

**Resolution Title: Inclusion of English Language Learners in Equity and Scorecard Categories**

Whereas, English Language Learners (ELLs) are currently tracked in the Equity Plan and the Scorecard only in the category of Basic Skills & ESL but are excluded from all other categories (Access, Course Completion, Persistence, 30 Units, Transfer, and Degrees and Certificates); and

Whereas, ELLs in California's community colleges are no different from other identified demographics of students who struggle in regards to access, course completion, persistence, units attainment, transfer, and degree and certificate attainment; and

Whereas, The practice of defining ELLs, and not other identified demographics, solely based on their transition into and through Freshman Composition demonstrates an inequitable, deficit-model approach towards ELLs by fomenting the inaccurate perception that they are a problem to be solved rather than a demographic to be served;

Resolved, That the Academic Senate of California Community Colleges work with the California Community Colleges Chancellor's Office to modify tracking in the Equity Plan and the Scorecard to include English language learners in terms of Access, Course Completion, Persistence, 30 Units, Transfer, and Degree/Certificate attainment.