



June 16, 2022

The Honorable Anthony Portantino
Chair, Senate Appropriations Committee
State Capitol, Room 412
Sacramento, CA 95814

**Re: AB 1868 (L. Rivas) Long Term English Learner Data
Position: Co-sponsors/Support**

Dear Chair Portantino:

Californians Together and the California Association for Bilingual Education (CABE) are pleased to co-sponsor AB 1868 (Rivas), which seeks to disaggregate data in order to strengthen California's guidance and resources to ensure Long Term English Learners (LTELs) students are correctly identified and provided with targeted interventions that best meet their needs.

In the 2019-20 school year, approximately six million public school students were enrolled in California's public schools. Of these students, approximately 1.148 million are English Learners (EL). Out of this population, roughly 200,000 are LTELs. Thirty six percent of these LTELs have been dually identified as students with disabilities, while another 130,000 of ELs are considered at risk of becoming LTELs and risk falling behind in school.

AB 1868 seeks to breakdown special education data by English language status and type of disability, while also allowing us to view test results for the California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California by LTELs and students at risk of becoming LTELs.

Both Californians Together and CABE are working with the California Department of Education (CDE) on cost estimates based upon the most recent amendments. These amendments should come with a lower cost estimate than previously projected as we are reducing the amount of data that needs to be reported out by CDE. We believe it is vital for the data provided under AB 1868 to be displayed on existing websites and are concurrently seeking a budgetary appropriation to achieve the goals set forth under this measure.

California's current accountability system combines Reclassified Fluent English Proficient (RFEPs) and EL students into a single EL indicator. This makes it difficult to distinguish ELs, LTELs, and RFEPs. The need to support ELs, LTELs, and RFEPs is masked which is most problematic in grades 6-12 as there are many more RFEPs than ELs in these grades, making LTELs invisible.

Currently, the CDE does not disaggregate data for LTELs or students at risk of becoming LTELs, while specific data on LTEL achievement is not provided to the public through existing frameworks. Information on the achievement of ELs in grades 6-12 can provide a window into possible educational outcomes for LTELs. We believe it is imperative to garner academic and English language outcome data for these students to be able to ensure their needs are addressed.

Californians Together and CAFE believe this measure is a fundamental step California must take in order to appropriately serve our LTELs. We thank you for your support and leadership of this important issue and look forward to working with you to address this critical need for California's bilingual students.

Should you have any questions feel free to reach out to Californians Together Legislative Advocate Cristina Salazar, at crystina@californianstogether.org, or CAFE's Legislative Advocate Jennifer Baker, at jbaker@m-w-h.org.

Sincerely,



Martha Hernandez
Californians Together, Executive Director



Jan Gustafson Corea
CAFE Chief Executive Officer