



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: Los Angeles

As a convener, we would like you to put together a short report from your group describing the following:

1. **Names of group members**

Office for Civil Rights, Azusa School District Board Member, MALDEF, Alliance for a Better Community, Reading and Beyond, Los Angeles Unified EL Administrator

2. **Issue/Topic/Activity**

Educating English learner students as a civil rights issue, treatment of LEP parents as a civil rights issue

3. **Highlights of Discussion/Recommendations/Next Action Steps**

OCR reviewed the 3 prongs of Castaneda to explain what the basic legal obligations are, OCR looks at systems of accountability, systems of implementation.

How to educate long term EL students? Districts need to include in its program evaluation a particular analysis of whether long term EL students are making progress based on a program they are receiving (are they receiving a specific program of language development?). Most of these students drift in the mainstream and don't receive a specific program.

We discussed best practices for evaluating student outcomes to meet prong 3 of Castaneda. We discussed looking at cohorts of EL students based on year in program to make sense of whether the program is working for different groups of EL students. Looking at AMAOs is not enough.

EL student participation in GATE/AP/Honors is an important area if we would like to set high standards. Often for OCR, the question is more than the absence of EL students in high track classes, it is what preparation was in place for students in elementary/middle school. Often, being reclassified before middle school is critical.

Parent involvement is an important component of creating environments of high achievement for EL students. But how do communities counter the "drop off" of participation of parents when EL students enter middle school? What should schools and districts do? What can advocacy groups do as agents of change within communities? Relying on ELAC as required by the state (in California) is not enough as an organizing tool for parents. Parents need to understand the educational program their children are

receiving. Students need to learn and understand what is going on, and need to learn how to advocate for themselves.

4. Available Resources

Community based groups, administrators who have a connection to the EL community so s/he can engage them.

5. Follow-up requests

6. Please type in this report in one of the laptops and hand in this sheet. Thanks!