



# UnidosUS Prosperity for English Learners: Education Priorities

## 1. Provide English Learners (EL's) the necessary resources to fully implement the California English Learner Roadmap Policy.

There are **1.1 million** EL students in California, and **60% of young children** in the state have a home language other than English. Despite progress made, academic gaps for EL's persist, with too many students never achieving **English proficiency** and academic outcomes remaining **unacceptably low**. Our schools need the resources to **address** the educational needs of **multilingual learners**. Embracing the **unique linguistic assets** these students bring to class will increase **bi-literacy** and **close the achievement gap for Latino students**.

## 2. Develop a robust teacher workforce and pipeline that includes bilingual teachers.

**English Learners** often lack instructional support due to a **shortage of bilingual teachers in California's school districts**. Research suggests that **student outcomes improve** when there is a **demographic match between teachers and students**.<sup>1</sup>

California must invest in **proven, research-based programs**, including **Bilingual Teacher Residencies** and initiatives like the **Bilingual Teacher Professional Development Program (BTPDP)**. The state should also **streamline the bilingual authorization process** and **strengthen the Migrant Education Mini-Corps Program** to support **aspiring bilingual educators** already in the pipeline.

## 3. Continue to strengthen California's accountability system for English Learners.

The **current state accountability system is not working for EL's**. Education agencies and schools **lack the transparent and reliable data** to make informed decisions impacting the **academic outcome of EL's**.

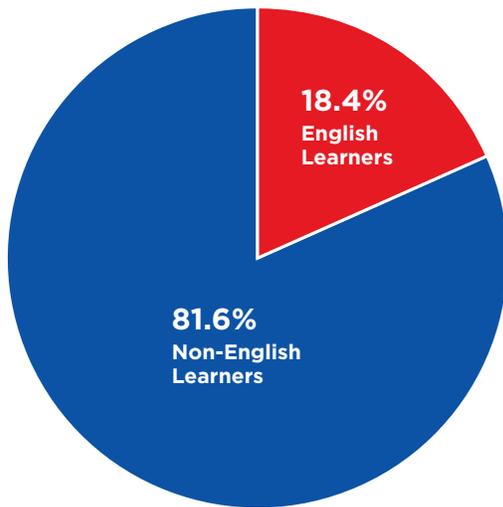
The state needs to implement a **reliable, consistent and transparent accountability system** for EL's that allows school districts to set **clear and ambitious goals** when addressing **academic needs** and disseminating guidance in how **state funds should be equitably allocated** through the **Local Control Funding Formula (LCFF)**.

## 4. Uphold the rights of students, enshrined in the California Constitution, to attend safe, secure and peaceful campuses.<sup>2</sup>

**Research shows a strong correlation between enhanced immigration enforcement and increased absenteeism for Latino students**.

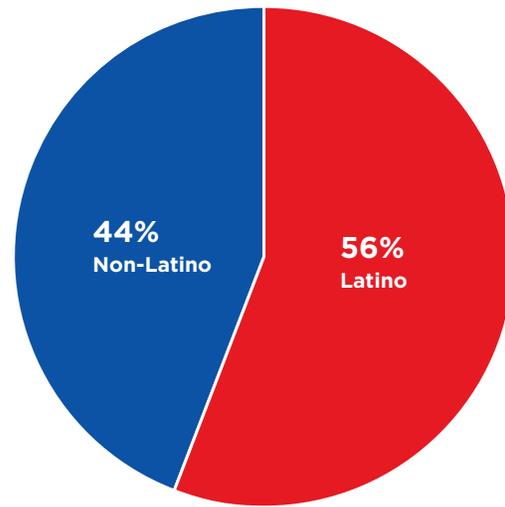
Although California cannot stop the legal actions of federal immigration enforcement agencies, **California laws empower schools to welcome all students** and to reassure them of their educational rights. The **increase in families' fear of deportation** has a **chilling effect on education outcomes for immigrant students and children of undocumented parents**, resulting in **decreased school attendance and school funding**, which supports all pupils.

**Figure 1:** English Learners in California Schools



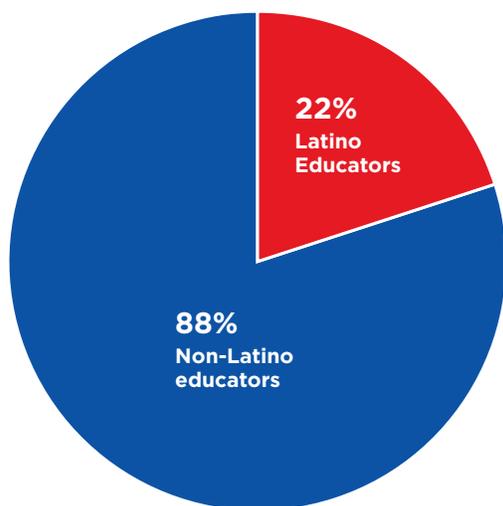
Source: <https://www.cde.ca.gov/ds/ad/edtop.asp>

**Figure 2:** Racial/Ethnic Distribution of California Students



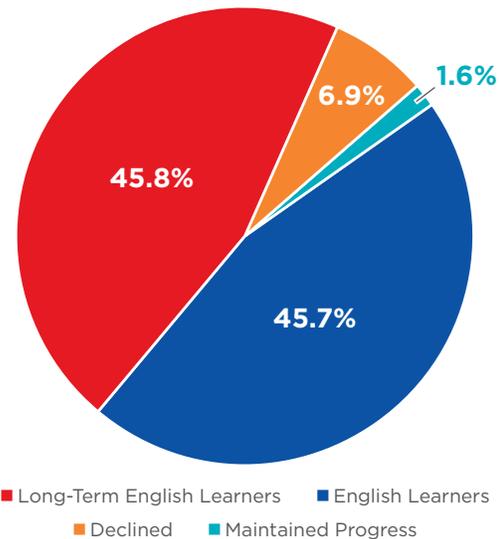
Source: <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp>

**Figure 3:** Latino Educators



Source: <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp>

**Figure 4:** English Learner Progress



Source: <https://www.caschooldashboard.org/reports/ca/2024>

## Endnotes

- 1 Egalite, A. J., Kisida, B., and Winters, M. A., "Representation in the classroom: The effect of own-race teachers on student achievement," *Economics of Education Review*, 45, (April 2015): 44-52.; Lindsay, C. A., and Hart, C. M., "Exposure to same-race teachers and student disciplinary outcomes for black students in North Carolina," *Educational Evaluation and Policy Analysis*, 39, no. 3, (March 2017): 485-510.
- 2 Cal. Const., art. I, § 28, subd. (f)(1).