited opportunities, and negative perceptions that can impact their educational experiences and outcomes (Valencia, 2010). It is important to recognize and challenge deficit thinking in education and instead adopt a strengths-based approach that values and builds upon the strengths and potential of our diverse student populations.

Raciolinguistic ideologies refer to beliefs and attitudes that connect language practices with racial identity and hierarchies (Alim et al., 2016). These ideologies are shaped by historical, social, and cultural factors and influence our perceptions and evaluations of language use (Rosa & Flores, 2015). Raciolinguistic ideologies can manifest in various ways, such as linguistic profiling, language discrimination, and language-based stereotypes that reinforce dominant language ideologies that favor certain languages or language varieties over others and contribute to the marginalization of linguistic minorities (Rosa & Flores, 2017). Raciolinguistic ideologies can also affect language learning and education, as they shape how language learners are evaluated and placed in language programs, and influence the pedagogical practices used to teach language.

Implicit bias refers to unconscious or automatic attitudes, beliefs, stereotypes, or prejudices that individuals may hold that affect our understanding, actions, and decisions, without being consciously aware of them (Staats, 2016). These biases are often entrenched in the dominant cultural ideologies we are socialized in (DiAngelo, 2016). DiAngelo (2016) explains, "Socialization is the process of being trained into our culture; learning the norms, meanings and practices that enable us to make sense of the world and behave appropriately in a given culture" (p. 29). Educators and school systems should strive to be aware of and actively address implicit biases to create inclusive and equitable learning environments for all students, including those identified as English learners (Lewis & Diamond, 2015).

When working to challenge deficit thinking, implicit bias, and dominant ideologies with regards to students identified as English learners, it's important to engage in reflective conversations that challenge biases and promote equity in education. Here are some resources and reflection questions that can serve as starting points for conversations to promote self-awareness, critical praxis, and action-oriented approaches to naming and challenging deficit thinking, implicit bias, and raciolinguistic ideologies.

Reflection Questions:

Deficit Thinking

1. How do you perceive students who are classified as English learners? What assumptions or biases may influence your perceptions?
2. What are your beliefs about students' language abilities, cultural backgrounds, and educational potential? How do these beliefs impact your instructional practices?
3. How do you think deficit framing and thinking may impact the educational experiences and outcomes of students identified as English learners? What evidence or examples do you observe in your own classroom/school?

4. How do you communicate with students who are classified as English language learners? Are there any specific words or phrases you use that may reinforce deficit framing or unintentionally convey a negative message?

Raciolinguistic Ideologies

1. How have my own language practices been shaped by my racial and cultural background?

2. In what ways do I consciously or unconsciously reinforce or challenge dominant language ideologies in my classroom?

3. How do my language evaluations and assessments reflect my understanding of raciolinguistic ideologies and their impact on students?

4. What steps can I take to ensure that my language teaching practices are inclusive and equitable for students from diverse linguistic and racial backgrounds?

5. How can I work with my colleagues and school community to raise awareness of raciolinguistic ideologies and promote positive change in language education?

Implicit Bias

1. How do my past experiences, upbringing, and cultural background shape my perceptions and expectations of students identified as English learners? How might these perceptions and expectations impact my instructional practices, classroom management, and assessment strategies?

2. What stereotypes or biases do I hold about students identified as English learners or their families? How do these biases influence my behaviors, decisions, and interactions with English language learners and their families?

3. How do I interpret and respond to the linguistic and cultural differences of students identified as English learners in my classroom?

Resources

• *Valencia, R.R. (2010). Dismantling Contemporary Deficit Thinking: Educational Thought and Practice (1st ed.). Routledge.*

The author challenges the traditional deficit thinking that pervades educational institutions and practice and argues that deficit thinking creates educational policies and practices that reinforce social inequalities. The book provides examples and strategies for creating more equitable and inclusive learning environments.

• *Garcia, S. B., & Guerra, P. L. (2004). Deconstructing deficit thinking: Working with educators to create more equitable learning environments. Education and urban society, 36(2), 150-168.*

The authors examine the negative perceptions and attitudes that educators may have towards certain students, particularly those who are from low-income and minority backgrounds, and how these attitudes can create inequitable learning environments. The article provides specific examples of strategies that educators can use to promote more inclusive practices in their classrooms.

• *Staats, C. (2016). Understanding implicit bias: What educators should know. American Educator, 39(4), 29.*

The author provides an overview of implicit bias and its implications for educators and explains how implicit biases can manifest in schools and classrooms, affecting teachers' expectations, perceptions, and interactions with students. She also discusses research on strategies for reducing the impact of implicit bias.

• *Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. Harvard educational review, 85(2), 149-171.*

The authors argue that raciolinguistic ideologies perpetuate inequality and limit opportunities for linguistic minority students through the dominance of standard language ideology, which devalues and marginalizes non-standard varieties of English and reinforces racialized hierarchies.

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Promoting Inclusive Pedagogy

Translanguaging

Translanguaging is a pedagogical approach, a way of thinking, and a stance, that invites students to use their full and rich linguistic repertoire—valuing students bilingualism as a resource for meaning-making, learning, teaching, and communication. According to García (2009), bilingualism can be viewed as dynamic. This implies that the language practices of bilingual individuals are intricate and interconnected within one linguistic system (García & Wei, 2014), rather than the notion that there are two interdependent languages (i.e., linguistic interdependence) as sustained by Cummins (1979). García et al. (2017) tell us that a translanguaging classroom is "any classroom in which students may deploy their full linguistic repertoires, and not just the particular language(s) that are officially used for instructional purposes in that space" (p.1). Translanguaging pushes against the boundaries of "named languages" (Otheguy et al., 2015) and not only describes the "fluid language practices of bilingual communities", but it also describes the ways in which educators build bridges across language practices (Flores & Schissel, 2014, p. 461). For educators, translanguaging invites them to move away from policing the use of non-English languages in the classroom and instead foster a space where students' language practices are valued, centered, and built on for teaching and learning. Translanguaging offers multiple benefits some of which are:

- Supporting students engagement with complex content and text
- Providing opportunities for students to develop linguistic practices for academic contexts
- Making space for students' bilingualism and ways of knowing
- Supporting students' bilingual identities and socioemotional development

García et al. (2017) explain, "Rather than thinking about languages as fixed entities with strict boundaries between English and the students' other languages, the translanguaging classroom invites us to think about how to use the multiple language practices of bilingual students strategically. Such thinking supports these students as they engage with complex content and texts and develop new language practices, including those practices that are appropriate in academic contexts" (p. 19).

It is important to note that translanguaging is not code-switching as code-switching refers to switching back and forth between language codes that are regarded as autonomous and separate. For further explanation see Mena (2020).

Reflection Questions:

1. How can I create an inclusive and welcoming learning environment that celebrates and values the linguistic and cultural diversity of my students?

2. How can I integrate translanguaging practices into my teaching to support the academic and affective learning processes of students identified as English learners?

3. What opportunities do I provide for students to use their full linguistic repertoires in the classroom?

Resources

- **Mena, M. (2019).** [Ofelia Garcia & Li Wei - Translanguaging: Language, Bilingualism and Education (2014).] in *The Social Life of Language: Theorizing Language and Race*
- **Mena, M. (2020). TRANSLANGUAGING IN 15 MINUTES | Otheguy, Garcia and Reid - "Clarifying translanguaging..." (2015)** in *The Social Life of Language: Theorizing Language and Race*

Select References

- García, O. (2009a) Bilingual Education in the 21st Century: A Global Perspective (Malden, MA and Oxford: Wiley/Blackwell).
- García, O., Johnson, S. I., Seltzer, K., & Valdés, G. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning.* Philadelphia, PA: Caslon.
- García, O., & Wei, L. (2014). Language, bilingualism and education. Palgrave Macmillan UK.
- Flores, N., & Schissel, J. L. (2014). Dynamic bilingualism as the norm: Envisioning a heteroglossic approach to standards based reform. *Tesol Quarterly*, 48(3), 454-479.
- Cummins, J. (1979). Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters. Working Papers on Bilingualism, No. 19.

Universal Design for Learning

Universal Design for Learning (UDL) is an educational framework that outlines flexible and inclusive principles to meet the diverse learning needs of students, including those who are identified as English learners (ELs) (CAST, 2018). The three main principles of the UDL framework, which offer numerous possibilities for engagement, representation, and action/expression, are founded on the three primary brain networks. UDL emphasizes the importance of designing instructional materials, assessments, and activities that are accessible and engaging for learners, and that minimize barriers to learning by centering the variability of learners (Rose & Meyer, 2002). In taking a UDL stance, it is important for educators to consider reflecting on the ways they organize, implement, and deliver curriculum and instruction while also questioning the constructs of the "normal" child (intersectionality: race, ability, language, etc.) within education (Cochran-Smith & Dudley-Marling, 2012). As studies show, ableism and racism as well as linguicism and racism are embedded in education, affecting students of color differently than white students (Connor et al., 2019; Rosa, 2016). Fitzgerald (2020) reminds us that operating within a racist mindset is not exclusive to any one group of teachers; rather, systems are structured to favor whiteness and white privilege, which can exclude the genius of Black and Brown students who may have different methods.

Figure 8. UDL cycle of instructional planning. This diagram illustrates the steps of the process of unwrapping standards and designing UDL-based lessons.

UDL = Universal Design for Learning.
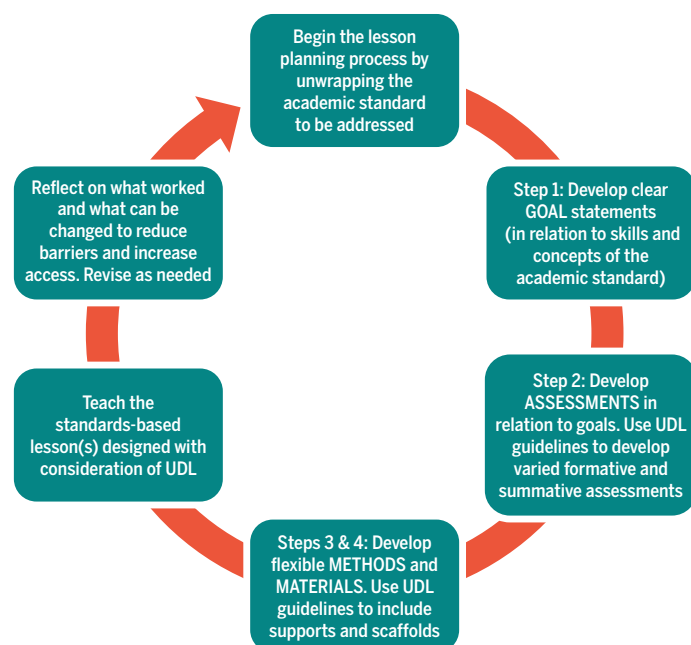
When taking a UDL stance, educators should engage in critical reflexivity both inwardly, outwardly, and challenge their notion of "rightness" and recognize and value the variability of their students (Fitzgerald, 2020). This means reflecting on self biases and assumptions, as well as considering how institutional and societal structures impact students' learning experiences. Specifically, when considering the principles of UDL (i.e., multiple means of representation, multiple means of action and expression, and multiple means of engagement), how might we listen carefully and respectfully to the counternarratives and voices of youth to inform or design?

Rao and Mao (2016) provide a helpful framework for educators to consider when designing standards-based lessons with UDL:

Figure 9. Considering UDL for Lesson Components

Lesson Component	Questions to ask when considering flexible components and UDL
Goals	Based on the academic standard addressed in the lesson, what are the skills and concepts that we want students to master?
Assessments	How can students demonstrate achievement of the identified goals in varied ways?
Methods	What supports and scaffolds can be used as part of instruction to help students acquire the content and demonstrate what they have learned?
Materials	What resources, materials, and tools can be used to provide multiple means to represent and express information and concepts or to engage with content?

UDL is a powerful framework for supporting students identified as English learners and other diverse learners in the classroom. By embracing a UDL mindset and engaging in critical reflexivity, educators can help create a more equitable and inclusive learning environment for all students.

UDL Principle	Considerations
Multiple means of representation to accommodate diverse language proficiency levels among students.	Depending on the needs of students, consider using visual aids, such as diagrams, charts, and graphics to support comprehension. Consider incorporating multimedia, such as videos or audio recordings, to provide additional ways for students to access information.
Multiple means of action and expression, which can be particularly helpful for students who may have varying levels of English proficiency.	Depending on the needs of students, consider allowing students to use their home language(s) alongside English to complete assignments or participate in discussions (translanguaging), providing alternative formats for assessments, such as oral or visual presentations, and using technology tools that support language production, such as speech-to-text, text-to-speech or translation tools.
Multiple means of engagement, which can be beneficial for students who may have different cultural backgrounds, interests, and learning preferences.	Depending on the needs of students, consider incorporating interactive and hands-on activities, and providing opportunities for peer collaboration and discussion (i.e., strategies to activate prior knowledge, build connections with students' personal experiences).

Reflection Questions:

1. How can I incorporate multiple means of representation in my teaching to ensure that students identified as English learners can access the content?
2. How can I offer multiple means of expression to ensure that students identified as English learners can demonstrate their understanding of the content in a way that is meaningful to them?
3. What are some ways that I can provide multiple means of engagement to increase students identified as English learners' motivation and engagement in the content?
4. How can I use the principles of UDL to promote language accessibility in the classroom for linguistically diverse learners?

Resources

- Cioè Peña, M. (2022). TrUDL, a path to full inclusion: the intersectional possibilities of translanguaging and Universal Design for Learning. *Tesol Quarterly*, 56(2), 799-812.

  The article discusses the rise of dually classified emergent bilinguals and students with disabilities and how educators often approach their needs separately, leading to segregated and ineffective instruction. The author presents an integrated pedagogical approach that combines translanguaging practice with universal design for learning (UDL), highlighting their intersection and potential for greater inclusion and learning opportunities for emergent bilinguals labeled as dis/abled (EBLADs).

- Waitoller, F. R., & King Thorius, K. A. (2016). Cross-pollinating culturally sustaining pedagogy and universal design for learning: Toward an inclusive pedagogy that accounts for dis/ability. Harvard Educational Review, 86(3), 366-389.

  The authors discuss the importance of incorporating culturally sustaining pedagogy (CSP) and universal design for learning (UDL) into inclusive education practices, with a specific focus on students with dis/abilities. They suggest that the two approaches can benefit from cross-pollination and interdisciplinary dialogue, in order to create pedagogies that address intersecting markers of difference such as dis/ability, race, language, and ethnicity. The article emphasizes the need for an emancipatory approach to education that values and centers diversity.

- Fitzgerald, A., Rodriguez, K., and Wiltz, S. M. (2021). Leadership Implementation Guide for Antiracism and Universal Design for Learning: Building Expressways to Success. CAST, Inc.

  The guide provides a framework to help school leaders implement antiracist practices using universal design for learning (UDL) that includes reflections on implementation and how UDL can be practiced in the context of multi-tiered systems of support. It maps conditions to the UDL framework and includes questions to consider and resources for implementation.

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- Cochran-Smith, M., & Dudley-Marling, C. (2012). Diversity in teacher education and special education: The issues that divide. Journal of teacher education, 63(4), 237-244.
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- Rosa, J. D. (2016). Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. *Journal of Linguistic Anthropology*, 26(2), 162-183.
- Rose, D. H., & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA

Engagement

With the growing number of linguistically diverse families, it is crucial for schools to increase their capacity to center and better serve families whose primary languages are not English. As the breakdown of California demographics illustrate, families with students identified as English learners are more likely to experience poverty, be designated as socioeconomically disadvantaged, and experience various forms of discrimination as a result of their minoritized identity markers (Tatum, 2017). Therefore, it is important to decenter deficit assumptions and consider the dynamic experiences, cultural wealth, and funds of knowledge of students identified as English learners and their families (Gonzalez et al., 2005; Yosso, 2005). Mapp & Bergman (2019) offer an in depth dual capacity-building framework for family-school partnerships, which they thoroughly explain (here).

For students identified as English learners specifically, it is important to highlight the role of families in educational decision making. Burho & Thompson (2021) illustrate how parents of students identified as English learners "parents often had incomplete or inaccurate information about their children's services, had questions and concerns that they did not voice to educators, and sought out non-school sources to inform their decision-making" (p. 20). Consider not only how families are positioned as partners and informing the design, but also how families are thought partners throughout English language programs and services beyond the dissemination of information.

Select References

- Burho, J., & Thompson, K. (2021). Parent engagement in reclassification for English learner students with disabilities. Journal of Family Diversity in Education, 4(1), 20-41.
- California Department of Education (2022). Reclassification. Available at: https://www.cde.ca.gov/sp/el/rd/
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- Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org
- Tatum, B. D. (2017). Why are all the Black kids sitting together in the cafeteria?: And other conversations about race. Basic Books.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race ethnicity and education, 8(1), 69-91.

Policy Guidance		Resources
Initial Screening	Guardian completes home language survey when initially registering child. If a language other than English is listed, the child takes the initial ELPAC (ESSA, §3113(b)(2).	**How are families in your organization welcomed and positioned as thought partners throughout the English language program and services process beyond receivers of information?**
Eligibility Determination	The LEA must inform the guardian of the initial ELPAC results. If not deemed proficient in English, the LEA must notify the family of: 1) Available language instruction program options, 2) their right to waive language services, 3) their right to remove their child from language services, 4) criteria for exiting English learner services (ESSA, §1112(3)(A)).	
Establishing Educational Goals	No specific process is identified in policy for establishing goals aside from informing guardians of criteria to exit language services.	
Planning for Service Delivery	No specific process is identified in policy for working with families in planning for service delivery aside from notifying guardians about educational programs and their right to waive services.	
Annual Assessment	Guardians are informed of annual language assessment results (ESSA, §1112(3)(A)).	
Exiting Services	This criterion remains locally determined and LEAs should continue using parental opinion and consultation per local policy to establish reclassification procedures for connecting with families to answer questions, discuss student performance on each criterion (Criteria 1–4). Parental consultation and opinion, not consent, is required per ECSection 313 (f)(3). 5 CCR Section 11303 mandates parental involvement through encouragement of the participation of parent(s) or guardian(s) in the school district's reclassification procedure, including seeking their opinion and consultation during the reclassification process, but consent is not required.	

Resources column:

- English: Introduction to Initial ELPAC for Parents
- Spanish: Introduccion Para Padres Sobre la ELPAC Inicial
- Spanish: ELPAC for Spanish Speaking Families
- English: ELPAC Overview
- English: Introduction to the Alternate ELPAC for Parents
- English: Understanding ELPAC Score Report
- Spanish: Understanding the Summative ELPAC Score Report
- Breiseth, L., Robertson, K., & LaFond, S. (2011). A guide for engaging ELL families: Twenty strategies for school leaders.
- Mapp, K., Carver, I., & Lander, J. (2017). *Powerful partnerships: A teacher's guide to engaging families for student success.* New York, NY: Scholastic.
- Mapp's Dual Capacity-Building Framework for Family-School Partnerships (Version 2) - https://www.dualcapacity.org
- Hong, S. (2020). *Chapter 6: New Hopes and Possibilities Through Culturally Sustaining Family Engagement.* Natural allies: Hope and possibility in teacher-family partnerships. Harvard Education Press.

Additional Tables

2021-22 Expulsion Rate

Figure 9. 2021-22 Expulsion Rate – State Report Disaggregated by Academic Year

Academic Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2021-22	1,215,972	860	853	0.1%
2020-21	1,166,986	22	21	0.0%
2019-20	1,214,236	635	628	0.1%
2018-19	1,287,006	964	960	0.1%
2017-18	1,336,145	930	922	0.1%
2016-17	1,404,523	1,019	1,012	0.1%
2015-16	1,440,349	1,035	1,023	0.1%
2014-15	1,453,897	1,072	1,055	0.1%
2013-14	1,591,439	1,295	1,276	0.1%
2012-13	1,183,055	1,770	1,737	0.1%
2011-12	1,191,174	2,064	2,025	0.2%

Figure 10. 2021-22 Expulsion Rate – State Report Disaggregated by Program Subgroup

Subgroup	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
English Learners	1,215,972	860	853	0.1%
Foster Youth	43,191	154	152	0.4%
Homeless Youth	224,191	382	381	0.2%
Migrant Education	50,488	47	47	0.1%
Socioeconomically Disadvantaged	3,760,878	3,712	3,685	0.1%
Students with Disabilities	847,670	933	921	0.1%

Report Totals

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Statewide Total	1,215,972	860	853	0.1%

Figure 11. 2021-22 Expulsion Rate – State Report Disaggregated by Ethnicity

Race/Ethnicity	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
African American	6,157	1	1	0.0%
American Indian or Alaska Native	1,837	3	3	0.2%
Asian	132,372	28	28	0.0%
Filipino	13,016	2	2	0.0%
Hispanic or Latino	986,163	795	788	0.1%
Pacific Islander	3,607	4	4	0.1%
White	56,540	16	16	0.0%
Two or More Races	5,338	2	2	0.0%
Not Reported	10,942	9	9	0.1%

Report Totals

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Statewide Total	1,215,972	860	853	0.1%

2021-22 Suspension Rates

Figure 12. 2021-22 Suspension Rate – State Report Disaggregated by Academic Year

Academic Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
2021-22	1,215,972	58,738	39,398	3.2%	72.4%	27.6%
2020-21	1,166,986	2,168	1,793	0.2%	86.1%	13.9%
2019-20	1,214,236	43,397	28,796	2.4%	72.6%	27.4%
2018-19	1,287,006	66,744	41,440	3.2%	70.1%	29.9%
2017-18	1,336,145	65,315	40,072	3.0%	69.4%	30.6%
2016-17	1,404,523	70,073	42,998	3.1%	69.4%	30.6%
2015-16	1,440,349	74,101	44,150	3.1%	67.6%	32.4%
2014-15	1,453,897	81,928	47,329	3.3%	67.1%	32.9%
2013-14	1,591,439	101,810	56,833	3.6%	65.5%	34.5%
2012-13	1,183,055	128,729	68,603	5.8%	63.7%	36.3%
2011-12	1,191,174	159,183	80,871	6.8%	61.9%	38.1%

Figure 13. 2021-22 Suspension Rate – State Report Disaggregated by Program Subgroup

Subgroup	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
English Learners	1,215,972	58,738	39,398	3.2%	72.4%	27.6%
Foster Youth	43,191	10,904	5,457	12.6%	55.5%	44.5%
Homeless Youth	224,191	20,384	12,444	5.6%	67.0%	33.0%
Migrant Education	50,488	2,935	1,962	3.9%	71.3%	28.7%
Socioeconomically Disadvantaged	3,760,878	236,323	151,997	4.0%	70.0%	30.0%
Students with Disabilities	847,670	83,647	46,788	5.5%	62.1%	37.9%

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Statewide Total	6,064,658	292,423	192,365	3.2%	71.5%	28.5%

Additional Tables

Figure 14. 2021-22 Suspension Rate – State Report Disaggregated by Ethnicity

Race/Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	6,157	331	216	3.5%	68.5%	31.5%
American Indian or Alaska Native	1,837	94	68	3.7%	73.5%	26.5%
Asian	132,372	2,453	1,761	1.3%	78.8%	21.2%
Filipino	13,016	333	262	2.0%	81.3%	18.7%
Hispanic or Latino	986,163	52,350	34,992	3.5%	72.2%	27.8%
Pacific Islander	3,607	283	189	5.2%	66.7%	33.3%
White	56,540	2,304	1,550	2.7%	71.0%	29.0%
Two or More Races	5,338	182	123	2.3%	69.9%	30.1%
Not Reported	10,942	408	237	2.2%	67.9%	32.1%

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Statewide Total	1,215,972	58,738	39,398	3.2%	72.4%	27.6%

2021-22 Graduation Rates

Figure 15. Graduation Rates 2021-22 Four-Year Adjusted Cohort Outcome – English Learners with Disabilities

Academic Year	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
2021-22	15,885	70.9%	0.0%	0.0%	9.5%	0.1%	0.7%	9.0%	9.9%
2020-21	16,120	64.3%	0.0%	0.1%	10.1%	0.0%	0.9%	12.5%	12.1%
2019-20	15,950	65.0%	0.0%	0.1%	9.5%	0.0%	1.0%	12.3%	12.1%
2018-19	15,888	64.7%	0.0%	0.1%	8.9%	0.0%	1.6%	10.8%	13.9%
2017-18	15,486	62.7%	0.0%	0.1%	8.2%	0.0%	1.4%	13.7%	14.0%
2016-17	15,206	62.2%	0.0%	0.1%	8.4%	0.1%	1.8%	14.7%	12.7%

Figure 16. Graduation Rates 2021-22 Four-Year Adjusted Cohort Outcome – English Learners with Disabilities by Ethnicity (#)

Race/ Ethnicity	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
African American	78	51	0	0	12	0	1	11	3
American Indian or Alaska Native	28	23	0	0	0	0	1	0	4
Asian	901	585	0	0	165	0	1	103	47
Filipino	143	91	0	0	33	0	0	16	3
Hispanic or Latino	14,142	10,122	0	2	1,226	9	99	1,234	1,450
Pacific Islander	55	37	0	0	5	0	0	8	5
White	434	288	0	0	51	0	3	49	43
Two or More Races	45	33	0	0	5	0	0	3	4
Not Reported	59	27	0	0	13	0	0	13	6

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Statewide Total	15,885	11,257	0	2	1,510	9	105	1,437	1,565

Additional Tables

Figure 17. Graduation Rates 2021-22 Four-Year Adjusted Cohort Outcome – English Learners with Disabilities by Ethnicity (%)

Race/ Ethnicity	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
African American	78	65.4%	0.0%	0.0%	15.4%	0.0%	1.3%	14.1%	3.8%
American Indian or Alaska Native	28	82.1%	0.0%	0.0%	0.0%	0.0%	3.6%	0.0%	14.3%
Asian	901	64.9%	0.0%	0.0%	18.3%	0.0%	0.1%	11.4%	5.2%
Filipino	143	63.6%	0.0%	0.0%	23.1%	0.0%	0.0%	11.2%	2.1%
Hispanic or Latino	14,142	71.6%	0.0%	0.0%	8.7%	0.1%	0.7%	8.7%	10.3%
Pacific Islander	55	67.3%	0.0%	0.0%	9.1%	0.0%	0.0%	14.5%	9.1%
White	434	66.4%	0.0%	0.0%	11.8%	0.0%	0.7%	11.3%	9.9%
Two or More Races	45	73.3%	0.0%	0.0%	11.1%	0.0%	0.0%	6.7%	8.9%
Not Reported	59	45.8%	0.0%	0.0%	22.0%	0.0%	0.0%	22.0%	10.2%

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Statewide Total	15,885	70.9%	0.0%	0.0%	9.5%	0.1%	0.7%	9.0%	9.9%

Figure 18. Graduation Rates 2021-22 Four-Year Adjusted Cohort Outcome – English Learners by Ethnicity (%)

Race/ Ethnicity	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
African American	408	79.2%	0.0%	0.0%	2.9%	0.0%	0.7%	7.1%	10.0%
American Indian or Alaska Native	102	68.6%	0.0%	0.0%	0.0%	0.0%	2.0%	5.9%	23.5%
Asian	6,624	84.5%	0.1%	0.0%	2.5%	0.1%	0.5%	4.7%	7.7%
Filipino	1,185	88.4%	0.0%	0.0%	2.8%	0.0%	0.8%	3.3%	4.7%
Hispanic or Latino	58,209	69.8%	0.0%	0.0%	2.1%	0.1%	1.4$	7.3%	19.3%
Pacific Islander	251	73.7%	0.0%	0.0%	2.0%	0.0%	1.2%	7.2%	15.9%
White	2,903	77.1%	0.4%	0.0%	1.8%	0.1%	1.2%	6.9%	12.7%
Two or More Races	235	77.0%	0.4%	0.0%	2.1%	0.0%	1.7%	3.8%	14.9%
Not Reported	459	56.2%	0.4%	0.2%	2.8%	0.0%	1.3%	18.1%	20.9%

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Statewide Total	70,376	71.8%	0.0%	0.0%	2.1%	0.1%	1.3%	7.1%	17.6%

Additional Tables

Figure 19. Graduation Rates 2021-22 Four-Year Adjusted Cohort Outcome – English Learners by Ethnicity (#)

Race/ Ethnicity	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
African American	408	323	0	0	12	0	3	29	41
American Indian or Alaska Native	102	70	0	0	0	0	2	6	24
Asian	6,624	5,596	4	0	165	5	33	310	511
Filipino	1,185	1,048	0	0	33	0	9	39	56
Hispanic or Latino	58,209	40,625	3	15	1,226	35	798	4,276	11,231
Pacific Islander	251	185	0	0	5	0	3	18	40
White	2,903	2,238	5	1	51	2	35	201	370
Two or More Races	235	181	1	0	5	0	4	9	35
Not Reported	459	258	2	1	13	0	6	83	96

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Statewide Total	70,376	50,524	15	17	1,510	42	893	4,971	12,404

Figure 20. Graduation Rates 2021-22 Four-Year Adjusted Cohort Outcome – English Learners Multi Year (%)

Academic Year	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
2021-22	70,376	71.8%	0.0%	0.0%	2.1%	0.1%	1.3%	7.1%	17.6%
2020-21	67,519	67.1%	0.0%	0.1%	2.4%	0.1%	1.8%	9.8%	18.7%
2019-20	70,431	69.0%	0.1%	0.1%	2.2%	0.0%	1.9%	9.1%	17.7%
2018-19	72,913	68.7%	0.1%	0.1%	1.9%	0.1%	2.4%	8.3%	18.4%
2017-18	74,886	67.9%	0.1%	0.1%	1.7%	0.1%	2.5%	9.9%	17.7%
2016-17	72,583	67.1%	0.0%	0.1%	1.8%	0.1%	3.0%	11.0%	16.9%

Figure 21. Graduation Rates 2021-22 Four-Year Adjusted Cohort Outcome – English Learners Multi Year (#)

Academic Year	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
2021-22	70,376	50,524	15	17	1,510	42	893	4,971	12,404
2020-21	67,519	45,308	22	56	1,621	37	1,219	6,597	12,659
2019-20	70,431	48,613	41	63	1,515	33	1,307	6,388	12,471
2018-19	72,913	50,108	41	100	1,417	49	1,750	6,040	13,408
2017-18	74,886	50,847	43	88	1,275	65	1,882	7,411	13,275
2016-17	72,583	48,738	25	108	1,282	56	2,192	7,948	12,234

Figure 22. 2021-22 Four-Year Adjusted Cohort Graduation Rate (%) – English Learners

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	408	323	79.2%	42.4%	2.8%	18.9%
American Indian or Alaska Native	102	70	68.9%	17.1%	2.9%	4.3%
Asian	6,624	5,596	84.5%	46.1%	9.3%	33.9%
Filipino	1,185	1,048	88.4%	36.4%	3.7%	20.6%
Hispanic or Latino	58,209	40,625	69.8%	22.4%	4.1%	8.2%
Pacific Islander	251	185	73.7%	12.4%	0.5%	4.3%
White	2,903	2,238	77.1%	30.8%	5.3%	18.9%
Two or More Races	235	181	77.0%	37.6%	5.5%	19.3%
Not Reported	459	258	56.2%	29.1%	3.9%	12.8%

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Statewide Total	70,376	50,524	71.8%	25.9%	4.7%	11.9%

Additional Tables

Figure 23. 2021-22 Four-Year Adjusted Cohort Graduation Rate (#) – English Learners

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	408	323	79.2%	137	9	61
American Indian or Alaska Native	102	70	68.9%	12	2	3
Asian	6,624	5,596	84.5%	2578	521	1,898
Filipino	1,185	1,048	88.4%	381	39	216
Hispanic or Latino	58,209	40,625	69.8%	9,110	1,657	3,317
Pacific Islander	251	185	73.7%	23	1	8
White	2,903	2,238	77.1%	689	119	423
Two or More Races	235	181	77.0%	68	10	35
Not Reported	459	258	56.2%	75	10	33

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Statewide Total	70,376	50,524	71.8%	13,073	2,368	5,994

Figure 24. 2021-22 Four-Year Adjusted Cohort Graduation Rate (%) – English Learners w/Dis/abilities

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	78	51	65.4%	27.5%	0.0%	5.9%
American Indian or Alaska Native	28	23	82.1%	8.7%	0.0%	0.0%
Asian	901	585	64.9%	22.9%	1.0%	22.4%
Filipino	143	91	63.6%	25.3%	1.1%	13.2%
Hispanic or Latino	14,142	10,122	71.6%	14.5%	0.8%	5.7%
Pacific Islander	55	37	67.3%	2.7%	0.0%	0.0%
White	434	288	66.4%	12.5%	1.4%	9.0%
Two or More Races	45	33	73.3%	21.2%	3.0%	12.1%
Not Reported	59	27	45.8%	3.7%	3.7%	7.4%

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Statewide Total	15,885	11,257	70.9%	15.0%	0.8%	6.7%

Figure 25. 2021-22 Four-Year Adjusted Cohort Graduation Rate (#) - English Learners w/Dis/abilities

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	78	51	65.4%	14	0	3
American Indian or Alaska Native	28	23	82.1%	2	0	0
Asian	901	585	64.9%	134	6	131
Filipino	143	91	63.6%	23	1	12
Hispanic or Latino	14,142	10,122	71.6%	1,466	82	576
Pacific Islander	55	37	67.3%	1	0	0
White	434	288	66.4%	36	4	26
Two or More Races	45	33	73.3%	7	1	4
Not Reported	59	27	45.8%	1	1	2

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Statewide Total	15,885	11,257	70.9%	1,684	95	754

Figure 26. 2021-22 Four-Year Adjusted Cohort Graduation Rate – Multi Year % - English Learners w/Dis/abilities

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
2021-22	15,885	11,257	70.9%	15.0%	0.8%	6.7%
2020-21	16,120	10,367	64.3%	15.5%	2.3%	5.1%
2019-20	15.950	10,362	65.0%	14.3%	0.6%	4.3%
2018-19	15,888	10,274	64.7%	14.9%	0.5%	3.3%
2017-18	15,486	9,706	62.7%	12.7%	0.7%	3.4%
2016-17	15,206	9,460	62.2%	12.5%	1.0%	4.5%

Additional Tables

Absenteeism

Figure 27. 2021-22 Absenteeism by Reason (EL/Race & Ethnicity)

Race/Ethnicity	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
African American	6,407	5,554	12.9	53.5%	37.0%	0.8%	8.7%
American Indian or Alaska Native	1,821	1,721	17.0	52.9%	37.3%	0.7%	9.1%
Asian	130,794	113,094	10.9	63.2%	30.5%	0.4%	6.0%
Filipino	12,903	11,755	13.1	61.7%	31.3%	0.4%	6.6%
Hispanic or Latino	975,940	937,289	18.7	50.6%	40.9%	0.6%	7.8%
Pacific Islander	3,564	3,418	21.4	46.4%	45.5%	0.8%	7.3%
White	55,365	51,819	14.5	56.9%	35.4%	0.6%	7.1%
Two or More Races	5,252	4,864	13.4	57.9%	34.4%	0.5%	7.2%
Not Reported	10,756	10,084	16.5	50.8%	39.8%	0.5%	9.0%

Report Totals

Name	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
Statewide Total	1,202,442	1,139,598	17.6	51.8%	39.9%	0.6%	7.7%

Figure 28. 2021-22 Absenteeism by Reason (EL w/Disabilities/Race & Ethnicity)

Race/Ethnicity	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
African American	1,030	944	16.8	55.0%	39.2%	1.1%	4.8%
American Indian or Alaska Native	341	320	18.6	58.1%	36.1%	0.8%	5.0%
Asian	16,295	14,551	14.6	62.0%	32.2%	0.5%	5.3%
Filipino	1,905	1,763	16.7	63.4%	31.1%	0.2%	5.3%
Hispanic or Latino	192,041	185,825	21.3	50.6%	41.7%	0.9%	6.7%
Pacific Islander	505	489	25.7	45.9%	45.9%	1.5%	6.7%
White	7,237	6,876	18.0	56.0%	37.0%	1.0%	6.0%
Two or More Races	884	822	17.3	53.4%	38.4%	0.7%	7.5%
Not Reported	1,646	1,567	20.5	51.8%	38.7%	1.1%	8.4%

Report Totals

Name	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
Statewide Total	221,884	213,157	20.7	51.5%	41.0%	0.9%	6.7%

Figure 29. 2021-22 Absenteeism by Reason (EL/Academic Year - Multi Year)

Academic Year	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
2021-22	1,202,442	1,139,598	17.6	51.8%	39.9%	0.6%	7.7%
2020-21	1,155,048	880,083	14.3	18.3%	77.0%	0.0%	4.7%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	1,269,963	1,132,079	9.7	51.0%	44.0%	1.1%	3.8%
2017-18	1,321,545	1,157,212	9.2	51.1%	43.7%	1.6%	3.6%

Additional Tables

Figure 30. 2021-22 Absenteeism by Reason (EL w/Disabilities/Academic Year - Multi Year)

Academic Year	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
2021-22	221,884	213,157	20.7	51.5%	41.0%	0.9%	6.7%
2020-21	215,864	171,655	16.9	18.8%	76.8%	0.1%	4.3%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	233,380	213,902	11.9	51.3%	43.9%	1.7%	3.1%
2017-18	236,034	213,230	11.3	51.0%	43.7%	3.1%	3.1%

Chronic Absenteeism

Figure 31. 2021-22 Chronic Absenteeism Rate EL State Report Disaggregated by Race/Ethnicity

Race/Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	6,047	1,299	21.5%
American Indian or Alaska Native	1,821	606	33.3%
Asian	130,794	20,355	15.6%
Filipino	12,903	2,739	21.2%
Hispanic or Latino	975,940	370,458	38.0%
Pacific Islander	3,564	1,560	43.8%
White	55,365	15,238	27.5%
Two or More Races	5,252	1,244	23.7%
Not Reported	10,756	3,651	33.9%

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Statewide Total	1,202,442	417,150	34.7%

Figure 32. 2021-22 Chronic Absenteeism Rate EL w/Dis/Abilities State Report Disaggregated by Race/Ethnicity

Race/Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	1,030	315	30.6%
American Indian or Alaska Native	341	126	37.0%
Asian	16,295	3,748	23.0%
Filipino	1,905	568	29.8%
Hispanic or Latino	192,041	83,074	43.3%
Pacific Islander	505	239	47.3%
White	7,237	2,463	34.0%
Two or More Races	884	258	29.2%
Not Reported	1,646	687	41.7%

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Statewide Total	221,884	91,478	41.2%

Figure 33. 2021-22 Chronic Absenteeism Rate EL State Report Disaggregated by Academic Year

Academic Year	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2021-22	1,202,442	417,150	34.7%
2020-21	1,155,048	202,242	17.5%
2019-20	N/A	N/A	N/A
2018-19	1,269,963	159,192	12.5%
2017-18	1,321,545	147,107	11.1%
2016-17	1,390,207	145,703	10.5%

Figure 34. 2021-22 Chronic Absenteeism Rate EL w/Dis/Abilities State Report Disaggregated by Academic Year

Academic Year	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2021-22	221,884	91,478	41.2%
2020-21	215,864	46,093	21.4%
2019-20	N/A	N/A	N/A
2018-19	233,380	40,507	17.4%
2017-18	236,034	37,591	15.9%
2016-17	235,767	36,231	15.4%

Additional Figures

English Language Arts/Mathematics (SBAC)

Figure 35. 2021-22 (All Grades EL) • ELA n = 528,154 •Math n = 539,737

ELA
Percent of students within each achievement level

24.04% Standard Nearly Met (LEVEL 2)

10.18% Standard Met (LEVEL 3)

2.29% Standard Exceeded (LEVEL 4)

12.47% Met or Exceeded *Standard for ELA*

63.50% Standard Not Met (LEVEL 1)

Mathematics
Percent of students within each achievement level

19.95% Standard Nearly Met (LEVEL 2)

7.26% Standard Met (LEVEL 3)

2.45% Standard Exceeded (LEVEL 4)

9.71% Met or Exceeded *Standard for Math*

70.33% Standard Not Met (LEVEL 1)
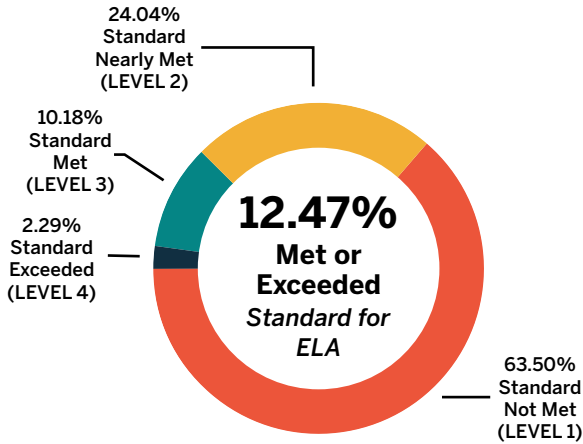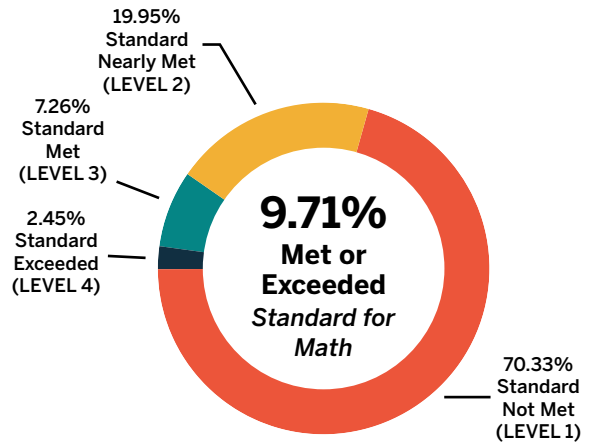
Figure 36. 2020-21 (All Grades EL) • ELA n = 113,475 • Math n = 115,702

ELA
Percent of students within each achievement level

23.41% Standard Nearly Met (LEVEL 2)

9.30% Standard Met (LEVEL 3)

2.01% Standard Exceeded (LEVEL 4)

11.31% Met or Exceeded *Standard for ELA*

65.28% Standard Not Met (LEVEL 1)

Mathematics
Percent of students within each achievement level

18.95% Standard Nearly Met (LEVEL 2)

6.19% Standard Met (LEVEL 3)

2.22% Standard Exceeded (LEVEL 4)

8.41% Met or Exceeded *Standard for Math*

72.64% Standard Not Met (LEVEL 1)
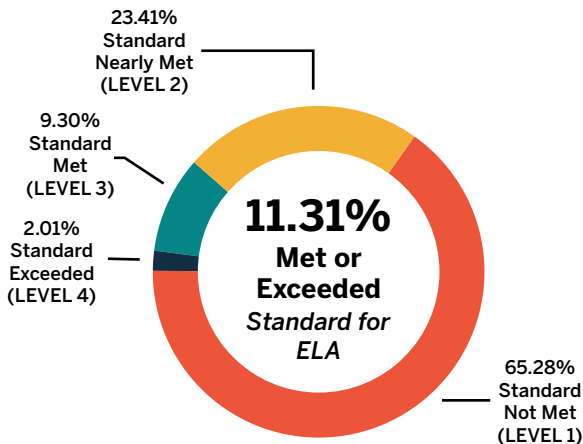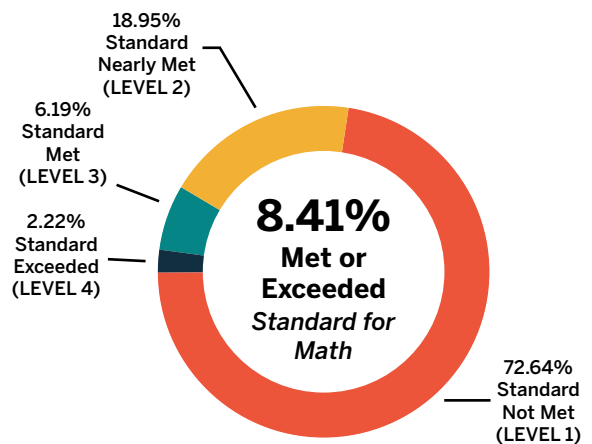
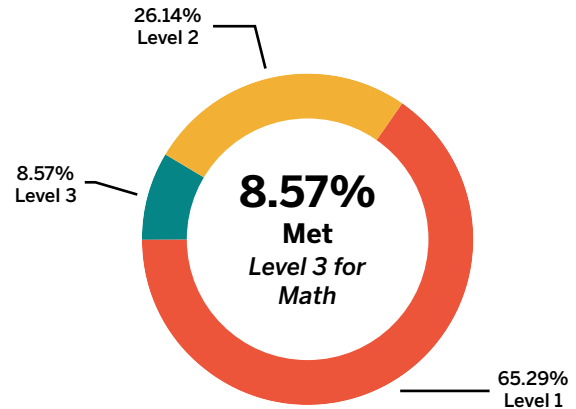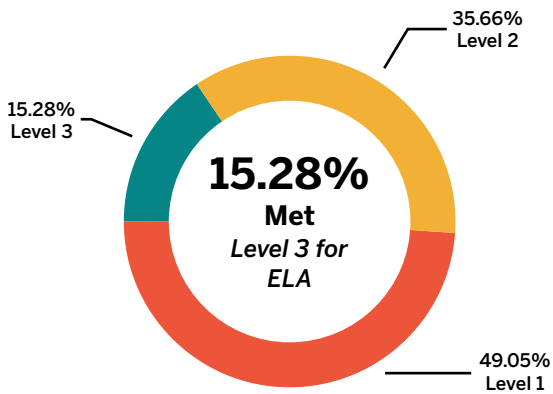**Figure 37.** 2019-20 (All Grades EL)

NO DATA – Due to the COVID-19 pandemic

Figure 38. 2018-19 (All Grades EL) • ELA n = 511,094 • Math n = 523,959

ELA
Percent of students within each achievement level

25.18%
Standard
Nearly Met
(LEVEL 2)

10.43%
Standard
Met
(LEVEL 3)

2.38%
Standard
Exceeded
(LEVEL 4)

12.81%
Met or
Exceeded
Standard for
ELA

62.01%
Standard
Not Met
(LEVEL 1)

Mathematics
Percent of students within each achievement level

23.02%
Standard
Nearly Met
(LEVEL 2)

9.17%
Standard
Met
(LEVEL 3)

3.41%
Standard
Exceeded
(LEVEL 4)

12.58%
Met or
Exceeded
Standard for
Math

64.41%
Standard
Not Met
(LEVEL 1)
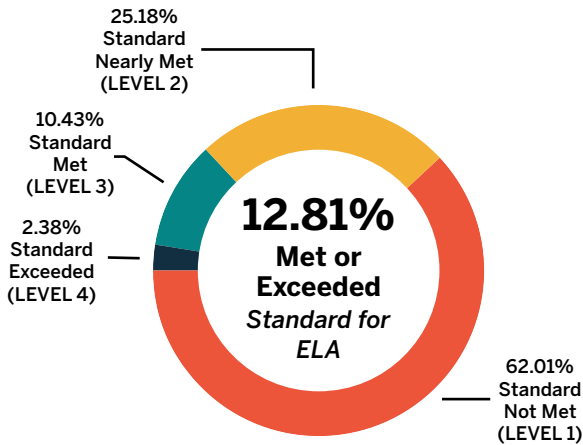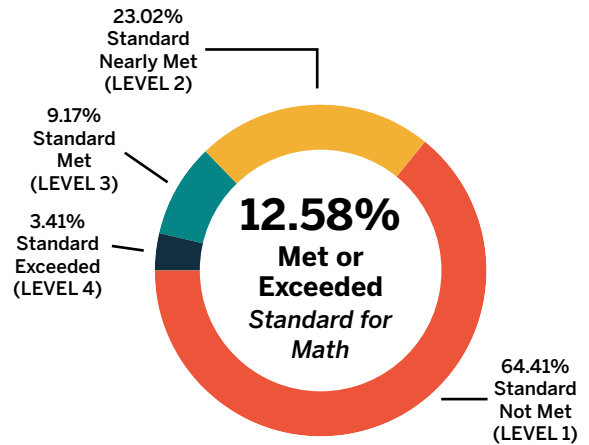
Figure 39. 2017-18 (All Grades EL) • ELA n = 530,808 • Math n = 541,399

ELA
Percent of students within each achievement level
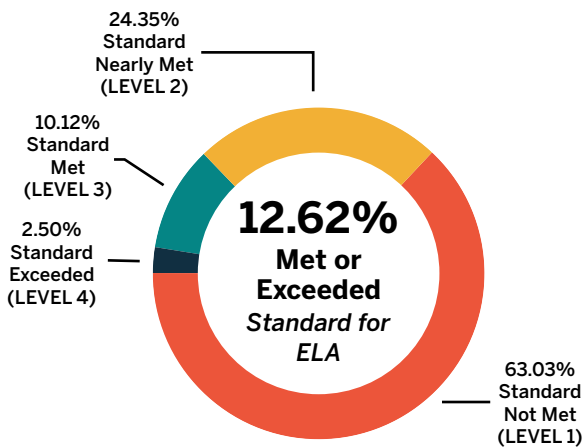
24.35%
Standard
Nearly Met
(LEVEL 2)

10.12%
Standard
Met
(LEVEL 3)

2.50%
Standard
Exceeded
(LEVEL 4)

12.62%
Met or
Exceeded
Standard for
ELA

63.03%
Standard
Not Met
(LEVEL 1)

Mathematics
Percent of students within each achievement level

22.92%
Standard
Nearly Met
(LEVEL 2)

9.21%
Standard
Met
(LEVEL 3)

3.36%
Standard
Exceeded
(LEVEL 4)

12.57%
Met or
Exceeded
Standard for
Math

64.51%
Standard
Not Met
(LEVEL 1)
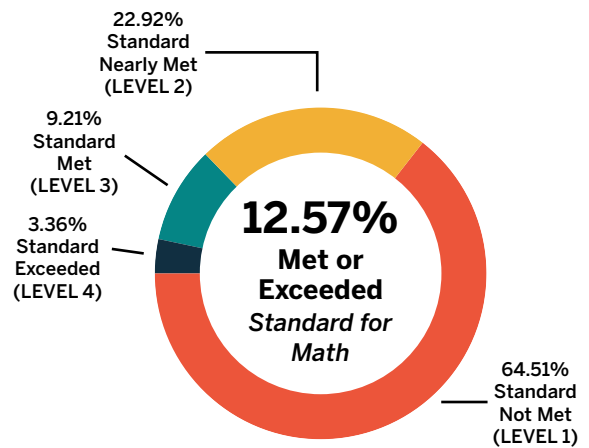
English Language Arts/Mathematics (CAA)

Figure 40. 2021-22 (All Grades EL) • ELA n = 8,691 • Math n = 8,653

ELA
Percent of students within each achievement level

14.13%
Level 3

35.52%
Level 2

14.13%
Met
Level 3 for ELA

50.35%
Level 1

Mathematics
Percent of students within each achievement level

24.93%
Level 2

7.85%
Level 3

7.85%
Met
Level 3 for Math

67.23%
Level 1
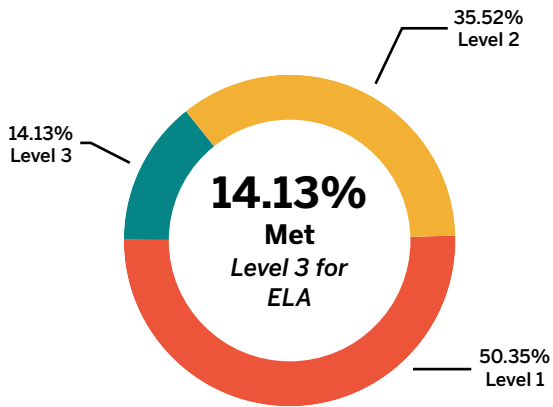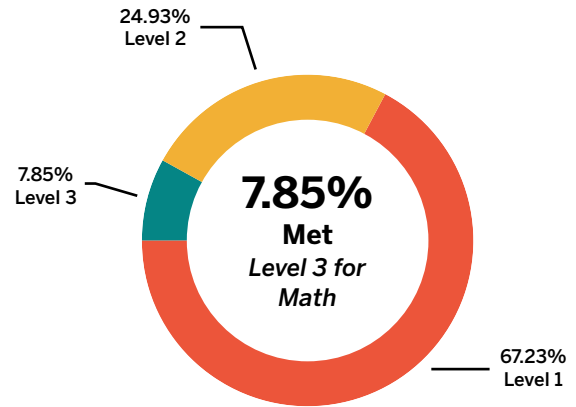
Figure 41. 2020-21 (All Grades EL) • ELA n = 2,604 • Math n = 2,567

ELA
Percent of students within each achievement level

16.44%
Level 3

36.90%
Level 2

16.44%
Met
Level 3 for ELA

46.66%
Level 1

Mathematics
Percent of students within each achievement level

26.14%
Level 2

8.57%
Level 3

8.57%
Met
Level 3 for Math

65.29%
Level 1
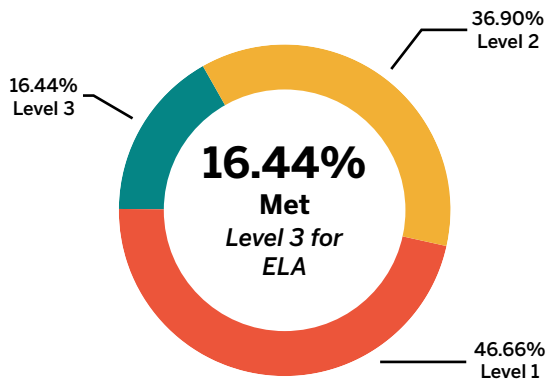
Figure 42. 2019-20 (All Grades EL)

NO DATA – Due to the COVID-19 pandemic

Figure 43. 2018-19 (All Grades EL) • ELA n = 11,157 • Math n = 11,151

ELA
Percent of students within each achievement level

35.66%
Level 2

15.28%
Level 3

15.28%
Met
*Level 3 for
ELA*

49.05%
Level 1

Mathematics
Percent of students within each achievement level

26.56%
Level 2

9.67%
Level 3

9.67%
Met
*Level 3 for
Math*

63.77%
Level 1
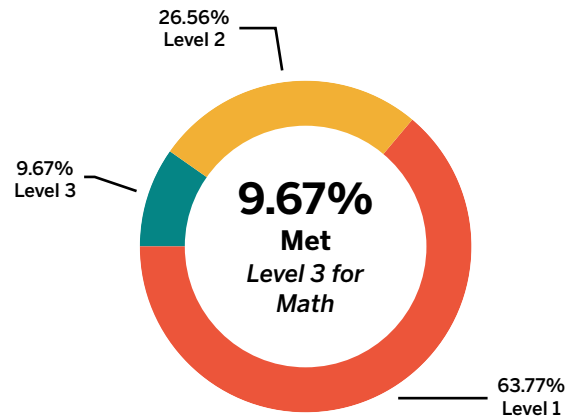
Figure 44. 2017-18 (All Grades EL) • ELA n = 11,803 • Math n = 11,820

ELA
Percent of students within each achievement level

32.12%
Level 2

15.61%
Level 3

15.61%
Met
*Level 3 for
ELA*

52.27%
Level 1

Mathematics
Percent of students within each achievement level

27.41%
Level 2

7.50%
Level 3

7.50%
Met
*Level 3 for
Math*

65.09%
Level 1
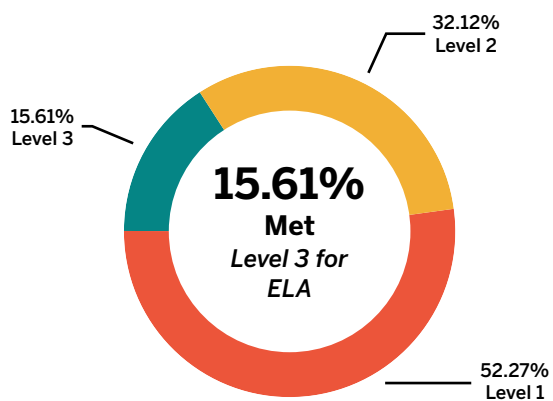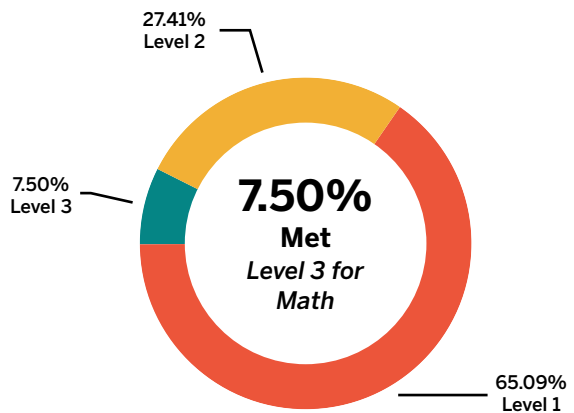
Additional Figures

California Science Test (CAST)

Figure 45. 2021-22 (All Grades EL) • N = 209,465

Science
Percent of students within each achievement level

2.35% Standard Met (LEVEL 3)

56.82% Standard Nearly Met (LEVEL 2)

0.28% Standard Exceeded (LEVEL 4)

2.63% Met or Exceeded *Standard for Science*

40.55% Standard Not Met (LEVEL 1)

Figure 46. 2020-21 (All Grades EL) • N = 30,500

Science
Percent of students within each achievement level

2.17% Standard Met (LEVEL 3)

51.56% Standard Nearly Met (LEVEL 2)

0.27% Standard Exceeded (LEVEL 4)

2.44% Met or Exceeded *Standard for Science*

46.00% Standard Not Met (LEVEL 1)

Figure 47. 2019-20 (All Grades EL)

NO DATA – Due to the COVID-19 pandemic

Figure 48. 2018-19 (All Grades EL) • N = 190,297

Science
Percent of students within each achievement level

2.55% Standard Met (LEVEL 3)

50.54% Standard Nearly Met (LEVEL 2)

0.35% Standard Exceeded (LEVEL 4)

2.90% Met or Exceeded *Standard for Science*

46.55% Standard Not Met (LEVEL 1)

Alternate Science - California Alternate Assessment (CAA)

Figure 49. 2021-22 (All Grades EL) • N = 3,479

Alternate Science
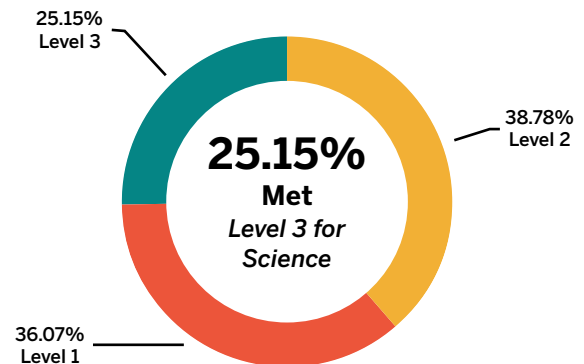Percent of students within each achievement level

25.15% Level 3

38.78% Level 2

25.15% Met *Level 3 for Science*

36.07% Level 1

Acknowledgements

For Additional Resources and Tools, on the Below Listed Sections, Visit the *Ways 2 Equity Playbook*:

African American Students

Students with Disabilities

English Learners

Building an Equity Team

Developing an Equity Communication Plan

Implicit Bias and Cultivating Equity Mindedness

Using Data to Inform and Drive Equity Work

Academic Achievement: The Opportunity Gap

Student Engagement

Family Engagement

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