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CHAMPIONING THE SUCCESS OF ENGLISH LEARNERS

VOLUME 2

CALIFORNIA ENGLISH LEARNER ROADMAP IMPLEMENTATION GUIDE AND TOOLKIT FOR ADMINISTRATORS

Creating Assets-Oriented & Student Responsive Schools

WRITTEN BY

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A SPECIAL THANKS TO OUR SPONSORS
WHO HELPED MAKE THIS PUBLICATION A REALITY:

- Bill and Melinda Gates Foundation
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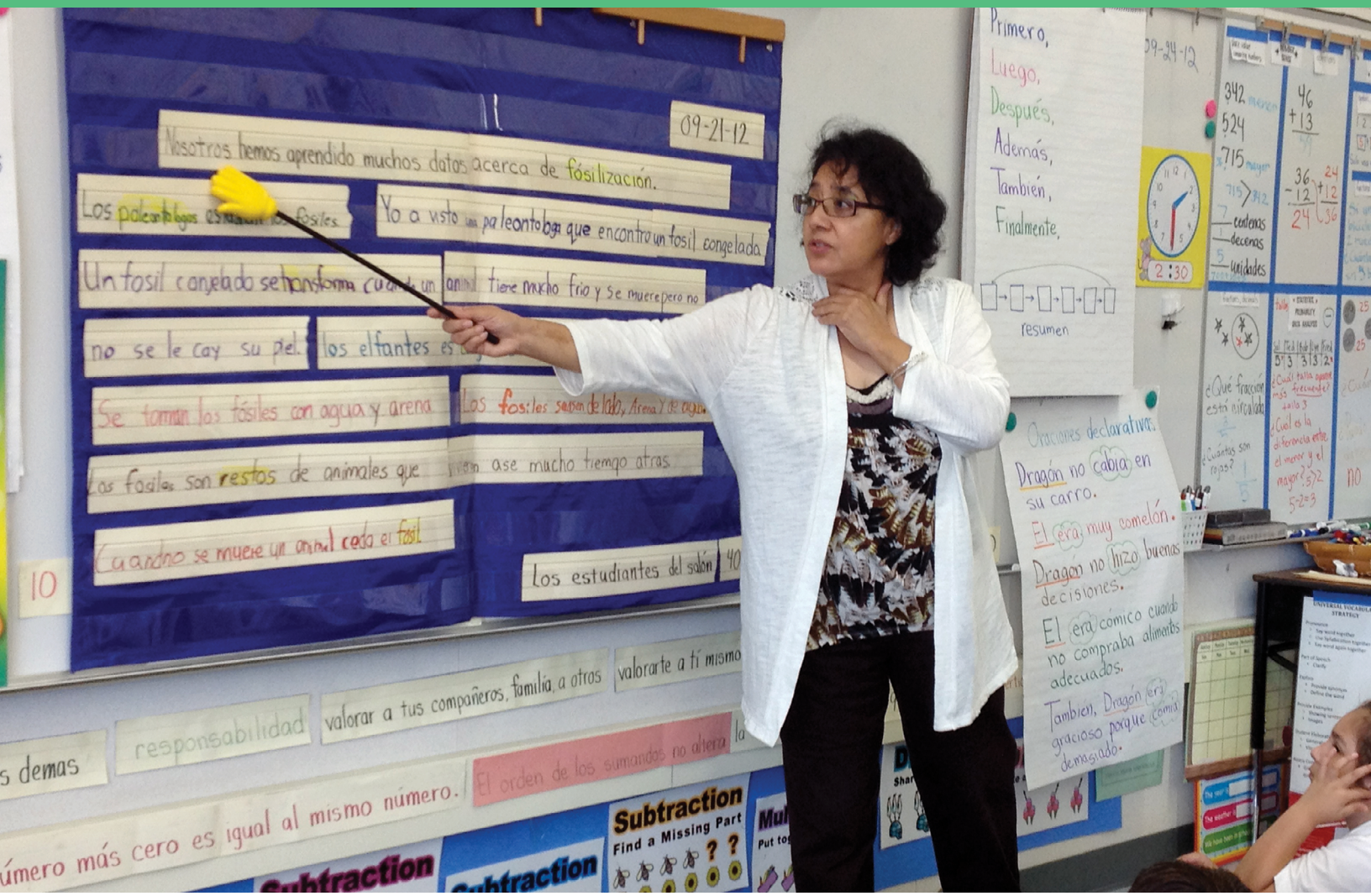
Californians Together is a statewide coalition of parents, teachers, administrators, board members and civil rights organizations. Our member organizations come together united around the goal of better educating California's almost 1.2 million English learners by improving California's schools and promoting equitable educational policy.

TABLE OF CONTENTS

TABLE OF CONTENTS
(Continued)



INTRODUCTION

On July 12, 2017, the California State Board of Education unanimously adopted a new policy for English Learners, the *California English Learner Roadmap: Educational Programs and Services for English Learners.* This policy supersedes the 1998 English Learner policy, which was based upon Proposition 227.

The new English Learner policy set a new vision and mission for our schools and was developed as an aspirational statement of what should be in place for the state's almost 1.2 million English learners. The comprehensive policy speaks to standards, curriculum frameworks, instruction, access, assessment, accountability/school improvement, educator quality and capacity, early childhood/preschool, social and family support services, and parent/community involvement.

As policy, the primary intended audiences are school districts and the county offices of education, as well as other agencies that provide them with technical assistance. But every agency responsible for the education of children—indeed, all educators—are also part of the intended audience. As a state whose prosperity depends on the success of immigrants and their children, California needs the English Learner Roadmap. We see it as a primary guiding mechanism toward creating schools, services, and meaningful access to a relevant and rigorous curriculum in safe and affirming environments for our English learners.

School administrators—site and district—have a crucial role in implementing policy, as voicers of vision, leaders of implementation, instructional leaders, monitors of progress, and the interface with the community. *Your role is perhaps even more essential when that policy is aspirational and principles-based rather than direct compliance-oriented, when it represents a significant sea change from what prevailing policies and practices were prior to the new policy, and when it focuses on equity issues.*

The English Learner Roadmap is all of that and more. This Administrators English Learner Roadmap Toolkit series is designed to support administrators as they take up the challenge of leading and supporting the policy's implementation. There are five volumes in the Toolkit series. Each focuses on a specific aspect of the EL Roadmap, explores the role of administrators related to that component of the policy, provides tools for reflection and planning, incorporates relevant readings, and offers resources administrators can use to support EL Roadmap implementation.

THE FIVE VOLUMES OF THE SERIES INCLUDE:

VOLUME 1: *Leading Implementation of the English Learner Roadmap*
This volume provides an orientation to the vision, mission, principles, and elements of the English Learner Roadmap policy. It offers a historical context for recognizing the kind of change the new policy brings about, includes a set of assessment, mapping, and planning tools for administrators, engages reflection about leading change for equity for English learners, and provides practical tools for getting started with implementation.

VOLUMES 2 - 5 are **Principle Specific Toolkits**, each focusing on one of the EL Roadmap principles and offering readings, talking points, approaches to initiating, and supporting dialogue in the schools. Emphasis is on fulfilling the principles, tools for observing and assessing the degree of implementation, and ways in which administrators can encourage the use of research-based practices, credible resources, and action planning.

1. **English Learner Roadmap Principle #1: *Creating assets-oriented and student responsive schools.*** This volume focuses on knowing who your English learners are, understanding the diverse typologies of ELs, creating safe and affirming school climates, and building strong family-school-community partnerships.

2. **English Learner Roadmap Principle #2: *Supporting programs and practices that provide intellectual rigor and meaningful access for English learners.*** This volume focuses on making meaning of Principle #1, knowing what it looks like enacted in instruction, approaches to observation, and engaging in dialogue about instructional practices for ELs at a site, examining various forms of ensuring meaningful access for ELs.

3. **English Learner Roadmap Principle #3: *Ensuring systemwide conditions to support implementation.*** This volume focuses on structuring and supporting professional development and teacher collaboration around ELs, effectively using coaches and TOSA's to support instruction, assessments, systems for looking at assessments and data to know how your ELs are doing, site planning and EL Master Plans,

4. **English Learner Roadmap Principle #4: *Aligning and articulating practices across the system.*** This volume deals with building coherence and connection across classrooms and grade levels and schools. The goal is to ensure comprehensive EL program pathways from preschool through high school, and to tie the four principles together into a complete and focused implementation plan.

HOW TO USE THE TOOLKITS

These Toolkits are designed to enable an administrator to follow a "course," proceeding through the activities and tools and utilizing readings to build understanding of how to build and implement an EL Roadmap plan sequentially. However, it is also meant as an available resource to allow picking and choosing among the materials as relevant to a particular person's (or particular school site or district's) needs.

The five Toolkits in the series together provide an overview of all aspects of the Roadmap, supply tools for reflection and prioritization for each Principle, and offer resources to support your journey. For each major component of the EL Roadmap (vision and mission, the four principles), administrators are provided materials to lead their schools through the steps of enacting a principles-based aspirational policy:

- **Building *awareness* of the policy**
- **Making *shared meaning* about the implications of the policy for practice**
- **Investigating and *assessing the current status of practices* in the school**
- ***Prioritizing* areas for focus**
- **Developing the *action plan***

Please note that the CA English Learner Roadmap is a comprehensive policy covering all aspects of English learner education: curriculum, instruction, school and classroom climate and culture, system supports (e.g., professional development, leadership, assessment), parent and community engagement, and system alignment. As an aspirational policy, it is not expected that any school or district can work to fully implement the entire EL Roadmap at once.

The "journey" toward enacting the policy entails selecting a focus, determining priorities, designing a meaningful path for improvement, and continuously reflecting on and working that plan. We suggest, therefore, that administrators begin with the first in the series. This first volume will enable you to review the EL Roadmap itself, its purpose, and where it came from—and then to reflect on the changes this implies for your school or district. Reflection tools support you in assessing yourself as a leader implementing a new direction for schools and preparing you to bring the EL Roadmap to your school or district's attention. You may wish then to work through all four of the Principles-specific Roadmap volumes, or select just one of the Principles as a focus and work through that Toolkit.

Many of the readings, resources, activities, and tools can be used with a Leadership Team or adapted to use with faculty and staff. We recommend that administrators first work through a Roadmap section and think about what might be involved in implementation. Then they can select activities and resources (e.g., videos, readings) that resonate and appear most relevant to share with site or district leadership or implementation teams. For maximum adaptability and flexibility for individual and collective uses, the Toolkits also include activities and tools that accomplish similar purposes. This will let administrators select the types of activities best matched for their audiences' learning and planning styles given the culture, character, and personalities at their school.

"As an aspirational policy, it is not expected that any school or district can work to fully implement the entire EL Roadmap all at once."

ABOUT VOLUME 2:

CREATING ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Administrators are the linchpin of implementation. You are the leader who can articulate and make clear the importance of pursuing a path of improvement. You are the ears and eyes to look across classrooms, grade levels, and schools to assess what is going on and inform priorities. You are the supporter for teachers and staff engaging in the hard work of changing practices. You are their cheerleader and an essential friend, able to leverage and manage the resources needed to support the work.

The English Learner Roadmap is a principles-based policy comprised of a vision, mission, and four inter-related and research-based principles. This second Toolkit in the CA EL Roadmap Administrators Toolkit series focuses on Principle #1 of the CA EL Roadmap policy. It is designed to engage you in understanding and articulating what this "assets-oriented and needs-responsive" principle is about—and the implications for practices, services, and programs at your school and district. Similar to the first Toolkit in the Administrators series (Leading Implementation of the EL Roadmap), this Toolkit focuses on your role in leading the charge for achievement of our goals for English learners.

Principle #1, "Creating Assets-Oriented and Needs-Responsive Schools," was made the first principle of the EL Roadmap intentionally. The 30 members of the Working Group representing multiple roles in the schooling system and all regions of the state who were charged with developing the policy agreed that the foundation for English learners in our schools requires creating school cultures, climates, and relationships that are inclusive, responsive, and affirming for all. Without those basic conditions, learning will not occur, and the outcomes we so desire for our students and our state will not be realized. Therefore, while the four Principles of the EL Roadmap are inter-related, creating assets-oriented and needs-responsive schools comes first.

Principle #1 is actually comprised of four related but different aspects of what it means to create assets-oriented and needs-responsive schools:

- *Knowing your English learners and recognizing the different typologies of need*
- *Creating a climate and culture that is assets-oriented and embraces the languages and cultures of students*
- *Building school campuses that are safe and inclusive*
- *Building strong partnerships with EL families and community*

This Toolkit approaches each of these separately. While they are clearly inter-related, a school might decide to focus on just one aspect at a time. The steps towards implementation include

1. *Building awareness and a basic understanding of the EL Roadmap and the Principle;*
2. *Engaging in making shared meaning of the implications of that principle for practices and programs;*
3. *Questioning and assessing current practices and programs through the lens of the principle;*
4. *Pinpointing and prioritizing actions to enact the principle; and*
5. *Making a plan for implementation.*

This Toolkit includes activities, reflections, and tools to support all five steps.

1 SECTION I: ABOUT PRINCIPLE #1

READING: Principle #1: Assets-Oriented And Needs-Responsive Schools

Read through the description of Principle #1 as it appears in the state EL Roadmap policy, highlighting or circling key phrases that particularly stand out for you.

Pre-schools and schools are responsive to different EL strengths, needs, and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

A. *The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum, and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.*

B. *Recognizing that there is no single EL profile and no one-size approach that works for everyone, we strive to create programs, curricula, and instructions that are responsive to different EL student characteristics and experiences.*

C. *School climates and campuses are affirming, inclusive and safe*

D. *Schools value and build strong family and school partnerships*

E. *Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training for teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.*

REFLECTION: What seems most important about this Principle to you? What seems exciting? What do you think might be the greatest challenge for your school? What questions does it raise?

REFLECTION: Crosswalk Between our Vision and Principle #1 of the English Learner Roadmap

Look at the mission and vision statement for your district and/or your school site. Pose it side by side with Principle #1 of the EL Roadmap.

Our district/site vision/mission statement(s)	Principle #1 of the EL Roadmap
	Pre-schools and schools are responsive to different EL strengths, needs, and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

In what ways do our existing vision/mission statements share the values and already align or incorporate Principle #1 of the EL Roadmap?

What do our vision and mission communicate about the possibility of limitless futures for our English learners, the worth and value of their languages/cultures and experiences, and our commitment to partnering with them and their families/communities?

What, if anything, is part of the EL Roadmap Principle #1 that we might want to include in our school/district vision/mission/goals statements?

If not through our formal mission/vision statements, in what ways do we, as leaders, affirm the value of the cultural, linguistic, racial, and individual identities of students and staff?

What evidence exists that community members feel a sense of belonging, significance, and agency in our school(s)?

ACTIVITY: Making Meaning: Envisioning Principle #1 in Action

Individually or in a small group, for each statement/sentence of Principle #1, imagine what would actually be going on in a school that is evidence of Principle #1 being enacted (Column 1). What would you see? What would you hear? Then imagine what would definitely NOT be going on (Column 2). What would it look like and sound like in a school if this Principle was clearly not being enacted? And finally, what would YOU (the administrator) be doing that would be evidence of working to see it enacted and/or to end practices that are counter to the Principle (Column 3)?

Evidence that Principle #1 is being enacted in a school	Evidence that Principle #1 is clearly NOT being enacted	What would the administrator be doing to support implementation and end practices counter to the Principle?
Example: Welcoming signs in the languages of the students/families in the hallway. A Family/Parent Center on campus with full agenda of events, staffed by people who speak the families' languages.	*Example: "We speak English only" sign on wall in front office.*	*Example: Principal holds weekly cafecitos for informal meetings with families.*

ACTIVITY: In My Own Words: Articulating Principle #1

The principles of the English Learner Roadmap are written in general enough terms to apply to multiple roles and levels of the education system. What it means for an elementary school teacher in a classroom is different from the implications for a district administrator running programs or a high school counselor. It is important that leaders can articulate what the principle is in their own words, and to make sense of it through the lens of the administrator's role. Reflect on what Principle #1 is fundamentally about. What does it ask of a school? What are its implications for an administrator? Rewrite Principle #1 in administrator's terms and your own words.

For your information - The Teacher Perspective: How teachers put Principle #1 into words

In the development of the CA English Learner Roadmap Teacher Toolkits, focus groups of teachers were asked to rewrite Principle #1 through the lens of a classroom teacher. The following examples illustrate how teachers made sense of and articulated the meaning of Principle #1.

For more information or to obtain the Teacher Toolkits, www.californianstogether.org

Elementary	Middle	High School
Classroom practices, climate, curriculum, and instruction respond to the diversity among ELs, recognizing they don't all have the same needs. Teachers have and use strategies, autonomy, and flexibility to respond to their ELs' needs using developmentally appropriate differentiated scaffolds and supports that allow for full participation and engagement. Students' cultures and languages are valued and affirmed, have a presence in the classroom, and are built upon as assets for their learning. Students see themselves reflected in the curriculum and benefit from culturally and linguistically responsive pedagogy. Classrooms are safe, caring, inclusive, and affirming—and the socioemotional health of students is always a focus. Teachers build classroom communities that are respectful and support students in developing a prideful sense of identity and belonging while learning to value and respect others who may be different from themselves. Educators value and build strong partnerships with families and the community.	*Classroom/school practices, climate, curriculum, and instruction respond to diversity among English learners and recognize that not all English learners have the same needs. Students' cultures and languages are valued and built upon as assets for their learning and as contributions to the school community. Our classrooms and school campuses are safe, caring, inclusive, and affirming climates. We build classroom communities that are respectful and support students in developing a strong, prideful sense of identity and belonging. Student voice is invited and celebrated. Educators value and build strong partnerships with families and the community.*	*Classroom/school practices, climate, curriculum, and instruction respond to diversity among English learners and recognize that not all English learners have the same needs. There is no one-size-fits-all approach. Students' cultures and languages are valued and built upon as assets for their learning and contributions to the school community. Students see themselves reflected in the curriculum and benefit from culturally and linguistically responsive teaching. Our classrooms and school campuses are safe, caring, inclusive, and affirming climates. We build classroom communities that are respectful and support students in developing a robust, prideful sense of identity and belonging with multiple opportunities for mentoring relationships. Student voice is an essential strategy for becoming informed about the needs of English learners and improving the learning environment. Teachers provide guidance and support in college and career planning and engage students in charting their course. Teachers value powerful family and community engagement and actively recruit them into school activities.*

POSSIBLE ACTIVITY WITH FACULTY AND STAFF:

Post the Principle as written in the EL Roadmap policy. Invite people (individually or in small groups) to rewrite the principle in terms that directly apply to their work and role. Share these by reading aloud.

SECTION 2:

2 BREAKING IT DOWN—KNOWING OUR ENGLISH LEARNER STUDENTS

Principle #1 of the English Learner Roadmap calls for schools to be responsive to different EL strengths, needs, and identities. To be responsive requires knowing who your students are and what they need. This involves assembling demographic information, understanding basic typologies and implications of those typologies for services and instruction, and having ways to hear from and engage with students and families in ways that reveal who they are via their experiences, aspirations, and dreams.

READING: "English Learners" Are Not Only English Learners – the Diversity Within

An "English Learner" is a student who has enrolled in our schools from a family where a language other than English is spoken. Based upon an initial English Language Proficiency Assessments for California (ELPAC) test, they are determined to be unable to sufficiently access an English-taught curriculum. The approach to meeting ELs' educational needs is shaped by federal civil rights laws and the Supreme Court Lau v. Nichols decision. Both define this population in terms of needing to overcome a language barrier to enable equal educational access, and assign an affirmative obligation to our schools to rectify this barrier. Yet, while all English learners face a language barrier to some degree, there is no single "English Learner" profile. There is enormous diversity within the English learner population. Student-responsive schooling begins with understanding this diversity and committing to managing the range of challenges and addressing the varying types of needs within the English learner group.

English learners differ in their English proficiency, as measured in the annual assessments of English language proficiency and their designation at a specific level that informs instruction and placement—as well as in the strength of their home language. Depending upon their degree of English proficiency and the strength of their home language, what they require by way of support will differ. But the language issue is just one part of how to understand what they need from their schools. There is a host of unique needs and challenges facing English learners, and issues particular to the experience of immigration and the reality of straddling cultures and nations. All of these needs must be addressed if English learners are to access the curriculum, become full participants in our schools, and learn to the high standards required. Becoming a "needs-responsive" school, as called for by Principle #1 of the English Learner Roadmap requires, therefore, knowing who our students are.

English learners are either immigrants themselves or the children of immigrants—coming from every corner of the world and many cultures and socioeconomic backgrounds. Most EL students have at least one parent who is an immigrant. Often, this means that their family experience and norms are rooted in another nation and culture, and they experience the complexities of being first- or second-generation Americans forging binational and bicultural identities. They arrive at all ages with different levels of prior education. While the vast majority are Spanish speaking, we hear close to 100 languages spoken in our schools. Some students come from rural and isolated communities. Others hail from major urban

While all English learners face a language barrier to some degree, there is no single "English Learner" profile.

and industrialized centers around the globe. Some arrive here to escape wars and political repression; others seek to reunite with family or pursue work. Some live in the United States for a while, return to their homeland for a period of time, and then come back—transnational commuters. The needs that generate from each of these circumstances vary greatly. Those who are immigrant newcomers face making an adjustment to a new culture and language. However, depending in great part on the above factors, some are far more at risk of failure than others. And those born in the United States to immigrant parents are straddling cultures and languages. Immigration trends shift. The student population you have this year may be very unlike the students who enroll next year. The task of "knowing" your English learners is, therefore, a continuous process.

One-quarter of the world's population is in migration—voluntary or not. Wars, natural disasters, political repression, and economic devastation result in people leaving their homelands and seeking safer, more secure, more survivable conditions elsewhere. These conditions are not always predictable. The flow of immigrants to the United States has been continuous, but the composition of that flow is subject to change by an earthquake in one place, a civil war in another. Schools that are or have adjusted to Mexican farmworker immigrants by building up a Spanish bilingual program and migrant program can suddenly find themselves with an influx of Russians or Somalis. Schools that changed to having newcomer refugees would build newcomer services, only to find there are few newly arriving students. Moreover, most of their English learners could be children of immigrants born in the United States. As new populations appear, there is new learning to be done about the cultures, the causes that led to emigration, and the new communities' needs.

Finally, English learners (as with all populations) include EL students with disabilities. The complex interplay of language, culture, learning styles, home, and school factors make it more challenging and ever more essential to have culturally and linguistically appropriate screening and referral and diagnosis for special needs. This is especially important to avoid inappropriate over-identification resulting from confusion over what is a language and cultural difference as compared to a disability. Equally, we must avoid under-identification of special needs students requiring support due to the assumption that a student's challenges are simply a result of not yet being sufficiently proficient in English.

For all of these reasons, the process of "knowing" your English learner population must be built into the life and culture of the school. Schools need to design their programs and responses around the needs of the students in their classrooms. Teachers need to know who their English learners are and the experiences, factors, and stories that shape the assets they bring to school and what they need by way of support. There is no one-size-fits-all approach.

Educators throughout California search for effective ways of improving student achievement and engagement. Sharing ideas, models, and experiences with others is an important component of finding solutions—but caution is advised. What one school has in place may not be sufficient or needed by another school—what one classroom of English learners needs may be quite different from another. What works in one community may not be appropriate or sufficient in another. A school serving a mix of many different language and cultural groups faces other challenges and needs in grouping students and mounting a program than a school serving 85% Spanish-speaking Latino EL students. A newcomer class or program may be absolutely essential in one school, but not very useful in a community where English learners are mostly born in the United States, already orally fluent in English, and unaware of the culture shock that accompanies moving from one nation to another. Resources are wasted and student needs are bypassed when programs are created that do not fit the needs of a particular school's community.

The process of "knowing" your English learner population must be built into the life and culture of the school.

Students are ill-served when assumptions are made about their needs simply because they have the designation as an English learner. In schools where staff has less experience and expertise about

English learners, English learners tend to be lumped together in discussions about programs and planning. In effective schools for English learners, educators are aware of the diversity and complexity of their student population and push for clarity. When there are discussions of English learners, it is helpful for leadership to ask questions such as: "Which English learners are you speaking about? Our newly arrived students? Our Armenian speakers? The students who cannot read or write in their native language? Or the ones who arrived knowing several languages and were able to waltz through advanced courses in English?" Seeking specific examples, and being able to produce data that monitor the progress and success of different groups of English learners will go a long way toward supporting an effective program and being a needs-responsive school. Educators can serve EL students best when they approach them as individuals and learn about their particular experiences and identities, rather than making assumptions or basing their decisions on group-level terms. The typologies and categories offered to help us understand the different experiences and needs within the EL population is just a starting point as educators come to know their students as the complex, resilient, and promising individuals they are.

ACTIVITY: What Do We Know About Our English Learners?

As a group, share what you already know about your English learners, and chart it. For example: What do you know about where their families home countries? What do you know about their immigration experiences? Their English fluency? Their home language? Prior schooling?

After five minutes, discuss your questions: What would you like to know? What would you like to find out about your English learners?

Use these questions as a guide for assembling data and further inquiry.

READING: Typologies of High School English Learner Students

The richness and diversity of the English learner population make clear that this is not a homogeneous group and should not be served as such. To build an appropriate program for English learners, educators need to look beyond individual student characteristics and create typologies of academic needs among the school's English learner population. There are ways of "clustering" students into typologies that can help in planning instruction, programs, and services. In elementary schools, it is essential to know who the EL students are and their educational backgrounds and to monitor students who become at risk of becoming Long-Term English Learners. Several additional distinctions and typologies have been found particularly useful for secondary schools because they call for different pathways and supports:

- *The well-educated newcomer;*
- *The newcomer who is a Student with Interrupted Formal Education (SIFE);*
- *The Long-Term English Learner (LTEL) student;*
- *The Fluent English Proficient (FEP) student who is still struggling and needs support.*

Newcomers

Some English learners are newly arrived in the United States. Grappling with culture shock, newcomers need special orientation and transitional support in elementary school, transitional classes in secondary schools. They may arrive mid-semester as well. Their engagement and success in school are deeply impacted by generally little or no English language proficiency and entering U.S. schools where the academic curriculum content seldom is aligned with what students had been learning in their home country.

Newcomers include students who have strong prior academic backgrounds and strong literacy in their home language, as well as students who may have little foundational literacy in their home language and interrupted or minimal previous schooling. All face the challenge of adjusting to a new culture. For those who arrive in elementary school grades, it helps to provide orientation support, facilitate social connections, deliver English Language Development (ELD) with basic survival English and strong scaffolded support for comprehension and participation. For those who arrive in the high school years, the challenge of gaining enough proficiency in English in order to meet high school graduation requirements can be enormous. They also need cultural orientation, support for culture shock, facilitated social connections, basic survival English, and attention to specific academic/educational challenges.

Well-Educated Newcomer

Well-Educated Newcomers are students who arrive in the United States with excellent education and preparation that may even exceed the expectations of U.S. schools often whiz through typical U.S. high school curriculum with apparent ease. This can be the case even if the students come with little to no English language proficiency. Their effective study habits, foundation of solid content knowledge, strong motivation, high sense of efficacy, and self-esteem as a learner facilitate learning difficult content in English. They can utilize resources in their home language (books, internet, etc.) to provide context and background for academic courses and should not be placed in academic content classes that stall or repeat content they already know simply because their English is not yet developed. With supports (e.g., resource materials, tutoring in their home language, etc.) and with an accelerated sequence of English Language Development classes, these students can make accelerated progress. High level academic courses in home language should be offered where available, but these students can be placed in mainstream English classes with native language support materials and texts and can thrive. If appropriate credit is given for coursework completed in the home country, these students are often able to graduate from high school with their grade-level peers.

Students with Interrupted Formal Education/Under-schooled Students

Newcomers who arrive in secondary schools with little or no prior schooling or interrupted schooling can face enormous challenges. Typically, they are from rural, impoverished, or war-devastated regions of the world and often have suffered trauma on their journey to the U.S. They may not have basic literacy or may read far below their grade level in their home language. They generally acquire English slowly and require an intensity and variety of approaches and support that other English learners may not. In some cases, they end up being placed in classes with students much younger than themselves. In other instances, they are placed with their age cohort, but the academic level is far over their heads. Both situations can be deeply demoralizing. Every effort should be made to teach literacy in their native language and to provide options for extended time in high school with fifth- and sixth-year options to be able to complete the requirements for a diploma.

Long-Term English Learners

The term "English Learner" often conjures an image of a student who is relatively new to the United States. Yet there is a significant population in most secondary schools of students who are still English learners but have been in U.S. schools from the primary grades or even been in U.S. schools from the start of their education. Many were born in the United States and schooled here their entire lives. Most are orally fluent in English (it may even be their dominant language by the time they arrive in upper elementary grades and secondary schools). Often their academic subject teachers in middle and high school don't realize they are English learners, simply viewing them instead as students who are struggling academically. These students usually read and write significantly below grade level. Some are discouraged learners—but many are overly optimistic about their prospects of graduating. The formal "definition" of a Long-Term English Learner in California is a student who has been in U.S. schools for six or more years and has not yet achieved English proficiency sufficient to reclassify. Those English learners who are not progressing or progressing very slowly towards English proficiency in elementary schools may be at risk of becoming a Long-Term English Learner.

Fluent English Proficient Struggling Student

The determination of when a student is reclassified as proficient in English is a somewhat arbitrary cut-point that has morphed at different times in our recent history due sometimes to politics and sometimes to emerging technologies for measuring proficiency. These cut-points generally reflect a relatively low threshold–particularly if a student is reclassified in lower elementary grades. After a student has been reclassified, schools are legally required to monitor academic progress for up to four years. While many Redesignated Fluent English Proficient (RFEP) students do very well and outscore English Only students, others struggle academically. Secondary schools often find, for example, that for some RFEP students, grades and achievement decline after redesignation, signaling the need for additional support and intervention. A careful examination of language and academic assessments and teacher reports can diagnose areas of weakness in the student's English literacy suggesting areas of need. Individualized learning plans may be needed for RFEP students who are struggling academically.

Initial Fluent English Proficient Students and Heritage Language Students

Bilingualism and the continuum of "ownership," knowledge of, and use of two or more languages is complex. Some students come from families and homes where another language is a heritage or home language, but the students themselves are growing up predominantly with English as their primary language. They arrive at school and are assessed as Initially Fluent English Proficient (IFEP), or perhaps weren't assessed for English proficiency at all because while the language other than English may be a heritage language, it isn't spoken in the home. Yet the heritage language has meaning for identity, often has some lingering impact on the student's language skills and resources. Some students are "simultaneous" bilinguals, being exposed to and immersed in more than one language from birth and developing the two (or more) languages simultaneously with some general balance and proficiency in both languages. They also would not assess as English learners—but have the benefits of and impacts of two language systems and bilingual skill. In these ways, they are not the same as English Only students. The possession of a dual language brain can be an enormous asset in learning languages and literacy if it is recognized and leveraged.

English Learners With Special Needs

A child's English learner status should never be seen as a barrier to referral for special education. It is important to remember that some English learners have disabilities, just as English-only students do, that make them eligible to receive special education and related services. Conversely, a students' lack of English proficiency and struggles to comprehend and participate in academic instruction in English should never be misinterpreted as evidence of a learning or language disability. The problem of both over-identification of English learners into special education simply due to their lack of English proficiency and under-identification of special needs because of assumptions that their struggles are simply the pathway of learning English – have historically and are still major problems in schools.

Currently, the percentage of English learners who qualify for special education services is greater than the overall percentage of K–12 students who do. English learners tend to be under-identified for special education services relative to their monolingual English-speaking peers in the early grades. However, the special education identification rate for English learners increases disproportionately beginning at third grade and rises sharply through the secondary grades. Appropriately identifying and assessing English learners with disabilities requires that educators first understand the complex interrelationships of language, culture, home, and school factors that affect learning and behavior and then consider these factors when making decisions about students' unique characteristics and needs so that they may thrive at school. Identifying and classifying English learners can be a complex process.

Given the realities of measurement error, the assessment of young children, and the complexities of distinguishing English language development features from possible language-related learning issues, errors may occur. A student with a language-related learning disability can be classified as solely an English learner rather than as an English learner student with a disability. Alternatively, a student who has been inappropriately classified as an English learner may instead be a bilingual/multilingual student who is fluent in English but has a language-related learning disability. It is, therefore, crucial to have bilingual special education assessors and systems in place for culturally and linguistically appropriate evaluation, and for detecting and correcting misclassifications.

Teachers need clear guidance and professional learning in using appropriate assessments, properly administering and interpreting results on multiple evaluations (while taking into account the student's language background) and setting appropriate expectations for linguistic and academic development/performance for the student.

More systematic referral processes would help educators identify when it is appropriate to refer English learners for special education evaluation and provide student study teams with protocols to review multiple factors. Such processes would also give the administrators resources and established protocols to translate documents and provide simultaneous interpretation for parents in special education team meetings. With these systems in place, the referral process can lead to more objective, consistent decisions and reduce under- or over-identification. Once appropriate identifications have occurred, the students' IEP describes the supports, instructional program, and interventions needed.

For more information, consult the excellent *California Practitioners Guide for Educating English Learners with Disabilities,* California Department of Education publication, 2019

Excerpted from the California Practitioners Guide for Educating English Learners with Disabilities, California Department of Education publication, 2019

Meeting the academic and English language development needs of a student who is an English learner in the general education setting is a critical first step in determining whether a student's academic struggle is due primarily to a disability or to inadequate instruction.

- *Has the student received appropriate core curriculum instruction that is appropriate for English learner students (it may be useful for LEAs and districts to establish clear criteria at the local level for this step)?*
- *Has the student received evidence-based intensive interventions in academic areas of difficulty using appropriate materials and strategies designed for English learners— implemented with fidelity over time—and demonstrated little or no progress as evidenced by data tracking?*
- *Does the team have data regarding the rate of learning over time (compared to like English learner peers) to support that the difficulties are most likely due to a disability versus a language difference?*
- *Has the team consulted with the parent regarding learning patterns and language use in the home and community?*
- *Are the error patterns seen in the primary language similar to the patterns seen in English? If not, are the error patterns seen in English typical of second-language learners versus a learning disability?*
- *Are the learning difficulties and language acquisition patterns manifested over time similar in different settings and contexts (home, school, and community)? and*
- *Have competing hypotheses been ruled out—extrinsic factors considered (physical, personal, cultural, and learning environment)?*

RESOURCE: English Learner Typologies

Students who enroll in California schools with a home language other than English and with levels of English proficiency that indicate they need programs and services to support them in becoming English proficient and accessing the curriculum are formally (by federal civil rights law) called English learner (EL) students. Within this group, are sub-groups with specific needs: newcomers, well-educated newcomers, under-schooled/Students with Interrupted Formal Education (SIFE), and Long-Term English Learners (LTELs).

Typology	Key Characteristics	Implications and Needs
Newcomer	Recent arrival—In U.S. two years or less. Little or no U.S. English proficiency on arrival. Some with transferable credits, some not.	Support for cultural transition to U.S. Survival English ELD often needed. Supports related to refugee or immigration experience may be needed. Enrollment during the school year requires flexible placements. Foreign transcript analysis. Comprehensive initial assessment.
Well-educated newcomer	In U.S. 2 years or less. Schooling in home country strong. Strong literacy skills in L1. Often highly motivated.	Can make rapid progress toward English proficiency. Support for cultural transition. Survival English ELD often needed. Knowledgeable foreign transcript analysis. Supports related to refugee or immigration experience may be needed. Gaps in U.S. curriculum lead to need for accelerated credit accumulation and acquisition of H.S. graduation requirements.
Under-schooled /SIFE (Students with Interrupted Formal Education)	Little to no literacy in L1 upon arrival as newcomer. Schooling was interrupted, disjointed.	Slower acquisition of English. Extended time for intensive ELD. Struggles in grade level academic content courses. Needs foundational literacy. Needs foundational math. Often requires extended time in school (summer school, after school, evening, additional year).
Long-Term English Learners (LTEL)	In U.S. six or more years without reaching English proficiency. Stalled or slow development of English proficiency. Often oral fluency and English dominant—may have lost or not developed L1. Often has academic gaps.	Needs more focus on academic English and literacy skills (writing as well as reading). Needs assessment of specific academic gaps—and a program to address those. Benefits from courses to develop literacy in home language. Benefits from study skills. Requires relevant texts. Can use mentors.

ACTIVITY: Create Your English Learner Typology Profile

As part of planning for EL Roadmap implementation, every educational leader needs a clear profile of their English learner population. At the minimum, it should include the following:

	# of Students	% of Overall
Total student enrollment		N/A
Number and % of students in school with a home language other than English		
Number and % of English learners in the school		
Number and % of Redesignated Fluent ELs (RFEP) in the school		
Number and % of Initially-identified Fluent ELs (IFEP) in the school		
Total number and % of Ever-ELs/LOTE students in the school		

Composition of Our English learners	# of Students	% of EL Population
Newcomers (2 years or less) who are educated at grade level and literate in home language		
Newcomers (2 years or less) who arrive under-schooled or SIFE		
Long-Term English Learners (more than six years as an EL)		
English Learners also identified as requiring an IEP		

A Written Profile:

It is helpful to prepare a written profile of your English learners, and to refer to it whenever planning and discussions about English learners are occurring.

- Our school enrolls _____ (#) of students whose home language is other than English. This is _____% of our student population. They represent the following languages:

- Our school enrolls _____(#) English learners, representing _____% of our student body.
- Our major language groups include: _____ (%), _____ (%), and _____(%), and in total we serve _____(#) of languages.
- Of those, _____% are newcomers to the United States, coming from the following nations:

- We have _____ (#) English learner students enrolled with interrupted prior education, requiring additional support.
- **For secondary schools:** _____% are Long-Term English Learners in U.S. schools for seven or more years, and still not at levels of English proficiency required for reclassification.
- **For elementary schools:** _____% of our English learners are students at risk of becoming Long-Term English Learners.
- _____(#) of our English learners are dual identified as having special needs. They represent _____% of our Special Education students.

READING: Factors in Students Lives that Affect Participation and Achievement in School

The single category, "English Learner" includes students who differ markedly in their experiences and needs. Teachers, counselors, and administrators need to be aware of common issues that may be factors for English learners that impact their participation and achievement in school. Students who have experienced these factors in their lives may need specific supports and services in order to engage and do well in school.

Culture Shock

From the moment they arrive, immigrants have to make their new world comprehensible, learn how things are done in the new country. They wrestle with the dissonance between their images of what life in the United States will be like and the realities of tremendous diversity, economic struggle, and disorientation that most confront. The U.S. educational system is also vastly different from other parts of the world. The very processes of teaching and learning are foreign to immigrant students. They have to adjust to the relatively informal relationships between students and teachers, the expectations that they will participate in discussions and voice opinions in class, be publicly corrected, take a battery of tests, and move from class to class at the sound of a bell. All of these norms have to be learned before academic learning can take place. The different curriculum sequencing and pedagogical approaches make for a complex and often confusing educational experience for those moving back and forth across national schooling systems. Newcomer students enter our schools with a set of accepted behaviors and habits from their home country. As they face a different set of behaviors and habits of U.S. culture, there is often a period of disorientation and confusion. Students may feel angry, depressed, and helpless. For some students, it may be the first time that they may experience such powerlessness and incompetence.

War Trauma

War, political repression, and violence are among the major forces that push people to leave their homeland and immigrate to the United States. Students from war-torn nations enroll in our schools after surviving trauma, witnessing violence and chaos. Many have just experienced seeing their homes, and some family members destroyed in a war. They may have escaped leaving loved ones behind, and lost all of their personal belongings. Some have spent years in refugee camps, unsure of where they would land. War experiences often involve periods of hunger, disease, dislocation, uncertainty, and violence. The emotional scars run deep. They experience a high incidence of disabilities, and many suffer from post-traumatic stress syndrome that makes participation in school difficult. These students may exhibit depression, anger, and fear. It may be difficult for these students to concentrate on schoolwork for extended periods of time.

Immigration as an Unaccompanied Minor

In some communities, adolescent English learners may be unaccompanied minors sent by their families for the high school education available in the U.S., or having left their homeland on their own. Families may have arranged for them to stay with other unaccompanied minors or students may attach themselves to a group living situation where other members of immigrants from the same country may be setting up to live. While some are able to live on funds sent from home, most end up taking low-paying jobs in order to pay rent. The priority for these students may be working to pay for their food and shelter. School attendance is often spotty; homework is not done. The lack of family support and adult guidance contributes to the difficulty of transitioning to the new land.

Undocumented Legal Status

Immigrants enter the United States under differing legal conditions. Official refugees (from nations the United States has designated as refugee sending nations) enter with the support of resettlement services provided by the U.S. government. Legal immigrants come under the "sponsorship" of family or friends already in the United States. But many (estimated to be one-third to one-half of all immigrants) enter as undocumented. They take risks in getting across the border and then live in fear of being identified and deported. Undocumented immigrants live with little or no safety net, and the children of undocumented parents live with special fears and difficulties—of being caught or inadvertently disclosing information to school authorities that might result in family members being deported. While about 90 percent of the children of immigrants are native-born citizens—with all the rights and privileges of any citizen—about 750,000 of these students have a parent who is undocumented. This can create enormous stress and worry for these students as they wonder what their future holds and if their parents will be at home—or deported—when they return from school. Teachers, school counselors, and administrators should be aware of these stresses as they try to interpret their students' behavior and create supportive school environments for them. Because of the economic and legal pressures on these families, they are highly mobile, and students change schools frequently. Adolescents often leave school to find ways of earning money to feed their families. These students have higher dropout rates than legal immigrants and official refugees. Furthermore, undocumented students still face prejudice and uninformed school officials erroneously deny them enrollment altogether. Undocumented students may be fearful of getting caught and sent back or perhaps getting arrested. There is often reluctance to involve family members in schooling. Undocumented parents may avoid coming to school or engaging with school authorities.

Arriving as an Adolescent

The Problem of Prior Schooling—Approximately one-fifth of the English learners in California arrive as adolescents. Some never enroll in school, going directly to work. Those who do enroll must leap from one schooling system and curriculum to another; they vary in the degree and type of prior schooling in their nation of origin, impacting their success in U.S. schools. Some adolescents arrive with an already developed strong academic base from rigorous education in their home nation. They tend to learn English rapidly and quickly move to mainstream content classes. But others arrive with little education or with significant gaps in their schooling. These students sometimes cannot read at all or read far below their grade level in their primary language. Their math skills often mirror low literacy abilities. In many countries, there are dramatic contrasts between rural and urban education—and between the education received by the middle and wealthy classes and that provide to poor communities.

Students who have spent time in refugee camps or war situations often experience very disrupted education. Thus, an immigrant student's educational background is affected both by their nation of origin and by whether they are from urban or rural areas within that country, by economic class, and by presence of war. Others may have had continuous schooling, but in schooling systems with different curriculum sequences from U.S. schools. They find themselves with gaps that prevent them from being able to succeed in school. Our secondary school curriculum is based on assumptions that students have basic literacy skills, can read and write, and have had exposure to basic curricular concepts that can be built upon in the high school years. These assumptions simply don't hold for many of the immigrant students in our schools. Immigrants arriving with little prior schooling or from very different schooling systems have a difficult time.

Some students have received schooling in their home country in which they were taught a different way of approaching learning or even a different way of arriving at the answer on an exam. Those who arrive late in adolescence may not enroll at all. Frequently, an older student (17, 18, or 19 years of age) will be enrolled in 9th grade because they lack a transcript from prior schooling, had little prior schooling, or because they lie about their age to obtain a full high school education.

Cultural Mismatch, Culture Clash, and Cultural Identity

English learners come to school shaped by a cultural background that is often different from their teachers and dissimilar to the basic norms and expectations of the U.S. schools and culture. This can be true for students born in the United States to immigrant parents and for students who are themselves, immigrants. The ways they are used to doing things and expectations they have for themselves and others may clash with the culture of their new land. For those students who are immigrants themselves, from the moment they arrived in the U.S., they are immersed in the challenges of making complex and often painful choices about what must be left behind and which aspects of their culture can and will survive in their new land. They do so on the basis of subtle and overt cues from those they encounter here, on the institutional policies that shape what is and is not allowed, on the support and resilience they receive from their families and communities, and on the information they glean about the implications of giving up or holding onto their language and ways of life. Adolescents in their new land struggle with forging an identity in a period of development where identity formation is crucial. Sometimes students develop feelings of alienation and shame because they think they are so different from what they see as the ideal in the United States. They absorb negative messages about the relative worth of their home language and culture.

Students, as they're transitioning into a new culture, experience a variety of behaviors. It ranges from a student who adapts easily, gets into the rhythm of learning a new language and experiences a new way of life to a confused student who does not know what to do. Students sometimes face an identity crisis when they begin to pull away or reject their home culture and language. Some students change their name, for example, from Thuy to Tammy. Many lose their home language. Students may not invite parents to school functions because they may be ashamed that their parents do not speak English. Students may feel as though they do not belong to any group because they have forgotten their first language and no longer fit the norms and expectations of their home culture, and find that the American culture does not fully accept them either.

Even very young children pick up on messages about their home language and culture's relative lower status compared to English and "American" ways. The process of preferring English, of developing shame about home language, of feeling discomfort about their parents/families' ways when interacting with school starts early. The result is that many reject and then lose their home language, with devastating consequences for family cohesion and connection.

Family Divisions and Reunifications

By definition, immigration involves leaving behind familiar places, ways of life, and community. As families decide to immigrate to the United States, it is not uncommon for some family members to be left behind. Those fleeing war and natural disasters may be separated from family members—only some surviving or making it out of the situation. The separation from known and loved people results is a source of significant loneliness and stress for students in immigrant families. Those who have immigrated themselves may have rejoined a family member (often a father) who came to the U.S. years before to try to get an economic toehold before being able to bring the rest of the family. The memory of having been left behind at one time and the need to rebuild relationships with a parent can be powerful distractors from school. The memory of a family member left behind may haunt them. Students may feel depressed, guilty, or unsettled and unable to focus or complete work in or out of school. Students also experience great happiness when they are reunited with family. Reuniting with family is a major reason that students miss school around winter or spring breaks when they get a chance to visit.

By definition, immigration involves leaving behind familiar places, ways of life, and community.

Economics, Work and Family Responsibilities

The resources and skills a family had in their native land may or may not translate into resources in the United States. Particularly for those who are undocumented,

but to some degree for all immigrants, economic resettlement is very difficult. Immigrant families often reside in substandard housing in overcrowded and poor neighborhoods, adding to high mobility that impacts school attendance. While some immigrants are professionals who come to the U.S. explicitly for high-tech jobs, the vast majority tend to work in the lowest-paid sectors, and often without benefits or protections.

The existence of a support community becomes essential for help in resettlement, finding jobs, housing, and assistance when all else fails. Adolescent students often come to school with either an economic burden they carry themselves or one that the whole family carries. As they land in communities in the United States, they are seldom prepared for the cost of living in the area and the intense consumer culture. Families often find it necessary for their teenage children to hold a job while going to school or take on responsibility for their siblings' care while their parents work (often on several jobs). The students may have night jobs that keep them from doing homework or sleeping at night. At times the student may miss school altogether to work a day shift that may open up or to take care of sick younger children.

Transnationalism

In the past, immigrants to the U.S. have crossed oceans and trekked long distances, moved from one national reality to another, and stayed there. The skills they needed, the adaptations they made were shaped by the assumption that one migrates to the United States and then becomes "American." Leave one place, adopt another. This is the archetype of an immigrant in this country. The paradigm is less and less applicable. The advent of speedy and more affordable and accessible transportation across the globe, of communication systems that link all parts of the world, the proximity (sharing a border) with Mexico, which is the primary sending nation today, and a global economy have changed the experience of many immigrants. Now many English learner students live transnational lives. Some of their families, for example, maintain a family home in Mexico and live in the United States, and move back and forth as family and economic needs dictate. Others come to live in the United States for a few years, fully expecting to return to their homeland once they have earned some money, or once an oppressive political regime back home falls, or after a particular high technology job is completed.

A young person may come to the United States to live with one part of their family, only to return to the homeland later to live with relatives as families decide that "American" influences are too detrimental, or as young people are needed by their families back home. This pattern is particularly prevalent among adolescent females. Many students live transnationally, residing in two different cultures, two distinctive language communities, and two unlike national schooling systems. While this can be an enriching and sustaining experience for young people, it often carries a high price academically. Students moving back and forth miss chunks of curriculum and lose credits toward graduation. If the school system in both nations fails to develop biliteracy, the schooling in one nation makes it more difficult to succeed and participate in the other nation's school. A student who is not given credit for the school work he's done while he's been away may give up and quit.

Migrant Students

Migrant students represent a significant number of California's children and adolescents. These are students whose families frequently relocate within or across states or countries. For example, a migratory student might be one whose family seeks seasonal farm work on the West Coast, or whose family relocates back and forth between California and Mexico with some regularity due to their work in seasonal agriculture, fishery, dairy, or logging. In California, the number of migratory students has declined steadily since 2016—but in some communities and districts, they still comprise a significant number. Approximately half of California's migrant students are also classified as EL students. One of the greatest challenges migrant students face is access to and continuity of the services that are intended to meet their unique needs. When families move, migratory students' educational process is interrupted, and this can be exacerbated if the family moves to an area where there is not a migrant education program or if the migrant education program does not identify students as migratory and thus provide them with services. Not only do these children have an interruption in their education, but they also experience the interruption in services designed to help them overcome their unique challenges as migratory students. And adjustment to a new school and community can be stressful.

RESOURCE: Program Responses to Factors in EL Lives that Impact School Participation

Students who enroll in California schools with a home language other than English and with levels of English proficiency that indicate they need programs and services to support them in becoming English proficient and accessing the curriculum are formally (by federal civil rights law) called English learner (EL) students. Within this group, are sub-groups with specific needs: newcomers, well-educated newcomers, under-schooled/Students with Interrupted Formal Education (SIFE), and Long-Term English Learners (LTELs).

Factor	Responsive Services, Programs
Culture Shock and Transition	Presence of faculty and staff who share culture and language with students. Professional learning for teachers and staff on the specific cultures of students in the school. Curriculum content that incorporates the literature, histories, and experiences of the cultural groups represented in the school. Orientation program and materials for newcomer students and families. Forums for newcomer students to come together to talk about the process of transition to the U.S. and provide mutual support. Bilingual counselors. Buddy programs to pair newcomers with other students. Cultural liaison positions for each major cultural group to facilitate communication and understanding between families and school.
War Trauma	Referral link to bilingual mental and health services in the community. Administrators, teachers, and staff are aware of the presence of students in school suffering war trauma. Professional learning for counselors in recognizing symptoms of war trauma and PTSD. Bilingual counselors.
Family Separation and Reunification	Invite the participation of significant adults in students' lives to stand in for parental engagement (where appropriate). Teachers, administrators, and counselors are aware that students may be having difficulties in handling separation from family or in rejoining with disconnected family members.
Immigration Status	Staff members know the law (Plyler v. Doe) regarding undocumented immigrants' rights to attend school, and do not ask for information about immigration status. School has adopted a Sanctuary and/or Safe Schools policy regarding no ICE presence on campus. Administrators, teachers, and staff are aware of the implications of immigration status on family stability, economics, eligibility for services, and dynamics of living in the U.S.
Prior Schooling	The initial assessment provides an accurate picture of literacy in home language as well as English proficiency, prior schooling, and mastery of foundational skills and core content. A process is in place to align and translate transcripts from foreign schooling systems to provide credit for U.S. curriculum. Specially designed curriculum and extended learning time for SIFE.

Factor	Responsive Services, Programs
Family Economic Stresses	Provide information and job bank to support students in finding jobs that contribute to family income without disrupting school time. Clear communication with students and families regarding the impacts of missed attendance upon credit accrual and graduation. Nutrition program—free and reduced breakfast and lunch.
Transnationalism	Independent study options enable students to complete course credits despite absences due to travel. Communication with the school system in major sending communities of other nations facilitates credit accrual, transport transcripts, and joint accreditation. Students are supported to develop full literacy in both home language and English—and to use both languages in academic study.
Cultural and Ethnic identity	Student clubs that enable students to explore cultural identity and affiliate with others around that identity. Curriculum is inclusive of the literature, histories, and experiences of the students' cultural and ethnic groups in the school. Afford leadership opportunities for students to provide services to the community using cross-cultural and bilingual skills, which allow students' development and identity as bilingual individuals.
Unaccompanied Minors	Find and assign an adult mentor to students who are unaccompanied.
Migrant Students	Migrant education services. For schools/districts with a long-standing migratory pattern to and from a specific community, establishing communication systems for sharing transcripts and assessments.

NOTES:

Schools that are needs-responsive have practices, habits and structures that support knowing who their students are and using that information to respond.

ACTIVITY: Student Profiles: Recognizing the Typologies

VIDEO: https://caltog.co/studentvoices

FIVE IMMIGRANT STUDENTS

To watch the video, please use your phone's camera to scan this QR code or use the link to the left.

Using the video "Five Immigrant Students" or the Student Profiles below, analyze the applicability of "typologies" and the presence of various factors that are at play in shaping student needs and experiences in school.

- *First, identify (if you can) whether (and which) one of the standard typologies applies to the student (e.g., are they a newcomer, a Long-Term English Learner, under-schooled?).*
- *Second, what other factors are impacting the schooling of this student?*
- *What overlaps of social identity and need does this student share with others who are not English learners? What intersectionalities are impacting this student by compounding challenges, bias, and discrimination?*
- *What does this profile imply about the kinds of services, supports, instruction, or placement that might be needed and appropriate?*
- *What does your school/district have in place for a student like these that would be a helpful response?*
- *Reflect on the kind of support teachers might need in order to be prepared to support these students in "needs-responsive" classrooms.*

The EL Student Profiles—Elementary School, High School

STUDENT PROFILE #1: LILIA

Lilia is a fifth grader, who enrolled in school two years ago from El Salvador. She appears to be able to read and write in Spanish, although she is in an English-instructed program and doesn't use those skills in school. Her teacher has shown her the Spanish books section of the school library, and notes that Lilia does occasionally take Spanish books out of the library. However, she is struggling in English, still assesses at the Emerging Level, and seldom completes assignments. Her teacher is mystified about how to help her, and Lilia rarely asks for help. In school, she is quiet, likes to draw complex pen and ink pictures in her notebook. When asked, Lilia says she likes school and wants to be a teacher. Lilia is often absent, and missed a solid two weeks earlier this year. The school's Community Liaison reached out to the family and reported that the father was detained by ICE, and the family has been struggling financially without their main breadwinner. Since they have moved in with relatives, Lilia's attendance has been more consistent.

STUDENT PROFILE #2: Neera

Neera is a 3rd-grade newcomer, arriving late in the school year from India. She was assessed at the low Emerging Level of English. Neera appears to be able to decode English words but doesn't know what they mean. She struggles with comprehension of what's going on in class and with reading and writing tasks. Her interests are still unknown, as she doesn't really respond or choose to participate in most activities. So far, she has not made friends in school, although the teacher has assigned a "buddy" who sits with Neera during many class activities. Mostly Neera sits quietly in class. The teacher has found her crying several times during recess. Despite Neera's lack of participation and seeming social struggles and difficulties with comprehension in class, her literacy and math skills appear on grade level, and she always does her homework. Through an interpreter, the teacher has learned from the mother that the family plans to be in the United States for only a year, and their goal is for Neera to learn some English while she is here and not to fall behind academically. She also learned that Neera is part of an Indian dance group on the weekends and is passionate about Indian dance.

STUDENT PROFILE #3: Josue

Josue is a 4th grader, a cheery and socially outgoing student who was born in the United States and has been in the school since Kindergarten. He is well-liked and looked to by other students as a leader and is a willing and cooperative participant in class activities. Josue has strong oral social English language skills and is also very verbal socially in Spanish. Nonetheless, he struggles with reading and writing and for the past few years has consistently assessed at the Expanding level of English proficiency and below standard on the test of ELA. Josue got involved in a Robot club at the after school program and enthusiastically talks about and draws pictures of the robots he wants to build. He misses many days of school each year—always leaving with his family for Mexico at the beginning of December and not returning until mid-January— and consistently leaving school before the end of the school year. He explains that his family travels back to their town in Mexico to be with family.

STUDENT PROFILE #4: Miguel

Miguel is a young man who is determined to graduate from high school. He arrived in this country without legal documentation two years ago when he was 17 years old. Miguel lives with a group of men who are day workers and who get picked up every day by local area business people to do a full day's work in gardening or construction. He works at night as a janitor in a building in downtown Oakland. Sometimes he goes along with his "compadres" and gets picked up as a day worker too. When he lived in Mexico City, he went to school and completed "primaria," which is equivalent to completing elementary and early middle school. He had no transcripts with him when he enrolled in high school in the U.S. and was placed in eleventh grade when he told the school he was 17. Miguel was placed into a newcomer program where he spent most of the day learning English. Looking back, he says that the teacher treated the students like "niños" (little children), and felt he was wasting his time in the class. Miguel went to the counselor, complaining that he wanted to get out of this childish class. In the second semester, the counselor enrolled Miguel in all English mainstream classes and invited him to come back for help if he needed it. Now that Miguel is a senior, he is worried about a senior project that is required for graduation. He hopes he will be allowed to do it in Spanish. Even though he can read in English, he still has difficulty speaking and writing. Miguel has managed to get by in his classes by being very quiet. His teachers think he is a "nice boy," so most have given him a passing grade even though he does not always do his homework. Somehow Miguel has managed to get enough credits to graduate. If he can just get this project done, he will get his high school diploma from an American high school.

STUDENT PROFILE #5: Mey

Mey, who is 17 years old, arrived in the United States from China when she was in fourth grade. She is now a senior in high school. Her mother and father immigrated to the United States to get a better education for their children. Mey recollects that it wasn't easy for her and her brother. When they first entered school, they were placed in an "ESL" class, but they were not sure what those classes were supposed to be. Mey recounts an incident that she still recalls with a mixture of anger and sadness. She had just arrived in this country and did not understand English at all. She recalls picking up a small wooden square block off the floor and playing with it casually. To her shock, the teacher accused her of stealing the toy. She explains, "I had no idea what the teacher was saying. Luckily there

was a Chinese girl there who could help me explain what happened—that I found the toy on the floor and did not steal it." Now, eight years later she reflects quietly, "It's very difficult when you do not understand the language and someone is accusing you of stealing." Mey has recommendations for teachers. She would have liked to have known where to buy books that she thought she needed, especially a dictionary. Mey does not think that students should be asked to translate for other students. She advises that schools should hire translators who can be available in the classrooms when students need them. Mey also suggests that schools provide textbooks to take home. She says that her mother believes that if she and her brother don't bring textbooks home that they are not really learning in school. She explains, "The teachers give us tear-off worksheets for homework. In China, we have our own books." Mey has lost her Cantonese and Mandarin as she has developed English. As a result, she says that she does not consider herself 100% Chinese or 100% American. She says, "I am not ABC—American Born Chinese—like some people, and I don't speak Chinese anymore because I now speak this new language. I'm somewhere in the middle. Sometimes that gets very confusing for me. What am I? Who am I?"

STUDENT PROFILE #6: Sergio

Sergio has been in the United States since he was six years old when he crossed the Mexican border with his brother to the United States. His mother was able to join the rest of the family not long after the children made it across the border. There were other family members that were left behind—aunts, uncles, and cousins. Even after 11 years in this country, Sergio still misses those family members and looks forward to visiting them during summer, spring, or winter breaks. He feels it is better that his family visits the relatives in Mexico instead of them coming to the United States. My family does not like to come here, but I don't quite understand why." Sergio was in bilingual classes up until second grade and then moved to English-only classes. Now he speaks English fluently, although his reading and writing skills are not at grade level. Most of the time, he can complete his homework and is not shy about asking certain teachers for help after school. Spelling has always been difficult for him. He says that one teacher pointed out that the reason he misspells words is because of his Spanish language. Sergio will be a senior this year. Throughout his high school career, he has struggled to get good grades. Teachers see him as a really "nice kid" who tries hard in all his classes. Sergio is failing a class required for graduation and worries he won't be able to "cross the stage with my class." Sergio has a job in a seafood restaurant where he works after school and sometimes on weekends. He talks about getting along well with the people in his workplace who are mostly Latino. He smiles when he talks about having money for himself and helping his dad pay for the family van's gas bill. Sergio suggests that teachers be patient with English learner students. He says, "They want an education like everyone else."

STUDENT PROFILE #7: Nallely

Nallely is a newcomer who arrived just last summer from Mexico. She had nine years of consistent schooling in Mexico. Speaking in Spanish, she is articulate and forthcoming when asked about her experience coming to the United States and attending school. The journey was difficult—trekking across the desert with her brothers and her mother. Nallely worried about her family members falling and hurting themselves in a desert landscape filled with jagged rocks and dry weeds. Despite the danger and difficulty in crossing the border, Nallely firmly believes that it will all be worth it once she adjusts and reaps the rewards that coming to the United States will bring. Nallely is an excellent student. Her teachers are extremely impressed with her work. Her literacy skills and math skills are at grade level despite the fact that her English oral language is still developing. Nallely experiences both support and discrimination at school from teachers and students. She feels particularly comfortable with her ELD teacher, who is also the World Cultures teacher. She says that there are times that she refrains from asking questions of some teachers because of a mocking tone in their voice when they ask her, "What did you say?" In those cases, she prefers to ask a fellow student to explain what she needs to know. Even then, Nallely feels she has to be careful because the student may not be in a good mood or may not be available to help.

TOOL: Knowing Our Students

Schools that are needs-responsive have practices, habits and structures that support knowing who their students are and using that information to respond. The following tool is designed to support you in considering what you already have in place, and what may yet need to be addressed.

Action	Not present, not happening, not addressed.	Aware of this, but it's not a focus.	Working on this, but still a lot to do.	This is a strength.	Not sure, needs inquiry, clarification.
Responsive to Various Typologies of ELs					
We understand that there are different types of English learners, with a variety of types of needs requiring different responses.					
When we look at EL data or talk about EL needs, we routinely ask and push for more specificity: "*Which* groups of ELs?" rather than lump them all together.					
Our district Master Plan has clear definitions of typologies of English learners–including newcomers, Long-Term English Learners, students at risk of becoming Long-Term English Learners.					
Our student information system provides information for each EL about which typologies may apply, level of English proficiency, and history of progress towards English proficiency.					
We have clearly defined programs, systems, services, and approaches for supporting **Newcomer** students with cultural orientation, SEL support for culture shock, assessment, and placement (including a Welcome Center).					
We assess newcomer students upon arrival to ascertain prior education, language and literacy skills in English and in home language.					
We have clearly defined services and supports for **newcomer students with Interrupted Formal Schooling**–such as extended time programs, foundational literacy, and math, etc.					
We have clearly defined programs, systems, services, and approaches for identifying and supporting **Long-Term English Learners** and **students at risk of becoming Long-Term English Learners.**					
We have clearly defined programs, systems, services, and approaches for identifying and supporting **English learners who are also identified as having special education needs.**					
Secondary: Our counselors understand the different typologies of ELs and their needs, and approach placement accordingly.					
Teachers are provided information about the EL language proficiency levels, typologies overall, and which of their students are within each typology.					

Action	Not present, not happening, not addressed.	Aware of this, but it's not a focus.	Working on this, but still a lot to do.	This is a strength.	Not sure, needs inquiry, clarification.
Teachers are provided professional learning supports (training, coaches/TOSAs, collaborative planning time) and the materials needed to adapt instruction and support to meet the needs of the various types of English learners in their classes and of ELs at varying levels of English proficiency.					
Additional Needs, Realities of English Learners in Immigrant Families					
Our staff is aware of how immigration experiences and status can impact the lives, needs, and school engagement of students.					
Our staff (front office, teachers, etc.) is thoroughly versed in and knows about Plyler v. Doe and the rights of students (regardless of immigration status) to attend school, and that staff cannot ask about immigration status.					
We have resource and referral mechanisms to connect families to health, legal, housing, and other supports.					
Resources are available for teachers related to the cultures and experiences of cultural, national, and language groups in our school.					
English Learners with Special Needs					
Assessment accommodations for English learners are used when screening for learning disabilities.					
When administering the ELPAC, we have assessment accommodations for students with disabilities.					
We have clear guidance and appropriate special education referral processes for English learners.					
We monitor for proportionality regarding ELs referred to special education, and for IEPs within our EL population–leading to inquiry.					
Teachers receive guidance and training related to appropriate pre-referral and referral criteria and processes for English learners with special needs.					
We have bilingual special education assessors knowledgeable about English learner language development, the interplay of culture, and language and special needs.					

NOTES:

ACTIVITY: Explore Further: Interviewing English Learner Students

Assemble a team of interested staff to interview some English learner students. This is not to create a comprehensive profile of the students in the school, but rather as learning for teachers and staff about the complexities, intersectionality of students' identities and experiences—and exercising the practice of identifying commonalities and typologies of need.

1. **STEP ONE:** Each person should select two students to interview.
2. **STEP TWO:** Assemble what background information you can about the student: length of time in U.S. schools, English proficiency currently, and the history of progress toward English proficiency, academic record, disciplinary referrals, awards, etc.
3. **STEP THREE:** Introduce yourself to the student you are going to interview. Explain that you want to learn more about the English learner students in the school and would like to hear about this student's experiences. Assure confidentiality. Ask their permission to interview them—and be clear they can decline.
4. **STEP FOUR:** Interview the student. Sample questions:
    - *Please tell me about the language(s) you speak.*
    - *What is it like to be bilingual, to speak two languages, to live in different language worlds?*
    - *Do you remember what it was like when you first started school not knowing English well? Tell me about that.*
    - *What is it like for you now—being an English learner in our school? What helps you? What makes it difficult?*
    - *If you could change one thing about our school to make it a happier and more supportive place for students like you, what would it be?*
    - *What do you hope to be when you grow up/get out of school?*

After the interview, consider the typologies and factors—what did you recognize? What did you learn about the experiences of English learners in your school? What did you learn about how various factors in their lives impact their schooling—and about the school's responses to those factors?

After having interviewed a few students, assemble the group who did the interviews and share their insights into the English learners and experiences in the school.

INQUIRY: Our Newcomers

Engage in an inquiry about what happens with newcomer students in your school. When they arrive, how are they assessed? Where are they placed? What kind of special services are provided to them? What are teachers saying about their sense of efficacy in being able to serve the needs of newcomers placed in their classes?

INQUIRY: Our Long-Term English Learners

Engage in an inquiry about how Long-Term English Learners are doing in your school. Is their LTEL designation known to their teachers? Does it impact how they are placed in classes? What supports are provided to LTELs?

SECTION 3:

3 BREAKING IT DOWN—VALUING CULTURAL AND LINGUISTIC ASSETS

Cultural and Linguistic Assets

Principle #1 of the English Learner Roadmap calls upon schools to value and build upon the cultural and linguistic assets students bring to school - embraced as assets for their own learning and viewed and utilized as contributions to the learning and vibrancy of the school community. It further calls upon educators to deliver curriculum and instruction that are culturally responsive and sustaining.

READING: Culturally and Linguistically Responsive and Sustaining Practices

The importance of culturally and linguistically responsive and sustaining practices is described in multiple California Department of Education guidance documents and resources. The following readings are excerpts from or adapted sections from three of those documents.

A. This excerpt from the CA ELA/ELD Framework focuses on the linguistic aspects of responsive and assets-oriented approaches. In addition to providing instruction that incorporates and builds upon the home language, and providing programs that build biliteracy, this excerpt describes the pedagogy and stance that all teachers should incorporate.

- *Acknowledge all the cultural and linguistic contexts in which students learn and live and seek to understand the ways in which the relationship between language, culture, and identity promote positive relationships and improve educational outcomes.*
- *Underscore language varieties (e.g., varieties of English) as a common phenomenon that naturally occurs when languages come into contact with one another over a long period of time.*
- *Instead of taking a subtractive approach, teachers should give clear messages that languages other than English, and so-called "nonstandard" varieties of English that students may speak or hear in their home communities, are equally as valid as the English used in the classroom. Different languages and forms of English should be understood as sociolinguistic assets and not something in need of eliminating or fixing.*
- *It is important to understand and frame other registers of English as cultural and linguistic resources, rather than as dialects subordinate or inferior to so-called "standard English," because these other forms of English are intimately linked to identity, empowerment, and a positive self-image.*

B. Asset-Based Pedagogy: This excerpt from the California Practitioners' Guide for Educating English Learners with Disabilities describes asset-based pedagogy.

"Culturally and linguistically responsive and sustaining education stems from an understanding that California's schools exist in a world that privileges some groups over others, based on race, skin color, ethnicity, gender, sexual orientation, English language proficiency (ELP) level, and socioeconomic status as well as other factors. Culturally and linguistically sustaining education is vital for the social-emotional development of all students but especially students of color and English learners because it works to validate their cultural and linguistic knowledge and bring it into the norms and practices of school culture. English learners—whether they are typically progressing, have been identified as long- term English learners, are

recently arrived immigrant newcomers, or are migratory—should hold the same place of privilege in the school community as any non-English learner student. Schools that work to bring equity to the classroom and comprehensive social-emotional development to the entire school and that help students create cultural congruence with their school environment are in a better place to serve students. Students whose voices and experiences are heard, respected, and validated are better able to engage as full members of the school community."

Asset-based pedagogy (which includes culturally and linguistically sustaining pedagogy) seeks to address and redress the inequities and injustices in school systems that harm culturally and linguistically diverse (CLD) students, especially those who are ethnically diverse and people of color. It teaches to and through the strengths of CLD students and is therefore validating and affirming.

- *It recognizes and uses in daily classroom practice the cultural and linguistic knowledge, home and community experiences, frames of reference and worldviews, and learning styles of CLD students to make learning more relevant to and effective for them.*
- *It integrates the history and culture of students into the curriculum in all disciplines, providing accurate and positive depictions and counter-narratives to damaging and pervasive negative stereotypes.*
- *It promotes CLD students' healthy perceptions of their cultural and linguistic identity, along with a sense of inclusion and belonging in school.*
- *It supports students in sustaining their cultural and linguistic identity while they simultaneously develop advanced academic proficiency and critical awareness of the codes of power in school and beyond.*
- *It is focused on issues of social justice for all marginalized and oppressed people. It empowers students by supporting their development of personal efficacy and cultural pride.*

Source: California Practitioners' Guide for Educating English Learners with Disabilities 2019, 58–591

C. This reading is adapted from the chapter by Francesca Lopez, Maharaj Desai, and Allyson Tintiangco-Cubales. "Asset-Based Pedagogy: Student, Family and Community Engagement for the Academic and Socioemotional Learning of Multilingual Students" in *Improving Education for Multilingual and English Learner Students.* California Department of Education, 2020.

The EL Roadmap Principle 1 focuses on assets orientation and specifically references students' cultural and linguistic assets…. But what does this mean? It means affirming students' cultural lives — both family and community—and incorporating this knowledge into the life of the school and the classroom. It means welcoming their languages and linguistic strengths as students building dual language brains and consciousness. It means understanding, proclaiming and responding to their languages and cultures as assets in their own learning and for enriching the school community.

A first step in creating an assets-oriented school is accepting the reality that many students have not experienced their languages and cultures being viewed by and responded to as assets. Every day, marginalized students are inundated with deficit views about their language(s), cultural values, and ways of being. Multilingual students are often missing not only from the curriculum, but also from materials we urge parents to use to have children "ready for school," such as picture books. For students to believe in their own worth and potential, their teachers must believe and radiate these ideas, as well…..Culturally and linguistically responsive and sustaining approaches not only seek to understand but also seek to counter, to address and redress the inequities and injustices that culturally and linguistically diverse students may experience. In a system and society that makes invisible or devalues the worth of their experiences and histories, a culturally and linguistically sustaining pedagogy creates a schooling environment and an education that teaches to and through the strengths of students' languages and cultures, and is therefore, validating and affirming and re-centers who they are."

REFLECTION: The three readings focus primarily on the classroom, and on teaching pedagogy. What are the implications for the role of administrators? What do these suggest are the hallmarks of culturally and linguistically responsive/sustaining school environments? How can administrators create those environments? What do teachers need from administrators in order to implement culturally and linguistically sustaining pedagogy in their classrooms?

READING: Loss of Family Languages — Should Educators Be Concerned?

Excerpt reprinted with permission from Fillmore, L.W. (2000) "Loss of Family Languages – Should Educators Be Concerned" in *Theory into Practice*, Volume 39: No. 4, Autumn 2000.

> *"The dilemma facing young dual language learners and immigrant children may be viewed as less a problem of learning English than of a primary language loss. While virtually all children who attend American Schools learn English, most of them are at risk of losing their primary language as they do so.*
>
> *"In one sense, primary language loss as children acquire English is not a new problem. Few immigrant groups have successfully maintained their ethnic languages as they became assimilated into American Life. As they learned English, they used it more and more until English became their dominant language. The outcome in earlier times was nonetheless bilingualism. The second generation could speak the ethnic language and English, although few people were proficient in both languages. The loss of the ethnic language occurred between the second and third generations because second generation immigrants rarely used the ethnic language enough to impart it to their own children. Thus, the process of language loss used to take place over two generations".*
>
> *"The picture has changed dramatically in the case of present-day immigrants. Few current second-generation immigrants can be described as bilinguals. Ordinarily, we assume that when children acquire a second language, they add it to their primary language, and the result is bilingualism. But in the case of most present-day immigrant children, the learning of English is a subtractive process, with English quickly displacing and replacing the primary language in young first-generation children of immigrants. The result is that few immigrant children become bilinguals today by learning English. Over the past 25 years, this process of accelerated language loss in immigrant children and families has been documented repeatedly.*
>
> *"Accelerated language loss is a common occurrence these days among immigrant families, with the younger members losing the ethnic language after a short time in school. The loss of the family language by the children has a great impact on communication between the adults and the children and ultimately family relations. The adults do not understand the children, and the children do not understand the adults. Father, Mother, and Grandmother do not feel they know the children, and do not know what is happening in their lives. What happens in families where parents cannot communicate easily with their children? What happens when the major means of socializing children into the beliefs, family values, and knowledge base of the family and cultural group is lost? If the parents know any English, often they switch to that language and, while their capacity to socialize the children becomes somewhat diminished, they are nonetheless able to teach*

their children some of what they need to learn. But it is not easy to socialize children in a language that one does not know well. It takes thorough competence in a language to communicate the nuances of a culture to another. Can parents keep informed of what is happening to their children when the children no longer understand the family language? Can parents maintain their roles as authority figures, teachers, and moral guides if they are not listened to? Does it matter that children lose their family language as they learn English as long as it does not interfere with their educational development and success in school? I think it does.

"For immigrant children, learning English as a second language and dealing with school successfully are just one set of problems to be faced. Hanging on to their first language as they learn English is an equally great problem. Hanging on to their sense of worth, their cultural identities, and their family connections as they become assimilated is a tremendous problem for all immigrant children. What is at stake in becoming assimilated into the society is not only their educational development but their psychological and emotional well-being as well. The question we educators need to consider is - what role are the schools playing in the process?"

READING: The Importance of Affirming Home Language and Supporting Bilingualism

From the vision and mission and throughout the English Learner Roadmap principles, there is reference to the crucial role of students' family languages and cultures in their schooling and to offer opportunities to develop multilingualism. Why is this so?

Home language matters! A student's home language is intrinsically linked to identity, family connectedness, and cultural pride. English learners come to school with knowledge in their home language(s) and from their home culture(s) that not only enriches their classroom community but also enriches their own cognition and learning potential. But what happens to them in school spells the difference between whether these benefits accrue or not. When their languages and cultures are welcomed, acknowledged, affirmed, and invited as assets into schools, students are more likely to feel they belong. When those conditions are not present, there can be negative impacts on engagement and connection to the school, learning, overall literacy, and family relationships. Without support for the development of the home language, English learners are likely to lose their home language and will fail to experience the significant advantages that bilingualism and biliteracy can deliver.

It is vital for educators to understand, whether they work in a multilingual program that explicitly builds students' home language skills or in an English-only environment, that the student arrives with their language and culture. They bring their language with them—as part and parcel of how they think, how they see the world, and who they are. For students in any classroom (whether it is a bilingual or an English-instructed classroom), their home language and culture are present in their thinking, learning, feeling, and interaction. The home language is there—either being ignored, overlooked, and undermined by their schooling experience, or being

The home language is there—either being ignored, overlooked, and undermined by their schooling experience, or being welcomed, supported, and utilized as a resource for themselves and others.

welcomed, supported, and utilized as a resource for themselves and others. Helping students grow and access their full potential as multilingual and multicultural learners requires careful, active, and intentional support from educators—especially in settings where English is the sole or primary language of instruction.

There are multiple benefits of bilingualism—for all students, with particular import for English learner students. Bilingualism has ***economic benefits***. Many career opportunities are available to people who communicate well in English and other languages—both in the United States and around the world. California in particular, as a major Pacific Rim economy, needs people with biliteracy skills and cross-cultural competencies to work in and fuel our economy, strengthen our social cohesion, and enrich the quality of life in our communities. There are social benefits. Being bilingual offers students the opportunity to develop relationships across cultures. There are ***family benefits.*** For students who speak a language other than English (LOTE) at home, maintaining and developing that language supports communication across generations and enables students to participate actively in both/all of their language worlds as bridge builders and translators. Family relationships can break down when children no longer can communicate effectively in their parents' language—a common pattern among EL students educated only in English. There are ***brain and cognitive advantages.*** The development of skills in two or more languages has been found to enhance brain-functioning and long-term cognitive flexibility. And, there are ***educational benefits*** as well. Higher proficiency levels in two languages are associated with higher levels of performance on achievement tests, particularly those related to language and literacy, and improved academic outcomes.

Bilingualism does not occur "naturally" or automatically. Rather, it has to be cultivated and nurtured by educators who see the value for their students and communities. With the vision of the EL Roadmap in mind, schools should be moving towards increasing opportunities for students to actually develop biliteracy skills. But even without a bilingual/dual language program, schools can support positive attitudes about bilingualism. Affirming and inviting the presence of students' home languages and cultures into a school is part of equalizing the status of students' identities. Without vigilance, the prestige, status, and power of English can result in undermining, devaluing students' languages and cultures. It can result in a subtractive learning environment that undermines the goals of sociocultural competence and equity. It is critical to proactively and actively convey the message that languages other than English are of equal value and that students who speak those languages as their home language are respected as equally talented peers. Attention to equalizing the status of diverse cultural/linguistic communities is essential, especially when those communities are accorded unequal status in the society at large.

For teachers, this means using pedagogies of inclusion, creating equity-oriented structures, and building students' skills of respectful collaboration in order to encourage all students' equal participation. They need to have materials and posters, making visible the different languages of the students. The entire school should intentionally celebrate bilingualism and promote the value of languages other than English. Bilingualism can be celebrated vigorously in addition to celebrations when EL students redesignate to English proficient status structures in society. Valuing language and valuing cultural diversity go hand in hand. The consistent use throughout the school of strategies to promote sociocultural competence, such as conflict resolution, community-building, perspective-taking, empathy development, global competence, and intercultural understanding, create the foundation of an assets-oriented school culture. Consistent efforts to support interactions and the building of friendships across language and cultural groups of students and their families create opportunities for students to have authentic interactions across cultural realities.

REFLECTION: Throughout the School

Consider the following quote:

> *"Honoring home language starts in the front office, echoes throughout the hallways and campus of a school, is driven home in the classroom, and dwells always in the attitudes and utterances of the people in the school community."*

Why do you suppose the author says it "starts" in the front office? What does that look like? And how does it echo throughout the hallways and campus? As you prepare to engage in the following self-assessment reflections, think about what you would hope to see and hear in the front offices, halls, and classrooms of a school that is evidence of valuing the students' languages and cultures.

NOTES:

READING: The Power of Multilingual and Dual Language Programs

Excerpted and adapted from Olsen, L., with Herrera, C., Martinez, M., & Skibbins, H. (2020), "Multilingual Pedagogy and Programs: What Teachers and Administrators Need to Know", *Improving Education for Multilingual and English Learners*, California Department of Education, Sacramento, CA.

> *Schools that seek to build a culture and community that embraces language and cultural diversity need to include options for learning about languages and cultures—from celebrations and assemblies to clubs and projects, inclusive curriculum, and wherever possible, language learning opportunities. There are various language learning program options including, but not limited to: Bilingual, Immersion, Foreign Language, Heritage Language, or World Language courses and programs. All of these can play a role in affirming the value of language diversity, developing skills in biliteracy, and engaging students in cultural as well as language learning— developing an appreciation and understanding of multiple cultures. Sociocultural competence is an explicit goal of language learning–equipping students not only to develop the skills of being bilingual and bicultural but also of honoring and respecting cultural and language diversity. An affirming climate for linguistic and cultural diversity has to include learning about the benefits of bilingualism, invitations to develop bilingualism, and explicit efforts to equalize the status of 'minoritized" languages (and communities) with English.*

All multilingual programs, of whatever model, intentionally teach and learn the ways in which language reflects a culture—and can and should incorporate a cultural component in which the cultures and communities of the two languages are woven equitably into instruction. Desirable outcomes of these programs are not just language

acquisition but also multiculturalism—an appreciation for the cultures associated with partner languages and the people who speak those languages and attention to building the skills of bridging across cultures. In dual-language education, this is formalized as the "Third Goal" or "Third Pillar": sociocultural competence. This includes understanding that language represents and encodes a culture, building knowledge about and respect for one's own culture in addition to other cultures and languages, and developing skills of bridging and moving in and across multiple cultural worlds. The Guiding Principles for Dual Language Education defines sociocultural competence as "encompassing identity development, cross-cultural competence, and multicultural appreciation."

Two-way dual language programs have the added benefit and opportunity to expose students to these competencies and live them in the daily life of their classroom community. Dual-language/Two-Way bilingual immersion programs serve both ELs and non-ELs by integrating ELs from a common language background (e.g., Spanish, Mandarin Chinese) and English-speaking students in the same classroom for academic instruction in both languages, with each serving as a model of native language for the other. The language/cultural groups learn from and with each other. This integration of language and cultural communities is a major feature of Dual-language/Two-way Immersion programs. The "two-way" refers to the two populations where each is developing dual-language proficiency and learning with and from each other. Dual- Language/Two-Way Bilingual Immersion is thus more strongly positioned to build positive intergroup relations as the two language groups of students learn together. In fact, one important impetus for the development of Two-Way programs was the integration of EL students who would otherwise be educated in more segregated (and often less enriched) settings and the development of more cultural sensitivity and awareness among non-EL students.

Language embodies culture. It is the vehicle through which people communicate the perspectives of their culture. However, different languages and cultures occupy different positions of power and status. The commitment to dual language education is in itself a statement about the worth of languages beyond English. And the realities of dual-language classrooms (particularly Two-Way classrooms, which bring together students whose languages and cultures are minoritized with students of the majority culture and language), offer both the opportunity and the urgent necessity of equalizing the status of languages, cultures, and communities in the context of a larger society in which equal status is far from a reality.

Understanding, bridging, and crossing cultures don't just happen automatically in classrooms because students from different language and cultural backgrounds are together. Cross-cultural understanding must be intentionally embedded in how relationships across language and cultural communities are fostered in the classroom. Through affirmation, establishing norms, building collaboration, and daily interactions, students will form positive relationships with peers from different backgrounds and will develop an appreciation and understanding of social and cultural differences. Without vigilance, however, the prestige, status, and power of English can result in a slide towards the use of more and more English in dual language classrooms that mix English-proficient students with speakers of other languages, undermining a focus on the language other than English. This is particularly true in the less formal and social interactions between students. The languages other than English are particularly vulnerable to being undermined, devalued, and less invested in by students, families, and the school system. This can result in a subtractive learning environment that diminishes the rigor of biliteracy development and the goals of sociocultural competence and equity. It is critical to actively convey the message that the languages other than English are equally valued and that students who speak them as their home language are respected as equally talented

An affirming climate for linguistic and cultural diversity has to include learning about the benefits of bilingualism, invitations to develop bilingualism, and explicit efforts to equalize the status of 'minoritized" languages (and communities) with English.

peers. Teacher attention to balancing the status of two cultural/linguistic communities is essential, especially when those communities are accorded unequal status in the society at large.

Teachers of effective dual language classrooms work vigilantly to incorporate a focus on culture, equalize the status of the two languages, and enhance the status of minoritized communities of students. This is not simply a matter of how many minutes are allocated to the language other than English or how vigilantly a teacher enforces that allocation. Equalizing the status of languages means elevating the status of students, communities, and cultures. Teachers need to institute pedagogies of inclusion, create equity-oriented structures, and build students' skills of respectful collaboration in order to support equal participation of all students. Teachers should intentionally celebrate bilingualism and promote the value of a language other than English. For example, since more attractive materials are usually available in English than in different languages, teachers and librarians could make special efforts to obtain equity and parity of materials across the two languages. The languages other than English could appear first on a bilingual poster, in a letter home to parents, or announcements and assemblies. Teachers can intentionally use a language other than English with other staff members when students are in earshot. Bilingualism can be celebrated as vigorously as when EL students redesignate to English proficient status. By the upper elementary grades, teachers can engage students in discussions about language equity and power and how language choices are influenced by society's power structures. By secondary school, where issues of identity and motivation become paramount in whether a student elects to continue with dual language programs, schools can instead offer options to students so they can formally sustain and expand their multiliteracy. Instead of only offering a traditional Spanish world language class in high school, for example, students whose home language is Spanish might be offered one or more A-G content classes in Spanish.

The focus on sociocultural competence has ramifications for the content of what is taught, such as ensuring that the literature and histories and perspectives of multiple cultures are represented in the curriculum. It also calls for the consistent use of strategies to promote sociocultural competence, such as conflict resolution, community-building, perspective-taking, empathy development, global competence, and intercultural understanding. Consistent efforts to support interactions and the building of friendships across language and cultural groups of students and their families create opportunities for students to have authentic interactions across cultural realities.

When a dual language program operates as a strand in a larger school, it is important to build cohesion with the rest of the school and gather support from the broader community so that those outside the program understand its goals. Engaging the entire school in defining a commitment to language diversity and valuing bilingualism, providing resources for the English-instructed strands and classrooms to have specialty teachers/enrichment offerings that expose all students to languages other than English (e.g., world language enrichment, Spanish music specialist, French gardening class). Hosting schoolwide events that celebrate the linguistic and cultural diversity of the community where all classes participate and perform in some way would also be appropriate. Collaborative planning and shared pedagogy across the school that knits strands together in shared vision about instruction are also powerful.

TOOL: Valuing the Cultures and Languages of Students

Schools that seek to know their students and create climates that are inclusive seek out and support student voice, ensure that students see themselves reflected and affirmed in the life and curriculum of the school, and are provided support for bilingualism. This tool supports leaders in considering the various structures and practices in the life of the school that enact the commitment to valuing the cultures and languages of students.

Indicator/Example	Not present, not happening, not addressed.	Aware of this, but it's not a focus.	Working on this, but still a lot to do.	This is a strength.	Not sure, needs inquiry, clarification.
Support Student Voice, Experience, and Identities					
We have regularly structured mechanisms through which we invite students to share their opinions, perspectives, and ideas and elicit and hear from our English learner students about their experiences and needs (e.g., listening sessions, shadowing, surveys, panels).					
We understand the intersectionality of English learner status, racial identity, cultural/ethnic identity, nationality, and economic status in our English learners' lives—and we provide support and space for students to express their identities.					
Our school has language, ethnic, and cultural clubs that support students in connecting with their heritage.					
Student voice and expression are visible and affirmed on the walls, materials, curriculum, and the everyday life on our campus.					
Create A Climate in Which Students See Themselves Reflected and Affirmed					
The languages of our families/community are visible in the welcome messages and information on the walls/in the halls of our school.					
Students' names are correctly pronounced throughout the school.					
We have books in our library and curriculum in which our students see themselves reflected—and materials that are authentic and correct about our students' cultures and national/ethnic communities.					
Educational events and celebrations regularly embrace and feature our students' cultural and language communities.					
We have a mission, vision, or other formal statements about who we are as a school community that specifically embrace our linguistic and cultural diversity as an asset, and reflect a commitment to each student's equity and aspirations.					
We have regular cultural/arts activities showcasing the cultures of the school community.					
We have a network of cultural community members whom we call upon for support in protecting the cultures and community experiences of our students.					
Leadership and staff have received professional development related to cultural and linguistically responsive and sustaining pedagogy and approaches.					

Indicator/Example	Not present, not happening, not addressed.	Aware of this, but it's not a focus.	Working on this, but still a lot to do.	This is a strength.	Not sure, needs inquiry, clarification.
It is an explicit goal for our students to develop a prideful and knowledgeable sense of identity about their own culture and language.					
When new immigrant or refugee communities enroll in our school, we engage in learning sessions to understand the new students'/families' backgrounds.					
Students are encouraged to research issues of language and culture in their own family and community and study and engage in dialogue about the history and current politics of language and cultural relations in our community, state, and nation.					
A Climate Supportive Of Bilingualism					
We have an explicit vision or mission statement affirming the importance of bilingualism, language diversity, and multiculturalism.					
Our school has signs, posters, and other visual forms that underscore that we value multiple languages and bilingualism.					
Our school does not tolerate comments that are anti-bilingual, anti-immigrant, or racist.					
Teachers intervene with positive messages when they hear students express shame or embarrassment about their home language.					
We sponsor student clubs and activities, encouraging the development of biliteracy and the learning of multiple languages.					
The development of home language is encouraged and prized, and students have opportunities to utilize their home language in their learning.					
Teachers encourage creative expression (oral and written) in the students' most comfortable and chosen languages— enabling language choice.					
Our library includes books and materials in the languages of our students.					
Supporting Dual-Language Development and Biliteracy					
Our school has language learning programs that support the development of bilingualism and biliteracy.					
We support programs and services that honor and showcase bilingual and multicultural proficiency skills— including a sequence of Bilingual pathway awards leading to the Seal of Biliteracy, which formally acknowledges and certifies the development of biliteracy skills to an advanced level for our graduates.					
High schools: We have a full sequence of World Language courses and curriculum options that provide opportunities for all students to develop literacy in their home languages (e.g., Native language courses) and in other languages.					

TOOL: Multicultural Competencies and Cross-Cultural Leadership Goals For Our Students

A variety of frameworks outline the set of competencies students need to develop to thrive in a diverse world. These include the Third Goal of Dual Language Education (sociocultural competence and cross-cultural competency), the Teaching Tolerance Social Justice Standards K-12 that focus on identity, diversity, social justice and action (https://www.tolerance.org/); 21st-century skills of global and cultural awareness; anti-bias goals, and others. The following table lists characteristics commonly identified in these frameworks and in the research literature on multicultural, intercultural, and cross-cultural competencies. For each of these, consider whether it is an explicit goal in your school, a generally accepted and affirmed value pursued by some teachers, or is not present.

Competency	Explicit Goal	Generally Affirmed	Not Present
Strengthen their sense of their own culture and language identity.			
Develop awareness of privilege and power dynamics between language and cultural groups.			
Strengthen their ability to form and sustain friendships across cultures and languages.			
Develop a commitment to social justice and equality.			
Develop cross-cultural mediation and conflict resolution skills.			
Develop curiosity and internet in other languages and cultures.			
Develop resiliency in the face of prejudice and exclusion aimed at them and their own language/cultural/racial group.			
Develop a commitment and skills to recognize, speak out, intervene, and act against prejudice and discrimination.			
Strengthen their sense of common ground and shared human experience across groups.			
Develop an understanding of culture in general and skills and attitudes of cross-cultural sensitivity.			
Build knowledge and understanding of the history of movements for language, cultural and civil rights.			
Develop communication skills and leadership skills to serve as a bridge-builder between and among groups.			
Develop capacity and commitment to collaborate across cultural and linguistic boundaries to pursue joint projects and resolve common problems.			
Develop skills in collaborative and critical inquiry to address the social, economic, and/or environmental challenges facing the global community.			
Develop skills in communicating across cultural and national boundaries with students from different cultural backgrounds in seeking solutions to common problems.			

REFLECTION: Select one of these competencies that you would most like to see explicitly and intentionally focused upon in your school, and envision what that would look like.

SECTION 4:

4 BREAKING IT DOWN—SAFE, INCLUSIVE AND AFFIRMING SCHOOLS

Principle #1 of the EL Roadmap calls for schools to be safe and affirming school climates. The context and climate of schooling impacts outcomes for students in many ways. When students feel they do not belong or feel unsafe, it is difficult to learn. ELs face language and cultural barriers to participation in schools and are often on the margins of activities. A positive school environment is consistently cited in the research as a mark of effective schools for ELs. In a culturally inclusive environment, teachers recognize that how students learn—and the knowledge base and language they bring to school— is a reflection of their culture. The role of the teacher is to create the conditions in which students can maximally draw upon their own cultural resources, where they feel respected and that it is safe to participate. In this environment, teachers treat all students equitably, students' home languages and cultures are incorporated into the school's curriculum and, parents actively participate in their children's education, and students are supported to be active seekers and producers of knowledge. An inclusive and affirming school environment goes beyond the classroom: schools actively impact the value of diversity through mission and values statements, by creating a faculty that reflects the communities of students, through activities that bring students together across differences by being aware of how location on campus communicates who is on the margin and who is not, and establishing clear bottom-line, zero-tolerance policies about harassment, prejudiced remarks, and discrimination.

Affirming children's languages and cultures and creating safe and inclusive climates in our programs means responding to their lives' realities—especially those that impact children's sense of safety, participation, and belonging. Part of our roles as educators is to create a safe environment for children and to help them grapple with the challenges in their lives. The children of immigrants or in immigrant communities may be affected by the crackdown of immigration enforcement, the increase in raids and round-ups and detention, deportations, increased anti-immigrant rhetoric, and things they may have seen or heard related to family separation, children being taken from parents or placed in cages and other conditions. In many communities in this state and nation, there is an increased sense of fear, disruption, and trauma. The United States is undergoing a period of heightened immigration policy activity that has far-reaching consequences. Researchers are reporting the impacts on many young children are quite traumatic. It is likely some students in your schools may be impacted by this.

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

In California:

- All children have the right to free public education.
- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have an equal opportunity to participate in any program or activity offered by the school and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

READING: Forces Affecting English Learner Students

A safe, inclusive, and affirming school climate is one in which students feel they belong. Federal law focuses on language as the barrier to English Learner participation and achievement but in the lives of EL students, language is just one part of the gap they must leap in trying to bridge cultures and nations. The following factors beyond language also impact an EL's relationship to [their] school and sense of connection and belonging. They may help you consider what is going on in your students' lives that help to shape their reactions to, and involvement in, school. And, they frame some of the ways that schools can inadvertently create barriers to belonging.

To know what is going on with EL students means taking a hard look at whether they experience school as a welcoming and empowering institution or one that devalues their language and culture. In California, where schools are the most ethnically and linguistically diverse in the world, educators often struggle over what their role should be. Is it to help maintain students' home cultures and languages or to help "Americanize" and assimilate students? The prevailing attitudes in a school about students' languages and home cultures can heavily influence the curriculum, how teachers relate to English learner, and even how the school is structured. The attitudes can be quite subtle, too. Jim Cummins has described how schools can either empower or disable students to the degree their languages and cultures are valued, made visible, and used in context. Cummins describes a disabling educational context as one that emphasizes, "subtractive cultural and language incorporation," that is, the emphasis is on gaining English skills and "American" culture. As a result, immigrant students are forced to leave behind or neglect their home language and culture. A disabling context also emphasizes a "transmission approach" to teaching, where new information and culture are given to the student in a one-way process. An "enabling" context is "additive," supporting students in maintaining their home languages and cultures while helping them add the language, knowledge, and skills they need in the U.S. In such enabling contexts, instruction is also more interactive and constructivist.

The "borders" immigrant students need to negotiate go beyond national borders and languages. Once an immigrant student walks into a U.S. classroom, the rules and knowledge they received from their home culture often do not readily apply. They face a linguistic border, of course, which results when communication between student worlds (home/school, peer/home) is obstructed—not just because of different languages per se, but because one group regards the other group's language as unacceptable or inferior. Linguistic borders are created not only when immigrant students, limited in English proficiency, are taught in English so that their home language and culture are invalidated, but also when serious emotional stresses such as anxiety, depression, apprehension, or fear block their ability to participate in school. These emotional stresses are often related to their home cultures being made invisible or criticized by schools and teachers.

To know what is going on with EL students means taking a hard look at whether they experience school as a welcoming and empowering institution or one that devalues their language and culture.

ACTIVITY: The Impacts of Immigration Status on Students

Most English learners are born in the United State but have at least one immigrant parents. Many English learners are immigrants themselves. While all children, regardless of immigration status, have a right to attend public school—and educators are not permitted to ask about immigration status—it is important to recognize the English learners are impacted by a complex political system governing immigration that determines rights, eligibility, working conditions for families, and social stability in the United States. Furthermore, according to the Education Trust West, 250,000 undocumented students are enrolled in California schools K-12, and approximately 750,000 live with an undocumented parent.

PLYLER v. DOE

Plyler v. Doe is a 14th Amendment Landmark class action case protecting the rights of undocumented children to attend public schools. In 1975, Texas sought to deny enrollment to children who were not "legally admitted" to the country. The Supreme Court ruled that denying the right to attend school constituted discrimination based on alienage, violating the Equal Protection Clause of the 14th Amendment. The Court explained that "education has a fundamental role in maintaining the fabric of our society" and "provides the basic tools by which individuals might lead economically productive lives to the benefit of us all." Further, while persuasive arguments support the view that a state may withhold benefits from people whose presence within the country is a result of unlawful conduct, the children of such illegal entrants "can affect neither their parents' conduct nor their own status," and "legislation directing the onus of a parent's misconduct against his children does not comport with fundamental conceptions of justice."

This activity can be used to raise awareness among staff about the impacts of immigration status on students.

1 Step one: TEA PARTY WITH "DID YOU KNOW?" CARDS

Begin with the set of cards printed below. Each has a reading from a researched report. Handout one card with a "Did you know?" statement on it to every TWO people. As a duo, each pair should read their card, and talk about what it says. It will be their job to SHARE the information on their card with others by moving around the room. Each duo meets up with another and explains their cards to each other. After THREE exchanges, return to the whole group.

2 Step two: TABLE GO-AROUND

Each person weighs in with a statement. "I am aware of these circumstances (or circumstances like these) impacting some of the students and families in our school. I have noticed_____."
OR, "I have not noticed and am not aware these things are impacting any students in our school."

3 Step three: WHOLE GROUP DISCUSSION OF THE ROLES OF EDUCATORS

As a whole group, brainstorm the role of educators in responding to the impacts of immigration on students. (In facilitating the discussion, note the following points showing some of the things it would be good to have on the list).

- *Reassurance to students that they are safe at school.*
- *Being explicit to students that they are welcome at school.*
- *Comfort to students when frightened—acknowledgment that it is scary.*

- *Trauma-informed practices.*
- *Help for students dealing with separation. (e.g., for younger students - making drawings, sending letters, bringing photos of loved ones they are separated from and hanging them on the classroom wall; for older students – writing letters, journaling about their experiences)*
- *Allowing for and recognizing behaviors that might indicate fear/upset (e.g., watching for aggression, dramatic play among young children, caging, bullying, name-calling).*
- *Provide resources and referrals for families (e.g., legal counsel, housing, food)*
- *Create a plan with family in case parents are detained. Who will pick up the student? Who should be contacted?*
- *Create signs for the walls that declare the school is a SAFE ZONE that welcomes immigrants.*
- *Interrupt comments of staff or other adults/parents that might contribute to students who are children of immigrants feeling threatened or unsafe at school.*
- *Use literature that represents the experiences of immigrants, including crossing borders without documentation, family separation, and being undocumented – and provide opportunities for students to see their experiences mirrored in literature*
- *Encourage poetry and creative writing expression – as well as opinion piece writing – speaking to themes of immigration*

Card 1: DID YOU KNOW?

Undocumented parents and their undocumented children face the constant threat of deportation because they entered the United States illegally or entered legally with visas but remained in the U.S. after the expiration of their entry permits. In addition, many families with undocumented immigrant parents are known as "mixed-status" families because while the parents may be undocumented, some of their children may also be undocumented children who immigrated with their parents, and there may also be U.S.-born citizen-children. Many undocumented immigrants with children are detained and deported. All of their children (regardless of the child's immigration status) are impacted—and are at risk for negative outcomes when the families are fractured and destabilized by arrest, detention, and deportation. These children have higher levels of depressive symptoms and emotional problems (e.g., negative mood, physical symptoms, and negative self-esteem), more anxiety, and fear. Their health can be impacted as a result of disruption of family routines and resources. Even living under a cloud of the deportability of their parents has a negative effect on children. There is often a constant sense of vulnerability to losing a parent and a home if parents are arrested, detained, and deported.

Card 2: DID YOU KNOW?

There are millions of children nationwide who have at least one parent who is undocumented. In the K-12 schooling system. Students cannot be denied enrollment or services based on immigration status due to the Plyler v. Doe Supreme Court Decision (1982). In that decision, the courts stated that "denying school enrollment to those not legally admitted to the U.S. imposes a lifetime hardship on a discrete class of children not accountable for their disabling status. These children can neither affect their parents' conduct nor their own undocumented status. The deprivation of public education is not like the deprivation of some other governmental benefit. Public education has a pivotal role in maintaining the fabric of our society; the deprivation of education takes an inestimable toll on the social, economic, intellectual, and psychological wellbeing of the individual, and poses an obstacle to individual achievement." Staff are not permitted to ask families about their immigration status. School staff should not ask families about their immigration status. If students or family members volunteer the information, staff should not share it with others.

Card 3: DID YOU KNOW?

Families and staff members may look to teachers, administrators, and counselors for answers to questions they have related to immigration issues. For this reason, it is important that educators have access to accurate and updated information that will make it easier to address questions and concerns when they arise. Having referral information to legal services is also important. Another central topic related to school settings is the government policy of "Sensitive locations". Many schools have reported drops in attendance and enrollment related to parent concerns about immigration enforcement occurring at or around schools—with ICE officers rounding up parents when they drop off their children. Teachers should know that their settings are considered "sensitive locations," meaning immigration enforcement activity should not be happening near schools. Few schools have internal policies for dealing with ICE agents who try to enter their facilities. They also don't know if they are legally obligated to admit immigration agents without a warrant. Consequently, they can't assure immigrant families that the center was a safe place. All educators should become familiar with related local/state laws and should stay current with updates on this topic.

Card 4: DID YOU KNOW?

In June 2018, a large immigration raid left dozens of young children stranded at day care centers and schools in Ohio when parents had been detained and were unable to pick up their children. Staff scrambled to find relatives and emergency contacts to determine what should be done with the children. This example underscores the importance of having updated emergency contact information and a plan in place to care for students whose caregivers/parents/guardians are detained during the day. Putting protocols in place for these situations improves the chance of finding an appropriate caregiver for children and being able to reassure students that the adults in their lives (teachers, staff, and family) are prepared to be sure they will be cared for. Schools should work with families to ensure there is emergency contact information on file and Family Plans for care for students stranded following detention.

Card 5: DID YOU KNOW?

Children in immigrant families may be experiencing a number of situations that cause stress, anxiety and trauma. This can impact their healthy development, social interactions, and motivation. Students may be feeling anxiety or fear about:

- *Losing a parent (such as the case of Sophie Cruz, a five-year-old who slipped past security during Pope Francis's 2015 visit to Washington, D.C. to give him a letter expressing her fear that her parents would be deported).*
- *An unexpected or lengthy separation.*
- *Having to move to a new country if a parent is deported.*
- *Losing a friend.*
- *Family members' stress, anxiety, or depression.*

Students may also have experienced a traumatic event, such as:

- *Witnessing a loved one's arrest*
- *Being separated from a parent during interrogation.*
- *A forced and/or lengthy separation from family.*
- *Detention in an immigration detention center.*
- *Coming into contact with immigration enforcement officers.*
- *An arduous journey to this country.*

In addition, the situations children's families are facing may have an impact on whether their basic needs are being met.

Card 6: DID YOU KNOW?

In 2018, researchers reported that educators and early childhood providers around the country have observed more stress, anxiety, and behavioral difficulties in the immigrant children they serve, such as: "aggression, hyperactivity, and separation anxiety" and "symptoms of post-traumatic stress disorder, such as frequent crying, trouble sleeping, and increased anxiety." This correlates with findings by the American Psychological Association (APA) that "children whose undocumented parents have been detained or even deported...experience in the short term, frequent crying, withdrawal, disrupted eating and sleeping patterns, anger, anxiety, and depression." According to the report, educators and families have also reported:

- *Decreased engagement and participation in the classroom, fear of police, and actions to protect relatives from police.*
- *Children as young as three (both immigrant and U.S. citizen children) expressing fears about being separated from a parent.*

These changes can impact children's healthy development, both physically and emotionally, their confidence and self-esteem, and their identity. The APA notes that, "Over time, these (stresses) can lead to more severe issues like post-traumatic stress disorder, poor identity formation, difficulty forming relationships, feelings of persecution, distrust of institutions and authority figures, acting out behaviors and difficulties at school."

Card 7: DID YOU KNOW?

"Far too many children in this country already live in constant fear that their parents will be taken into custody or deported... No child should ever live in fear. When children are scared, it can impact their health and development." *(American Academy of Pediatrics Statement on Protecting Immigrant Children, 1/25/2017.)*

When families include members with undocumented immigration status, this can create fear of separation from loved ones, produce psychological stress, and add economic hardship. Children often worry when adults around them are worried or when they hear news reports or adult discussion they do not understand. They can become distressed when the adults who care for them are experiencing their own emotional reactions. Parents worry about the effects on their children and how to manage children's emotions and behaviors. Some families have already experienced separation when a parent migrates before the rest of the family, often leaving children in the care of other family members. Children can live in constant fear of separation, even if they have not experienced separation in the past or do not know anyone that has been deported. Separation between parents and children can be traumatic with emotionally harmful lasting adverse effects. Fear and stress, particularly prolonged exposure to serious stress, known as toxic stress, can interfere with children's emotional development, capacity for learning at school, and regulation of feelings. The good news is that research shows that, even under stressful conditions, supportive, responsive relationships with caring adults can prevent or reverse the damaging effects of toxic stress.

Immigration determines rights, eligibility, working conditions for families, and social stability in the United States.

RESOURCE: For Your Information: Know your Responsibilities!

"Every student, regardless of immigration status, is entitled to feel safe and secure at school. In California, nearly half of all children have at least one immigrant parent. It's our duty as public officials and school administrators to uphold the rights of these students so that their education is not disrupted."

—California State Attorney General Xavier Becerra, April 2018

The state Attorney General has issued guidance to help California's public K-12 schools and other local educational agencies develop policies to protect the rights of undocumented students and their families. The guide, *"Promoting a Safe and Secure Learning Environment for All,"* is designed to help schools better understand protections that safeguard the privacy of undocumented students and their families, and to serve as a model for local school districts.

The report supports the implementation of AB699, a California law requiring each local educational agency to have a policy that prohibits discrimination, harassment, intimidation, and bullying based on a student's actual or perceived characteristics, including nationality, ethnicity, or immigration status. Such crimes would include defacing or damaging property belonging to the student. Moreover, the use or threat of force to intimidate or injure a student—in whole or in part, because of the student's actual or perceived nationality or ethnicity—is a hate crime under state law. Parents and guardians must be notified of their children's right to a free public education, regardless of immigration status or religious beliefs. This information must include the information related to "know your rights" immigration enforcement established by the Attorney General, and may be provided in the annual notification to parents and guardians pursuant to Education Code section 48980, or any other cost-effective means determined by the local educational agency. The agency must publicize anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies—including information on filing a complaint—to students, parents, employees, agents of the local educational agency governing board, and the general public. This information must be translated into the families' primary language if 15 percent of the students enrolled in the school speak a single primary language other than English.

Becerra, Xavier, (2018) *Promoting a Safe and Secure Learning Environment for All: guidance and model policies to assist California K-12 schools in responding to immigration issues.* Office of the Attorney General of California: Sacramento. https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

RESOURCE: On Separation, Segregation and Inclusion — History and Law

The movement for equal rights to an education for English learner children has its roots in struggles against the segregation of children on the basis of ethnicity, national origin, and language. By law in many states, Mexican-American and Chinese-American students were not allowed to sit in the same classrooms or attend the same schools as Anglo-American students. Typically, the classes and schools they were forced to attend were less resourced. In California, major lawsuits began to chip away at these policies and practices.

> *In **1930,** in what came to be known as the Lemon Grove Incident, the school board voted to create a separate school for children of Mexican heritage without giving notice to parents. When the Principal turned away Mexican children at the door to the school they had been attending and directed them to a new Mexican school, the parents boycotted. The situation developed into a lawsuit that was the first successful school desegregation case, and a significant victory for the school integration movement*
>
> *In **1947*** Mendez v. Westminster School District of Orange County *was filed in federal court challenging racial segregation in Orange County, California schools. Five Mexican American fathers claimed that their children, along with 5,000 other children of "Mexican" ancestry, were victims of unconstitutional discrimination by being forced to attend separate "schools for Mexicans" in the Westminster, Garden Grove, Santa Ana, and El Modena school districts. The U.S. Court of Appeals for the Ninth Circuit ruled that the de jure segregation of Mexican and Mexican American students into separate "Mexican schools" was unconstitutional and that segregation of any group serves no educational purpose.*
>
> *Both of those cases preceded the historic **1954*** Brown v. Board of Education of Topeka *Supreme Court decision that unanimously struck down racial segregation in the nation, declaring that segregating students by race violates the constitutional right to equal protection under the law.*
>
> *Over a decade later, in **1969,** the* Diana v. California *State Board of Education case ended placement of English learners to special education classes on the basis of English-only assessments, striking a blow to the use of English measurements which equated limited English with low intelligence, and to the common practice of placing students with limited English into classes for the "mentally retarded."*

Because of this history, vigilance is particularly important to avoid reproducing historical patterns of separation and segregation. Integration on its own, however, was not sufficient. Assuring equal educational access and opportunity requires seeing to it that English learners receive the specific supports that address their needs to overcome the language barrier – while avoiding segregation. In **1974,** the Supreme Court ruled in favor of plaintiffs in the Lau v. Nichols supreme court decision in response to a lawsuit of Chinese American families in the San Francisco Unified School District claiming that their children were being denied an equal educational opportunity because they were not receiving comprehensible services due to lack of English proficiency. The court held that San Francisco schools failed to provide equal access for Chinese students who did not speak English, calling for school districts to take affirmative steps. Their ruling stated: *"...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum... for students who do not understand English are effectively foreclosed from any meaningful education."*

While the implications of this joint commitment (to avoid segregation, and to provide targeted specific supports) primarily apply to program design and placement issues, it is also relevant to creating safe, inclusive and affirming schools. Put simply, guidance from the United States Office of Civil Rights is:

> *EL programs may not segregate students on the basis of national origin or EL status unless there is a program-related, educational justification for doing so. Programs that allow for continuous inclusion and interaction between ELs and non-ELs, such as two-way immersion programs, do not raise concerns about segregation. But a newcomer program, for example—designed specifically for English learners in*

order to provide intensive language and cultural support—might result in separating English learners. That separation must be limited to the extent necessary to reach the stated goals of a sound and effective educational program. LEAs operating such programs should focus on increasing their inclusion by limiting the duration of self-contained newcomer programs (generally to one year) and regularly evaluating students' ELP to allow appropriate transitions out of newcomer programs throughout the academic year. It is important to note that participation in a segregated EL program must be voluntary.

ELs should not be kept in segregated EL programs (or EL-only classes) for periods longer or shorter than required by each student's level of English proficiency, time and progress in the EL program. And it would rarely be justifiable to segregate ELs from their non-EL peers in subjects like physical education, art, music or other activity periods outside of classroom instruction (e.g., lunch, recess, assemblies, and extracurricular activities).

For a school leader committed to building a safe, inclusive and affirming school climate, paying attention to the formal ways in which separation may be occurring on campus, as well as the informal, is essential. Pay attention to what is happening in activity periods outside of classroom instruction. Are English learners meaningfully and fairly proportionately represented in all extracurricular activities, clubs, sports? What is happening socially on the campus when students gather? Are English learners fairly integrated throughout the social groups of the school?

REFLECTION QUESTIONS:

1. In what ways might your approach to student placement into courses, course design, and master scheduling result in English learners being in classes throughout the day with a majority of other English learners and not being integrated throughout the schools' offerings? Is this necessary in order to provide needed language access supports? What might be done to increase integration? (e.g., cross-class projects, building more capacity across teaching staff, priority scheduling for ELs.)

2. How might the school create activities, recruit student engagement, and provide facilitative supports that could increase the social integration of English learners throughout the school?

3. If class and program placements result in separation of English learners from non-EL students, what might be done to facilitate cross-classroom projects or some means of integration?

TOOL: Is Our School Safe and Affirming?

Ensuring safe and affirming schools is a foundational responsibility of school leaders that involves policies that involves policies, practices, structures, relationships and monitoring. This tool can support reflection about where there might still be work to do to enact the commitment to safe and affirming schools.

Indicator/Example	Not present, not happening, not addressed.	Aware of this, but it's not a focus.	Working on this, but still a lot to do.	This is a strength.	Not sure, needs inquiry, clarification.
It is an explicit goal for our students to develop cross-cultural competencies to understand, communicate, and interact respectfully across cultural differences.					
We have clear and enforced norms related to zero tolerance for bullying and harassment based upon student ethnicity, language, racial, and gender identities.					
Our school is explicitly a "safe sanctuary" for immigrants, and our staff (leadership, front office, and teachers) are knowledgeable about the implications.					
We have schoolwide practices and mechanisms to support building an inclusive, safe, and equitable community (e.g., Restorative Justice, PBIS, etc.).					
We make sure that students on our campus do not experience bullying or harassment based on nationality, immigration experience, or language.					
Our data demonstrate the equitable (proportional) application of our disciplinary and reward systems by race/ethnicity, EL/EO status.					
Our English learners are only separated from non-EL peers for purposes of meeting educational needs and only for the time required to do so.					
Our English learners participate fully with their non-EL peers in subjects like physical education, art, music, or other activity periods outside of classroom instruction (e.g., recess, lunch, and assemblies).					
In the informal and social life of our campus, ELs and non-ELs tend to be socially integrated.					
ELs have equal access to all co-curricular and extra-curricular activities.					

Notes:

READING: Student Voice: Listening and Learning from English Learners

Responsive schools recognize the need to learn about EL's cultures, experiences, and needs and thus support listening to and learning from ELLs and their parents. They realize that one of the best ways to learn about how ELs experience school, and what they need to achieve, is asking them – eliciting, supporting and listening actively to what they have to say. Almost by definition, English learners do not have a voice in schools where the classes are conducted only in English. It takes intentional efforts to invite and facilitate their voices. Student voice is important for the following reasons:

- *To inform and develop educators who do not share a cultural or language background with students.*
- *To motivate and engage educators in improving school practices and climate to be more inclusive of English learners.*
- *To build the language and expressive skills of English learners.*

Listening to students is more important now than ever before, as teachers increasingly teach students with whom they share neither a culture, language, national, or ethnic background. Staff members need direct sources to help them understand the complexities of their students' lives and how they impact school participation. Student voice activities help create a culture in which adults understand how their students experience school, then use this information to improve the school. In the most responsive and effective schools, student voice shapes the school improvement process to better address students' academic and social needs. Student voice can help prevent investing in programs and strategies built on erroneous assumptions about why ELs are not achieving or participating.

Student voice doesn't just happen, particularly for students who have trouble expressing themselves in English or who come from traditions in which students do not speak out to school authorities. Schools committed to learning from these students need to invite student voice deliberately and conscientiously—and create a climate in which student voices can be heard. Schools that employ regular, multiple, formal mechanisms for student voice reap multiple benefits over the long term: a shift in discussions from adult to student issues, better informed decisions, closer relationships between students, their families, and the school, and more highly motivated educators. An administrator can do the following to foster this student voice process:

- *Be sure there are regular, multiple, formal forums where teachers are able to hear their ELs speak about their concerns and experiences in school. Make sure you establish safeguards so students feel free to talk about their experiences, and teachers can listen without fear of retribution or blame.*
- *Establish a climate in which student voice is listened to with respect and consideration.*
- *Make student voice an integral part of the school's improvement process, as a form of data that informs decision-making.*

Listening to students is more important now than ever before, as teachers increasingly teach students with whom they share neither a culture, language, national, or ethnic background. Staff members need direct sources to help them understand the complexities of their students' lives and how they impact school participation.

RESOURCE: Multiple Approaches to Eliciting Student Voice

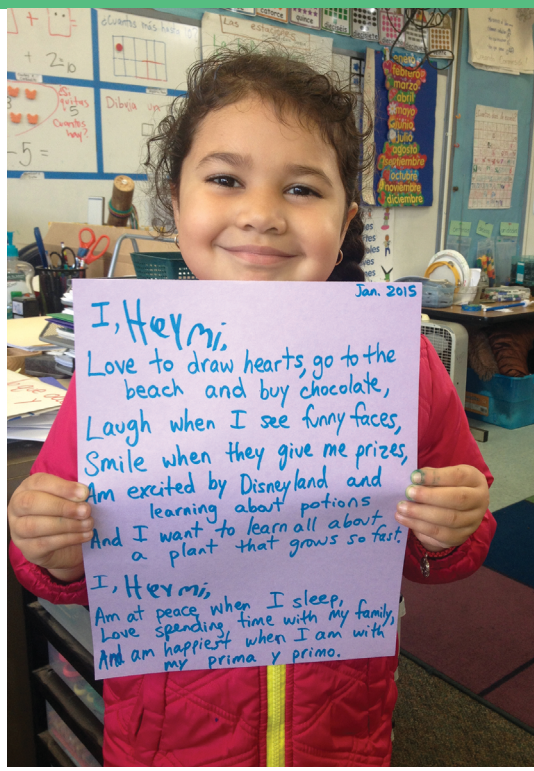
Adapted from Olsen, L. and Jaramillo, A. (May/June 1999) "Program Improvement for English Language Learners," Thrust for Educational Leadership.

Student voices should be invited in all of the following situations: whenever teachers are engaged in some kind of inquiry meant to inform instruction to be more effective for English learners; whenever your site is planning for school improvements or new initiatives (including school site plans and input to LCAPs); when you are evaluating programs; and every six months or annually, to get a "read" of the student experience and determine if new efforts are needed to create an inclusive school climate and program. Student voices, experiences, and perspectives can ensure that your plans and programs speak to the most essential challenges, issues, and needs in the school with regard to your English learner population. But student voice does not occur "naturally" in schools. It requires intentional and well-designed efforts to invite engagement, support involvement, and create productive, rich, and respectful dialogue across roles (educators-to-students, students-to-teachers) and across what are often gaps in cultural background, language and economic class. There are multiple approaches you may want to consider. The choice will depend upon what kind of information you seek, how much time can be devoted to the effort, and who you are seeking to engage. The following chart presents some approaches and their benefits and drawbacks.

Student Voices Approach	Benefits/Drawbacks
Focus Groups (small group discussion around a specific topic, guided by a few key questions)	**Benefits:** Students build on each other's comments, and because of their dialogue with each other, find richness in the shared information. It is a great way to get overall themes and patterns, a sense of priorities, reactions to specific ideas, and hear students' words. **Drawbacks:** Time and labor-intensive to set up; lose individual stories and detail; sometimes unusual experiences and perspectives don't get expressed because of peer pressure.
Surveys and Questionnaires	**Benefits:** Relatively easy to administer; can get responses from many students; anonymous responses can elicit more honesty. These are good for finding out the extent of an issue. **Drawbacks:** Depends on written responses, which can be difficult for English learners; yields less depth and descriptive detail; surveys may not be taken seriously by students; information is restricted to forced- choice answers or relatively simple responses.
Quick Writes* (quick and informal written responses to a single question or prompt)	**Benefits:** Easy to administer; takes little time; can get responses from many students; can be done across multiple classrooms with minimal interruption; responses are in students' words. **Drawbacks:** Sometimes, what students have to say is filtered and limited by their writing ability and comfort; restricted to a single prompt. *Tips for Quick Write: Quick Writes work best for English Learners when they are given a sentence starter or "stem" as part of their prompt. To get responses about how inclusive the school climate feels to English learners, examples might include: "Other students think that Mexican students are_____." "If you want to make school a more welcoming place for English learners, you should _____."
Panels (a few selected students speak in front of faculty to specific questions)	**Benefits:** Real students talking to each other and to teachers in real time—the face-to-face contact can be powerful. Responses are in the students' words. **Drawbacks:** Students can become shy or intimidated by the "in-front-of-the room" format; teachers need to be prepared to listen respectfully.
Interviews	**Benefits:** Good for getting individual stories and data. Can be more comfortable for students because they are talking to a real person (compared to surveys or Quick Writes); more revealing than surveys because of the depth of the response and opportunities for follow up questions. **Drawbacks:** Very labor-intensive; interviews take a lot of time to prepare, conduct, and analyze. Usually, you can only "hear" from a small number of students.

Ideas for Getting Student Voice, Input, and Involvement

- *Set aside one period of one day when all teachers either have their students fill out a survey, or do "Quick Writes" on prompts related to a particular challenge or inquiry, or ask students to work in teams to create a poster or PowerPoint related to improving the school climate, curriculum, activities and teaching/learning. Collect these and share them at a leadership team meeting.*
- *Assign a leadership class to hold focus groups with different groups of students throughout the school, and prepare a report to present to the Leadership Team on students' perspectives, concerns, and ideas.*
- *Select a group of classrooms representing a spectrum of students at different academic levels and English proficiency levels. Over the course of several weeks, have members of the school leadership spend time in those classrooms holding discussions with students about how to strengthen the school's climate, curriculum, activities, and teaching/learning.*



Tips on Constructing a Student Survey

Surveys are a good way to get direct information from large numbers of students in an efficient manner. They are relatively easy to administer and can get responses from many more students than discussion or focus groups. But any written form of response is harder for students (especially English learners if they are writing in English) and yields less "meat" and depth than other approaches. Surveys also tend to restrict responses to a preselected set of responses or relatively simple answers. Be clear about what you want to know. A survey should be relatively short, so you need to really think through what's most important. For each thing you want to know, ask a few "closed" questions where students can simply check a response and include at least one "open-ended" question where students compose their own answers. Tips for closed-ended questions:

- *Simplify the answer choices.*
- *Don't mix issues together (e.g., don't ask "Do you think the books you read in class are interesting, challenging, and fun to read?" because if a student finds reading materials fun to read but not at all challenging, they wouldn't be sure whether to respond "Yes" or "No").*
- *Phrase the questions as closely as possible to how students actually speak.*
- *Tips on Designing and Assigning a Quick Write*

Quick Writes are a fast, easy way to get a sampling of student's written response to a specific prompt. Because they are written in students' own words, they allow you to take a powerful "pulse" of student perspectives in a way that eludes closed-ended surveys. And, because they are simple and fast to administer, Quick Writes can be done with many students. To do a Quick Write, prepare the prompt, and ask teachers across the school to allocate 20 minutes for students to write a response.

Sample prompts:

- *"If you could change one thing about our school in order to make it a better school, what would that be, and why?"*
- *"How close is our school now to being a safe and respectful place for students of all races, cultures, and languages?"*
- *If we wanted our school to be a safe and respectful place for students of all races, cultures, and languages, and a place where students were friends across races and cultures, what would we need to do differently?*

Tips on Conducting A Student Focus Group Discussion

An essential approach in learning about how your students experience school is setting up forums to hear from them. Focus groups are one such approach. They establish a structured means of hearing from students about specific concerns, such as the degree to which the school is experienced as safe, affirming, or inclusive. The following tips support productive focus groups:

- *Focus groups should be held in several different classrooms. Any single group should be constructed of students who share some basic profile of students you want to hear from (e.g., English learners in one group; English native speakers in another; 4th graders in one, 5th graders in another).*
- *Explain to students what the purpose of the focus group discussions will be ("We need to hear from our students so we can make the school better, and we know you have good ideas"), and the topic to be discussed. ("You can help us understand whether our school feels safe and affirming for students, and what we can do to make it even better.")*
- *Write the overall question(s) or topic(s) on the board. Describe the process and how the discussion will be structured.*
- *Start with a nonthreatening opening question. Ask it generally. (e.g., "How does it feel to be a student at this school? OR "What is it like being an English learner at this school?") Then, follow it up with more detail. (e.g., "Do students feel pretty safe here? What is a safe school like? What happens in a safe school? Is our school like that? In what ways doesn't it feel very safe?") Encourage students to go into depth by encouraging them with statements like: "Tell me more." OR "Can you give me an example?"*
- *Make a web on the board with the dimension written in the middle (e.g., SAFE AND WELCOMING SCHOOL). Have students brainstorm what that means and the characteristics of it. Record their ideas onto the web. Then continue the discussion with: "Is OUR school safe and welcoming? In what ways? In what ways isn't it?"*
- *With ten minutes remaining in the period you have allocated, stop the discussion and ask students to summarize and tell you the most important things they heard in the discussion about what should be improved at their school. After you have generated a list (write it on the board), ask students if they have any ideas for how to go about changing the conditions in the school. Record those ideas.*

Inquiry/Homework Activity:

Design a student survey and an interview guide to elicit English learner voice about how safe, inclusive, and affirming the school campus seems to them, and their ideas for how to strengthen the schooling experience to be more assets-oriented.

Conduct a survey, focus group or student interviews. What did you learn?

SECTION 5:

5 BREAKING IT DOWN—FAMILY/PARENT ENGAGEMENT AND PARTNERSHIP

Principle #1 of the English Learner Roadmap calls for schools to value and build strong family, community, and school partnerships. The basic understanding that parents are a child's first teacher recognizes that they know their children's strengths and weaknesses and are an essential link between the school and the home to reinforce and animate learning. Over the past 30 years, research has accumulated speaking to the various important roles families play in a child's education. Families are supporters of learning, encouragers of persistence, and (in the case of English learners) providers of encouragement and support to maintain the home language and remain connected to culture. They are advocates for their children in a system that has too often overlooked the students' needs. Furthermore, family engagement has long been established in the research on elements of effective schooling and has been enshrined in federal policy through Title I of the Elementary and Secondary Education Act, ESEA, which requires that Title I schools develop parental involvement policies. The research on effective schooling speaks to the relationship between families and school as a key component along with strong school leadership, a high-quality teaching staff, a student-centered learning environment, and effective instructional leadership. All of these things rest on a sense of shared responsibility, trust and respect between home and school—a partnership.

English learner parents face language, cultural, economic (and sometimes legal) barriers to such involvement. Differences in culture, language, and life experience can be vast. Many parents are unaware of the expectations and ways of doing things in U.S. schools. They may not have a strong educational background, and many work long hours and hold down several jobs, making participation in school difficult. Lack of transportation and lack of translators add to these challenges. And some of the difficulties reside in the school system itself—attitudes and practices that serve as barriers. These include educators' attitudes that fail to consider EL parents as partners but view them instead as intrusive amateurs who should defer to the more informed judgment of school staff. Low-income and English learner parents may be viewed as apathetic or even hostile, or "not caring" because they are not active in

school activities. Schools need to create inclusive, welcoming, and supportive conditions intentionally for EL families. The task requires addressing barriers to engagement, embracing two-way partnerships in which power is shared related to shaping the students' education, ensuring two-way comprehensible communication, and ensuring that parents are given the information needed to monitor their children's schooling and advocate effectively.

RESOURCE: Chart of Barriers/Challenges for EL Parent Engagement

Possible Barriers to Parent Engagement	Suggestions
Meetings are scheduled during working hours or when parents have family responsibilities (e.g., dinner time).	Create multiple opportunities for parents to provide input, suggestions, reactions—at varying times of the day, in various ways (oral and/or written). Make the meetings "family friendly." Invite parents to bring young children and provide activities for them (e.g., books to look at, crayons and paper, etc.) so parents can focus on the dialogue. Host the meeting as a potluck dinner that promotes relationships between families and makes it possible for parents to deal with mealtime and participation simultaneously. Create Family/Community Liaison staff positions to reach out to EL families
Language differences exist. Staff and parents don't share a language.	Obtain simultaneous translation equipment and use it at all meetings where needed. Obtain communication apps with translation—for teachers, parents, staff Hold small language-specific meetings facilitated by a staff person who speaks the families' language. Ask several bilingual parents to conduct parent discussions or focus groups, bringing the results of these discussion back to the Leadership Team. Institute Family Centers staffed by bilingual liaisons.
Information isn't reaching parents about the meetings and ways to be involved.	Create a bilingual "hotline" that parents can call to find out about meetings, the planning process, etc. Work with bilingual parents to host house parties describing key curricular, climate, and assessment issues that arise in the school and ways to become involved; provide specific information on whom to call to find out what is going on. Translate all information about school policies, initiatives, and activities into the families' languages.
Transportation is difficult for parents to attend meetings at schools.	Hold meetings in community locations. If equipment and internet connectivity can be arranged for families, use online, distanced technology to hold meetings.
When parents come to meetings, the dynamic is one way (educators presenting information to parents).	Design meetings both to provide information to parents and to elicit input and information from them. Staff who are facilitating meetings should be prepared with strategies for encouraging and supporting interaction and input. Meetings should include opportunities for small group dialogue as well as whole session activities. Have meetings co-facilitated by an educator and a parent.
Parents don't feel comfortable or don't feel they have the information and skills to contribute to the dialogue.	Sponsor leadership development opportunities for EL parents, and utilize these emerging leaders to facilitate meetings Stage some special pre-sessions just for parents to learn about specific initiatives and improvement efforts. Help them become familiar with the terminology that will be part of planning discussions. Encourage them to brainstorm and think about their concerns and questions prior to sessions in which they will be participating along with educators. Maybe their children who are students can help here.

TOOL: Barriers to English Learner Family Engagement

Reflect on the following list of common barriers to English learner parent engagement and communication with the school. Use this checklist to assess the degree to which these are barriers in your school(s):

Possible Barriers to English learner Engagement	Definitely a problem.	Somewhat a problem.	Not at all a problem.	Comments
EL Parents don't have information or understanding about how U.S. schools function.				
EL Parents don't know their rights or expected roles with regard to involvement in their children's schooling.				
Meetings are scheduled during working hours or when parents have family responsibilities.				
Our school does not have sufficient staff who speak the parents' languages.				
Information isn't sent home or available in the families' languages.				
We don't have staff with explicit responsibility for getting information to parents, or hearing from parents.				
Transportation is difficult for parents to attend meetings at the school.				
When parents come to meetings, the dynamic is one-way (it's all about educators presenting information to parents in 'edu-speak').				
Parents don't feel they have the information or skills to contribute to the dialogue.				

Families are supporters of learning, encouragers of persistence, and (in the case of English learners) providers of encouragement and support to maintain the home language and remain connected to culture. They are advocates for their children in a system that has too often overlooked the students' needs.

READING: English Learner Parents Have Rights

All school leaders should understand the rights of parents, and all parents should know their rights. Because of the U.S.'s long history of excluding or poorly serving language minority students, an entire body of civil rights law has been built up pertaining specifically to the rights English Learner children have to an education. Key to this body of law is the right of parents. Because of the language barrier as well as the "foreignness" of U.S. schools, English learner parents seldom have access to information about their rights. For this reason, the law is summarized here:

Right To Enroll Students In School Regardless of Immigration Status

Under the 14th Amendment Equal Protection Clause, states and public schools are barred from denying immigrant students their right of access to public education on the basis of race, national origin, or alienage. This means that undocumented immigrant students have a right to attend public schools. Public schools are prohibited from asking for or requiring information about immigration status both at initial registration and in the daily life of the school or school activities. (Plyler v. Doe)

Right To Be Notified of English Learner Status, Assessments, and Placement

Parents/guardians of English learners and fluent English proficient students must be notified of their child's initial English language and primary language proficiency results and program placement. They have to be notified annually of their child's English language proficiency assessment results and program placement. They are entitled to receive full written and (on request) spoken descriptions of the language acquisition program options and all educational opportunities available to the pupil. Parents have the right to be notified of their child's performance on standardized tests and to request that their child be excused from participation in those tests. Their students must receive appropriate language accommodations/supports on state assessments, and English learners who are in their first 12 months of attending school in the U.S. do not have to take the English language arts (ELA) test. In California the test is called the California Assessment of Student Performance and Progress (CAASPP). All other English learners are expected to take these assessments.

Right To Translations

When 15% of more of the students in a school speak a primary language other than English, all notices, reports, statements, and records sent to the parent or guardian of an English learner (or other students if their parents are not fluent in English) must be written in the primary language. Families are entitled to receive information from the school in easily understood formats and languages. To be able to implement this, LEAs must develop and implement a process for determining (1) if parents and guardians have limited English proficiency; (2) what their primary language is; and (3) what their language needs are. Schools should take parents at their word about their communication needs if they request language assistance. Schools should also understand that parents may not be proficient in English, even if their child is.

Right To Be Involved In School Decisions

Most California schools operate a School Site Council (SSC), charged with proposing how certain funds, including LCFF dollars allocated to schools, are used. Their most important task is developing and annually reviewing the School Plan for Student Achievement (SPSA) that shows how a school is working to improve student achievement. Schools with more than 20 English learners must also have an English Learner Advisory Committee (ELAC). This group must include parents of English learners who are elected by other parents of English learners. The ELAC offers advice and helps the school make important decisions about services for English learners.

School districts are also required to consult with families, including parents of English learners when developing their Local Control and Accountability Plans (LCAP) and Title III plans. The district's Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) must also review and provide comments on the LCAP. Superintendents are required to respond in writing to these comments. A PAC is required in all districts, and a DELAC is required in districts with at least 15 percent English learners and at least 50 English learners. Each district must also have a written parent engagement policy.

Right To Choose the Language Acquisition Program For Their Child

Parents of English learner students have the right to select the language acquisition program that best suits their child. They also have the right to opt their children out of the whole language acquisition program, or even just part of it. (However, parents cannot opt out of annual language testing or decline to have the "English Learner" label assigned to their child based on the initial test). As part of the Local Control Accountability Plan (LCAP), LEAs are to solicit parent and community input regarding the language acquisition programs and language programs the district offers.

Districts must notify parents annually about the types of language programs offered, and these offerings can include bilingual programs. The information includes, but is not limited to, a description of each program. These notices should be in English and in the parents' primary language. Under Proposition 58 (EdGE), the parents of both English learner and other students have a right to request a multilingual program/bilingual/dual language program. If enough parents come together to demand it (30 parents in a school or 20 in a grade), parents can request that their school offer, to the extent possible, a specific language acquisition program—including a request for a bilingual program. A written response from the LEA is required. It is the district's responsibility to conduct an analysis to determine the costs and resources necessary to implement the new language acquisition program and to determine within 60 calendar days if it is possible to implement the program. If the LEA determines it is not possible to implement a new language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided. The LEA may offer an alternate option that can be implemented at the school.

TRANSLATION

LEAs must provide EL parents with free and effective language assistance such as translated materials or an appropriate and competent interpreter. Appropriate and competent translators or interpreters should have proficiency in the target language, ease of written and oral expression, knowledge of specialized terms or concepts; as well as be trained on their role, the ethics of interpreting and translating, and the need for confidentiality. Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, should be proficient in the target languages; have knowledge of specialized terms or concepts in both languages; and be trained in the role of an interpreter or translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

RESOURCE: A Framework for Effective Family-School Partnerships

Schools in which English learners achieve to high standards are typically characterized by active parent and community engagement, supported with programs that build leadership capacity and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for ELs. Parents and community members are active in the classroom, and help teachers bridge and connect to community resources for learning. Karen Mapps (Harvard Graduate School of Education) has focused for decades on partnerships among families, community members, and educators that support student achievement and school improvement—and is looked to by many school leaders as a major resource on building such partnerships. She is a founding member of the District Leaders Network on Family and Community Engagement, the National Family and Community Engagement Working Group, and is also on the board of the National Association for Family, School, and Community Engagement (NAFSCE) and the Institute for Educational Leadership (IEL) in Washington, DC. Mapps has defined a "Dual Capacity Framework" aimed at building the capacity of families to engage productively with schools and building the capacity of educators at partnering with families. It includes the following elements:

Conditions For Effective Partnerships

- **Linked to learning.** *Parent engagement and partnership initiatives are aligned with school and district achievement goals, connecting families to the teaching and learning goals for children.*
- **Relational.** *Parent engagement partnerships work to build respectful, trusting relationships.*
- **Development vs. service-oriented.** *Parent engagement partnerships build the intellectual, social, and human capital of stakeholders engaged in the program—families and educators.*
- **Collaborative.** *Parent engagement partnerships are focused on building learning communities and networks – a collective rather than individual orientation.*
- **Interactive.** *Parent engagement partnerships are two-way endeavors.*
- **Systemic.** *Parent engagement and partnerships are infused across the organization.*
- **Integrated.** *Parent engagement and partnerships are embedded in all programs.*
- **Sustained.** *Parent engagement partnerships are supported with resources and infrastructure.*

The outcomes in the Dual Capacity Framework are school and program staff who can honor and recognize families' knowledge funds, effectively connect family engagement to student learning, and create welcoming, inviting cultures. The outcomes for families are those who can negotiate their multiple roles related to their children's schooling—as supporters, encouragers, monitors, advocates, decision-makers, and collaborators.

TOOL: An Assessment: Strong Family-School Partnerships

Most schools have some initiatives and efforts to engage families. This tool supports reflection on what your school has in place to engage and partner with English learner families, and where there might be work to be done.

Indicator/Example	Not present, not happening, not addressed.	Aware of this, but it's not a focus.	Working on this, but still a lot to do.	This is a strength.	Not sure, needs inquiry, clarification.
Interactive Information and 2-day Communication					
We know about the languages spoken by our EL parents and their language needs—and use this information in planning communications.					
We provide information to parents upon enrollment about the goals and outcomes of the specific EL language acquisition programs at the site and the research behind those models.					
Active outreach to parents/families of EL students informs them of the availability of staff who speak their languages, translation supports, and mechanisms of communication.					
Multiple mechanisms for input and ongoing, meaningful two-way communication exist as means for parents to inform planning and improvement efforts (e.g., translators/ interpreters for DELAC meetings and input sessions, regularly scheduled "family listening" sessions, surveys, etc.					
EL parents are provided information in a language they understand about any program, service, or activity that is called to the attention of non-EL parents.					
Sustained with Parent Engagement Infrastructure, Staffing, and Systems					
We have designated multilingual staff positions as liaisons to parents/families with responsibility for coordinating and ensuring parent engagement and creating a family-friendly school.					
A Family Center for the district (and/or on campus) is staffed with people who speak the families' languages and provides a space and support for parent interaction and support.					
Our school provides transportation or holds meetings in community spaces to make meetings more accessible to EL parents.					
Develop Parent Leadership and Representation					
The school has an active and well-attended ELAC parent advisory committee.					
ELAC parents are actively recruited and involved in the School Site Council—and are involved as members of school and LEA committees.					
EL parents and community members are represented on the leadership bodies and major committees of the school—and parents involved in the life of the school reflect the full diversity of the school community.					

Indicator/Example	Not present, not happening, not addressed.	Aware of this, but it's not a focus.	Working on this, but still a lot to do.	This is a strength.	Not sure, needs inquiry, clarification.
EL parents are involved in leadership development programs that enable them to know their rights, and to be an effective advocate and support for their child's school success.					
Relational - Relationship Building with Parents					
The principal holds regular forums, including some drop-in open times where parents can ask questions, share concerns—with translation available.					
Active outreach to parents/families of EL students invites their participation in a variety of ways in the life of the school and makes clear that they are welcomed.					
School has regular forums in which parents meet and mix across language and cultural groups— with translation support.					
Builds Capacity for Teachers and Staff to Engage With Families					
Teachers receive support to engage in regular communications with families through translation supports (including apps) and providing time in teachers' weekly schedules explicitly for communicating with families.					
Teachers and staff have received training in cross-cultural communications and strategies for strengthening 2-way partnerships between home and school.					
Teachers are encouraged to design and assign projects that strengthen home-school connections—engaging families in what their children are learning in school and utilizing family "funds of knowledge" in enriching education for all.					
Responsive to Parent/Family Needs					
The socioemotional, health and basic needs of students and families are supported through a robust resource and referral system, connecting families to resources that are linguistically accessible.					
Parent Education					
Families and students are provided the supplies, equipment, knowledge/skills, and support needed for learning through distance learning at home (e.g., assess family/home technology needs, ensure tech and internet access, provide basic supply kits for students, assign Community Liaison staff to regularly check in with families on equipment and tech needs).					
Training and support for families are provided on uses of technology and applications required for student learning through distance learning.					
Parents are provided information and workshops about how they can support their child's learning (e.g., strategies to strengthen children's oral language or writing or reading skills, understanding pathways to college, etc.).					

Indicator/Example	Not present, not happening, not addressed.	Aware of this, but it's not a focus.	Working on this, but still a lot to do.	This is a strength.	Not sure, needs inquiry, clarification.
Support for Family Language and Cultural Connection					
School sends clear messages and provides strategies for families to support their students to engage with and continue developing/maintaining their home language and learning about and feeling connected to their home culture.					
Linked to Learning: Engage Families in Their Students' Learning and Classroom					
Provide opportunities for families to be informed about what their students are studying and what home/school projects reinforce that learning.					
Routines and regularly scheduled events invite families onto campus and into classrooms to see their students' work.					
Family and community members are utilized as experts and resources for student learning.					
School as a Community Partner and Community Center					
We host multilingual community events.					
Our leadership intentionally builds partnerships with EL, immigrant, and cultural community groups.					
We hold meetings in the community or provide other supports to make meetings more accessible to EL parents.					
School leaders participate in community dialogues and are engaged in community efforts to address local needs/ challenges/issues.					
Community health, mental health, and other services have space to provide supports to families on campus.					
A Family-Friendly Climate and Campus					
A welcoming reception area contains information about the school and directions in the families' languages so family members can find their way around.					
Front office staff speak the families' languages and work to create a welcoming climate.					
A centrally located "Family Bulletin Board" posts information in the families' languages about key school and community events and opportunities for support and engagement.					
Welcome signs and other key signage appear throughout the campus in the families' languages.					
Family needs are accommodated to support engagement with school events and activities (e.g., transportation, child care, scheduling, translation).					

Notes:

INQUIRY: Our Family-Community Engagement — Finding Out More

For any of the items on the Tool above for which you marked "Not sure, needs inquiry, clarification", use the time between Strand modules to find out what is actually available in your school and district. If there are existing support that you have not been aware of, it is likely that others are also not aware. Create some mechanism for alerting the staff, teachers and families in your school about what is available. If they are not yet available, or are not yet adequate, select one or two that you might play a role in strengthening or initiating.

ACTION: Community Mapping

Community partners can provide support to the families in your school and also provide cultural and linguistic support for you in understanding and working with the families of your students. It is important that every school and district have relationships with such community institutions that represent the diversity of language and cultural groups served by the school.

- *List the various cultural/ethnic/language groups represented in the school and note which community organizations and resources they know about as potential partners.*
- *Begin with a list of the language groups enrolled in your school(s).*
- *Working with others on your leadership team, identify community-based organizations and community leaders that you know of for each of those cultural/language groups in the schools.*
- *Now place an asterisk by the names of those organizations or individuals with whom you have a strong existing relationship.*
- *For others, create a plan for learning more about the organization and the kind of supports they provide, and proactively reaching out and setting up meetings to build relationships with leaders of those organization.*
- *For those language/cultural groups for which you do not know what community organizations may exist, or who trusted community leaders may be, make this a topic for conversations with families to begin to learn about the cultural resources that exist.*

6 SECTION 6: HOW ARE OTHERS DOING THIS?

CASE STUDY: Family Partnerships: A District-wide Commitment — Mountain View School District

Mountain View School District (MVSD), a K-8 district located in the heart of the San Gabriel Valley, serves a predominantly Hispanic population of 6,700 students in the city of El Monte. A little over half (53%) of its students are English learners. The district is deeply committed to partnering with families and community in support of student achievement. In fact, one of the six core values of the district is "family, staff, and community engagement". Their approach has won them national recognition from the National Network of Partnership Schools, and a 2019 California School Boards Association (CSBA) Golden Bell Award for their exemplary Parent Leadership Academy, which empowers parents to be leaders in their schools, district, and community.

It has been a longstanding priority for Superintendent Lillian Maldonado-French, and the district has worked for years to build the strong family-school partnership relationships and system now in place. A decade ago, while the district had parent involvement goals and a strong parent group at the district level, it focused primarily on encouraging families to participate in school events. There were good relationships with families but it wasn't yet a partnership, nor was it focused on student achievement and learning goals. There was little investment in building parent capacity and leadership. Seeking to broaden the engagement with families, MVSD partnered in 2010 with California State University at San Diego (CSUSD) to focus on Joyce Epstein's model of parent involvement, initiating a process to align each school's family partnership action plan with efforts to improve student learning.

The partnership with CSUSD led to further work with Karen Mapp from the John Hopkins' Family Engagement project, incorporating the "achievement-focused family engagement" research-based framework for connecting school, family, and community partnership directly to each school's academic goals. The district's leadership viewed responsibility for students' educational development as a cooperative enterprise among families, school staff, and community members.

The district reorganized Ed Services and created a Parent Engagement Department with dedicated district level positions in Parent Engagement, expanded Community Liaison positions so there is one full-time at each site, and established Parent Partnership Action Teams at each site and for the overall district. Principals were explicitly directed to oversee the site Partnership Action Team which is charged with planning, implementing, evaluating, and continually improving family and community involvement activities to help all students succeed.

The goal was clear, there was infrastructure now, and the intent and desire were strong, but there needed to be investments in building capacity. Guided by the California Family Engagement Framework[1] and the specific call for parent training, the district partnered with 'CABE Project 2 Inspire' to provide three 16-week awareness, mastery, and expert level courses for parents. The academy is

1 California Family Engagement Framework's Build Capacity dimension, 1.03 calls for training parents to successfully participate in curricular and budgetary decision making. It is recommended that the district adopt a train-the-trainer model for ongoing orientation of new parents at the innovative implementation level.

Traditionally, districts struggle with getting the kind of parent engagement we all know is so important. We learned that a district department clearly dedicated to implementing Family Engagement is crucial. The payoff is first and foremost in the impact on students and student learning.

linked to student learning and connected to academic expectations, emphasizing how parents can become advocates for their children. Developing through this academy, "expert-level" parents now continue to lead and teach the awareness level classes to other parents throughout the district as Trainers of Trainers, creating a multiplier effect. The district now has a cadre of 20 parents who train other families about meeting the needs of their children, the EL Roadmap, how to understand their child's assessments and data, and navigating U.S. schools. They use the Project2Inspire curriculum and have tweaked and embellished and designed new modules to address local need—for example, technology training for families. Through the development of their knowledge, collaboration, and leadership, parent leaders reach beyond their homes and schools, empowering other parents and significantly impacting their community as agents of change. It is working! Parents are now active decision-makers at the school and district level. The Parent Leadership Academy has transformed from simple parent involvement to active family engagement. Furthermore, it is not just the staffed dedicated positions that are part of the "system" of support for parent engagement. District-wide, site librarians are engaged with family literacy efforts.

At this point, MVSD invests $2-3 million annually in Family Engagement, utilizing Title I and district LCAP funds to support both the activities and the infrastructure. Raymond Andry, Assistant Superintendent for Education Services, explains why this is so important. "Traditionally, districts struggle with getting the kind of parent engagement we all know is so important. But when it's just one of so many competing priorities, and when responsibility for implementing Parent Engagement efforts get tagged onto the work of some other department, or heaped on staff with multiple other responsibilities, you end up with a 10% position on paper, which is really 5% of what they are able to do. We learned that a district department clearly dedicated to implementing Family Engagement is crucial. You have to be structured in the work that mirrors your intentions. It really matters that we have a Family Engagement Department."

The payoff is first and foremost in the impact on students and student learning. Stronger student outcomes are associated with increased parent partnerships. As Andry says, "This is the foundation. This is huge and far beyond pure luck. Student learning outcomes and connection to school are stronger with family engagement." He also notes, comparing the present to the past, that there is a residual benefit of far fewer parent complaints and grievances. "They know where to go and how to raise concerns. We have staff in their schools who can work with them to resolve any issues. Parents know who to go to in the system for what kind of issues. In short, we have a system built that is accessible and responsive."

The district's Family Engagement Framework lays out four consistent research-based elements of successful family engagement efforts: that all parties work together to build a foundation of trust and respect; that Family Engagement efforts and strategies are firmly connected to learning objectives; efforts to reach out and engage parents go beyond the schoolhouse doors and do so consistently throughout the year, and, lastly, that in order for a family-school partnership to succeed, the adults responsible for the student's education must learn and grow, just as they support the learning and growth among students. Part of this "learning and growing" is coming together to read research, review new frameworks, learn about new policies (such as the EL Roadmap), and engaging in dialogue about new needs arising in the community. As a result, as a responsive system, family engagement efforts in MVSD have changed over time. Most recently, there has been a new focus on reading as the book, Seven Habits of Reading, has been a centerpiece in family workshops across the district. Since the pandemic began, with the increased

reliance on technology and distance learning, the district has mobilized technology training for families and support for connectivity and devices at home. As economic conditions have worsened in the community, the district opened a Family Center as a community hub providing access to resources (health, dental, social services) and trained the site Community Liaisons in updated resource and referral responsibilities.

The community of El Monte is becoming more diverse and its neighborhoods more gentrified. The school district has responded by hiring a new Asian Pacific Islander Community Liaison, and a Vietnamese translator. This became important in response to demographic changes in the student population, but also because the district views its role as an important community institution in the city of El Monte. "There were emerging rifts and tensions in the city, and we felt it was important to play a proactive role in showing our commitment to new populations and building cultural understanding." The Superintendent, the Board, and top leadership in the district are actively involved in the community, the city, and with non-profit organizations representing various segments of the city. They take public positions for rent control to maintain affordable housing in the city, actively engage with the El Monte Promise Foundation (a driving force bridging the economic and demographic communities in the city), and speak out about the importance of immigrants in their community. All of this is what it means, for MVSD, to embrace full partnership with the families of their students.

RESOURCES:

Mountain View School District Family Engagement Action Plan. www.mtviewschools.com

California Department of Education, 2014. *Family Engagement Framework: a Tool for California School Districts.*

Reflection:

How did MVSD explore and utilize external expertise, frameworks and resources to build their own local approach to parent partnership?

A breakthrough for MVSD was the decision to link parent partnership to student achievement and learning goals. Why was this important?

How did building explicit parent leadership make a difference for the district?

MVSD makes a significant investment in a staffing infrastructure to support parent engagement. How were those roles utilized, and why/how does it appear to make a difference?

7 SECTION 7:
MOVING FORWARD WITH PRINCIPLE #1

REFLECTION: Taking Stock: Why is Principle #1 Important to Me and Our Schools?

Reflecting back on the four sections of Principle #1 (Knowing your English learner students, valuing cultural and linguistic diversity, creating a safe inclusive and affirming climate, and family-school partnerships), and what it means to create assets-oriented and needs-responsive schools, try to articulate your response to the following:

What seems most essential to you personally about this Principle #1?

Are there any key areas of "need" or improvement for your school that stood out to you as most important or highest priority?

Are there any aspects of your school that you feel particularly proud of in terms of enacting the vision of Principle #1?

Why is Principle #1 important to you?

Why is Principle #1 important to your school, your students, your community?

ACTION: My Personal Action Plan: Continue, Stop, Add

Aside from larger school-wide efforts to implement Principle #1, as a result of reflecting on the various aspects and the depth of what is involved in enacting assets-oriented and needs-responsive schools for English learners, consider your own personal action plan. Are there some new things you personally want to start doing to strengthen partnerships with EL families? Are there some things you personally want to stop doing? Are there some things you're already doing that you feel are important and definitely want to continue with energy and intention? Take notes on the template below:

NEW New things I want to do or say in my commitment to EL Roadmap Principle #1	**STOP** Things I want to STOP doing that I had been doing	**CONTINUE** Things I've been doing that seem extra important to continue my commitment to EL Roadmap Principle #1

ACTIVITY: Building Awareness: Talking Points/Key Messages

To acquaint your school community with Principle #1 of the English Learner Roadmap, you as a school leader need to be able to articulate what it is and why it's important. Gather your notes (above) about why you believe this assets-oriented and needs-responsive principle is important for your students and your school. Include your sense of priorities after having considered each of the four parts of this Principle:

1. **Knowing your English learner students**
2. **Valuing cultural and linguistic diversity**
3. **Creating a safe, inclusive, and affirming climate**
4. **Building strong family-community-school partnerships**

First, add those personal notes to the Talking Points (below) that describe the Principle and seem most relevant to what you want to communicate to your school and community.

Talking Points/Key Messages

- *Every school needs to know who their English Learner population is and design programs, services, and instruction around those needs.*
- *There can be enormous diversity within the English Learner population. There is no single "English learner" type.*
- *No single English learner program, pathway, or set of instructional approaches is sufficient to address the needs of this multifaceted group of students.*
- *Beyond the issue of English proficiency levels, there are numerous factors in the lives of English learners that must be recognized and addressed*
- *To know and serve their English learner students well, educators need to understand and know specific background characteristics of their students (culture, prior schooling) and be able to understand the academic typologies (e.g., Long-Term English Learner, under-schooled newcomer, etc.)*
- *Inviting, eliciting, supporting, and responding to student voice is an essential strategy for becoming and remaining informed about the needs of English learner students.*
- *When students feel they do not belong or feel unsafe, it is difficult to learn.*
- *ELs face language and cultural barriers to participation in schools and are often on the margins of activities. When this occurs, it negatively impacts their sense of belonging, their participation and engagement, and their learning*
- *Language and culture are integral assets to learning*
- *Students need their schooling to provide "mirrors" (to see themselves and their cultures/languages reflected in the curriculum, materials, and learning) and "windows" (to expose them to peoples, cultures, experiences different from their own.)*

- *If schools do not affirm the value of student's home languages and connection to language and heritage, there is danger of them rejecting their home language, losing the language as they become English speaking, with painful impacts on family connection*
- *Schools in which English learners achieve to high standards are typically characterized by active parent and community engagement. They are supported with programs that build leadership capacity and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for ELs. Parents and community members are active in the classroom, and help teachers bridge and connect to community resources for learning. English learner parents face language, cultural, economic (and sometimes legal) barriers to such involvement.*

Other key talking points you'd like to add:

Now, consider a specific audience to whom you need/want to communicate and engage in Principle #1 of the English Learner Roadmap. Is it your leadership team? Your staff? Is it the families and community? Is it students? Think about the means of communication. Is it a newsletter? A presentation? Social media?

ACTION: Engage Others in Making Meaning of the Principle

Work with your ELR Implementation Team to determine who you are going to engage and in which formats and ways you will make meaning of Principle #1. There may be ways to engage just the ELR Implementation Team in deeper dialogue, and to engage others in a different specific activity. Mindful of your reflections on supporting productive dialogue from Module I, consider what approach will make sense for which segments of your school community. Review the activities, readings, and tools in this Toolkit to determine which (if any) might be used with which groups.

Planning Chart: Which Activities Will I Use with My ELR Implementation Team?

Purpose	Activities, Readings, Tools	ELR Team	Faculty/ Staff	Others
To build awareness about Principle #1:	**Present** with PPT, Talking Points **Read** text together and discuss. **Share** my personal sense of importance about Principle #1.			
To build understanding about our English learners:	**Activity:** What do we know about our ELs? **Read** about English learner typologies and diversity: • *Typologies* • *Factors impacting ELs* **Do** the Assessment/Reflection Tool together: • *Create our EL Profile* • *Plan an Inquiry on newcomers* • *Plan an inquiry on LTELs*			
To focus on valuing cultural and linguistic assets ELs, bring Readings:	**Read** • *Culturally and linguistically responsive and sustaining practices* • *Importance of home language and bilingualism* • *Loss of home languages* **Review** the Multicultural Competencies goals and consider goals for our students. **Do** the Assessment/Reflection Tool together on Valuing Language and Cultural Assets. **Consider** student voice approaches we might use to hear from our English learners.			
To create safe and affirming schools:	**Read** Sociocultural forces affecting English learner students. **Do** the Tea Party with cards—Effects of Immigration Status on Students. **Do** the Assessment/Reflection Tool together on Safe and Affirming Schools.			

Purpose	Activities, Readings, Tools	ELR Team	Faculty/ Staff	Others
To strengthen Family-School Partnerships with EL families:	**Read** • *Barriers and Challenges chart* • *EL Parent Rights* • *The School as Community Resource* **Do** the Assessment/Reflection Tool together on EL Family-School Partnership. **Map** our community partners.			
To determine possible priorities for action:	**Discuss** across the Assessment Tools which aspects may be our hottest priorities. **Plan** inquiries. **Investigate** resources. **Seek** stakeholder input and dialogues.			

INQUIRY: Walking Through My School: Taking a Look Around

With the lens of Principle #1, walk around your school campus and classrooms to get a "feel" for whether it looks like, feels like and sounds like a school that responds to who the students are, values the cultural and linguistic diversity of the students, provides a safe and inclusive and affirming environment, and partners with EL families.

The classroom is a central "place" in which students experience the culture and climate of a school. They must be able to feel safe and affirmed, valued and included in their classrooms. And classroom teachers need to know their EL students in order to be responsive to the needs. Walking through classrooms can give a glimpse of the degree to which Principle #1 of the EL Roadmap is being enacted. This is not an official instructional round or walkthrough – nor is it evaluative. It is an opportunity to sharpen your understanding of Principle #1 by honing in on it as a lens on your classrooms. It is meant to fuel wondering, and to alert you (as a leader) to what might warrant celebration and what might require action.

Wondering What to Look for in Classrooms? The EL Roadmap Teacher Toolkits as Resources

In the development of the English Learner Roadmap Teacher Toolkits, assessment tools were developed for Principle #1 by teachers focusing on teaching, learning, and the classroom. It is useful to review the indicators of Principle #1 that teachers identified as hallmarks of classrooms that enact Principle #1, Assets-Oriented and Needs-Responsive schooling. Their tool can give you insight into what you might hope to see in your classrooms – and can also help deepen your own understanding of what assets-oriented and needs-responsive classrooms should be.

INDICATORS FROM THE TEACHER TOOLKITS FOR PRINCIPLE #1

- ***Welcoming and Safe Environment*** *(e.g., students are greeted as they enter the room, signs in classroom are in languages of the families, norms related to inclusivity are posted, visuals on the walls celebrate the students' cultures, languages, and experiences.)*
- ***Students are known and identities are supported*** *(e.g., student names are respected and pronounced correctly, teachers know the language proficiencies of their students, regular, structured opportunities invite students to share their opinions and perspectives, the class library has books about the countries of origin and bilingual role models.)*
- ***Family and community connections*** *(e.g., parents are present in classroom, family photos are posted on walls, home-school connection activities and projects engage families, student projects focus on their community and heritage.)*
- ***Building community and collaboration*** *(e.g., the classroom is structured physically to support students in working together collaboratively, signs indicate norms of collaboration and teamwork.)*
- ***Student responsive practices and climate*** *(e.g., support materials are evident in languages of students, adequate wait time for responses is honored, student work is displayed with pride on the walls, interactive journals, etc.)*
- ***Home languages are invited, present, and affirmed*** *(e.g., cross-language connection charts, signs, and books in students' languages.)*
- ***Emphasis on the socioemotional health and development*** *(e.g., posters demonstrate language and support for talking about feelings, section of room or activity designed for calming, resources posted for health and mental health services, etc.)*
- ***In bilingual and dual language programs,*** *classrooms focus on the "Third Goal" (e.g., cultural activities are evident, celebration of bilingualism, posters evidence value of reaching across cultures and of pride for heritage.)*

1. First, alert the teachers of your desire to visit their classrooms. Assure them this is for your own learning; it is not evaluative. They have permission to decline.
2. Visit 4-5 classrooms, spending up to 15 minutes in each. Pay attention to the environment (walls), interactions, and the content of what is being taught/learned. Observe students as well as the teacher. Reflect on the presence of the indicators listed above. Note what you see and hear that is evidence of being an Assets-Oriented and Needs-Responsive school—be specific—on Notetaker #1.
3. Note what you see and hear that is evidence of things occurring that undermine or clearly are not Assets-Oriented and Needs-Responsive —be specific—on Notetaker #2.

#1: EVIDENCE OF ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLING IN CLASSROOMS

See	Hear	Notes

#2: EVIDENCE OF PRACTICES/INTERACTIONS THAT UNDERMINE AN ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOL CLIMATE AND EXPERIENCE FOR STUDENTS IN CLASSROOMS

See	Hear	Notes

Walk Around the Campus:

What happens outside the classroom is another powerful site where students absorb messages about whether they belong and are safe at school. Walk through the hallways, observe the front office, and spend some time outside on the campus. Pay attention to the environment (walls) and interactions, reflecting on Principle #1.

Note what you see and hear that is evidence of being an Assets-Oriented and Needs-Responsive school—be specific—on Notetaker #3.

Note what you see and hear that is evidence of things occurring that undermine or clearly are not Assets-Oriented and Needs-Responsive—be specific—on Notetaker #4.

#3: EVIDENCE OF ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOL CLIMATE/CULTURE ON THE CAMPUS

See	Hear	Notes

#4: EVIDENCE OF PRACTICES/INTERACTIONS THAT UNDERMINE AN ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOL CLIMATE AND EXPERIENCE ON THE CAMPUS

See	Hear	Notes

What questions do you have about what is going on? What do you want to know more about? How can you find out?

Which areas of practice/which principles and indicators seem like strengths to you across the school that can be celebrated?

Which areas seem ripe for improvement work?

How much of a "lift" or "shift" will enactment of the EL Roadmap be for your staff, teachers?

SUMMARY

The identification of priorities for action regarding implementation of Principle #1 must be a product of widespread meaning-making and collective reflection about the implications of Principle #1 for practices and programs, dialogue among multiple stakeholders about which aspects of "work to be done" hold the most heart and prospect for impact, and a shared perspective on what can realistically be handled in the short-term and what steps are essential to move towards longer-term impacts.

Remind yourself of the messages from Module I about going slow to go faster later, and about holding the long-view while taking what steps you can in the short-term. Reconnect yourself.

Remind yourself of the messages from Module I, about holding a long-view while crafting short-term steps, about going slow now to go fast later. Reconnect yourself to why this is important work and why it matters to you, and reconnect your staff to their "why", their sense of purpose. Be a cheerleader, and invoke the vision of what we are building for our English Learners. The EL Roadmap is big – and Principle #1 is just one piece. Yet, any meaningful work done on any aspect of Principle #1 will move your school (and your English learners) closer to the full vision.

8 SECTION 8: APPENDIX

RESOURCE: Continued Learning — Good Books/Articles/Resources

SAFE AND INCLUSIVE SCHOOLS

Becerra, Xavier, (2018) *Promoting a Safe and Secure Learning Environment for All: guidance and model policies to assist California K-12 schools in responding to immigration issues.* Office of the Attorney General of California: Sacramento. Provides guidance on gathering and handling student and family information, sharing student and family information, responding to requests for access to school grounds by immigration enforcement, responding to the detention or deportation of students' family members, responding to hate crimes and bullying related to national origin and ethnicity. https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

The Center for Law and Social Policy (CLASP) (2018). *Stop Separating Families: Our Children's Fear- Immigration Policy's Effects on Young Children,* CLASP, March 2018. https://www.clasp.org/sites/default/files/publications/2018/03/2018_ourchildrensfears.pdf

Haynes, J. (2014). Strategies for providing a bully-free environment for ELLs. TESOL Blog. This article provides suggestions for teachers who would like to help students learn about bullying through "language, visuals, and peer translation." The author offers strategies for helping ELLs when they encounter bullying. The article is based on a chapter entitled, "Sticks and Stones: Preventing Bullying in the Elementary School," by Joann Frechette and Judie Haynes, in *Authenticity in the Language Classroom and Beyond,* edited by Maria Dantas-Whitney and Sarah Rilling.) Retrieved from http://blog.tesol.org/strategies-for-providing-a-bully-free-environment-for-ells/

Language Lizard (2011). "Eight Tips to Protect ELLs from Bullying in Your Classroom and School." This article explains how ELLs are often bullied and mocked because of their accents and diverse cultural characteristics. Included are suggestions and resources for families and teachers to help ELLs understand and cope with bullying. Retrieved from the Colorín Colorado website: http://www.colorincolorado.org/article/55612/

Support for Immigrant and Refugee Students (2019
In light of the increasingly hostile climate toward immigrants and the insecurity caused by the changing policy landscape, Californians Together developed a multi-pronged approach toward creating a safe learning environment for students of all backgrounds. The following resources were developed in collaboration with Loyola Marymount University's Center for Equity for English Learners (CEEL). https://www.californianstogether.org/support-immigrant-refugee-students-2/

- *Guide for Safe and Welcoming Schools for Immigrant and Refugee Students in California*
- *Grade-Span Lesson Modules and Trainer of Trainers Workshop Manual*
- *A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences*

DACA/Safe Haven/Immigration Resources for Educators and School Boards to Support Students and Families
To address the social-emotional and educational needs of students and their families suffering from stress and worry due to family immigration status or experiences as refugees, a collaborative group of agencies and stakeholders have developed resources and tools, especially for parents, families, and communities. Their agenda is to deepen knowledge and address the needs of immigrant and refugee students and families within their communities. Resources for districts and schools are also available to support the parents' engagement and inclusion to serve as advocates for their children and schools, regardless of their immigrant status. https://www.gocabe.org/index.php/communications/daca/

Derman-Sparks, L. & Edwards, J.O. (2020) *Anti-Bias Education for Young Children and Ourselves, National Association for the Education of Young Children (NAEYC): Washington D.C.* This recent new edition of the classic book provides practical guidance to confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity. The book includes tips for helping staff and children respect each other, themselves, and all people. Individual chapters focus on culture and language, racial identity, gender identity, economic class, family structures, different abilities, holidays, and more. NAEYC has compiled some key information from the book and related resources and self-reflective exercises for teachers. https://www.naeyc.org/resources/pubs/books/anti-bias-education

Capturing Kids' Hearts
This program is a multi-year, system-wide approach that helps build a positive school culture that is relational and tends to the students and educators' social-emotional needs. The focus is on strengthening students' connectedness to others by enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. District and campus leadership model desired behaviors and hold their teams accountable for living out transformational behaviors and processes. https://flippengroup.com/

- *All campus educators establish collaborative agreements of behavior in every classroom.*
- *Mentors support and encourage teammates in using the learned skills and processes.*
- *Every faculty member participates in ongoing professional development and must be committed to utilizing the processes and techniques until a breakthrough occurs.*

FOCUS ON ASSETS-ORIENTED SCHOOLS AND CULTURALLY/LINGUISTICALLY INCLUSIVE SCHOOLS

Brooks, K., Adams, S.R., and Morita-Mullaney, T. (2010) Creating inclusive learning communities for EL students: Transforming school principals' perspectives. Theory into Practice, 49(2), 145-151. Focused on the dialogues school administrators have about ELs and the use of social justice and equity-focused professional learning communities as a way to transform this dialogue to address broader systemic inequities facing ELL students.

Francesca López, Maharaj Desai, and Allyson Tintiangco-Cubales, (2020). "Asset-Based Pedagogy: Student, Family and Community Engagement for the Academic and Socioemotional Learning of Multilingual Students" in *Improving Education for Multilingual and English Learner Students.* California Department of Education: Sacramento, CA.
https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf

TYPOLOGIES: ADDRESSING DIVERSITY OF NEED

BELIEF Module #6, CCSESA-CISC. The BELIEF online modules (BELIEF stands for Blueprints for Effective Leadership and Instruction for English Learners' Futures) were designed by a consortium of county offices of education for EL program leaders to support the implementation of both integrated and designated ELDs to strengthen programs for ELs. Module #6 focuses on meeting the diverse needs of ELs and reviewing the needs of newcomers, long-term English learners, and ELs with disabilities. www.ccsesa.org

Menken, K., Kleyn, T., & Chae, N. (2012). "Spotlight on Long-Term English Language Learners": Characteristics and Prior Schooling Experiences of an Invisible Population. *International Multilingual Research Journal*, 6, 121-142. This article presents qualitative research findings about the characteristics and prior schooling experiences of "long-term English learners (LTELs)," who have attended U.S. schools for seven years or more, and about whom there is little empirical research, despite their significant numbers. Findings indicate that these students are orally bilingual for social purposes yet have limited academic literacy skills in English or in their native languages as a result of prior schooling experiences. Two main groups of LTELLs are identified: (1) students with inconsistent U.S. schooling, who have shifted between bilingual education, English as a Second Language (ESL), and mainstream classrooms with no language support programming, and (2) transnational students, who have moved back and forth between the United States and their families' countries of origin. Retrieved from https://katemenken.files. wordpress.com/2011/10/menken-kleyn-chae-2012-spotlight-on-e2809clong-term-english-language-learnerse2809d-imrj1.pdf

The Newcomer Toolkit, (2019) U.S. Department of Education: Washington D.C.
https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf
This toolkit is designed to help U.S. educators and others who work directly with immigrant students—including asylees and refugees—and their families. It is designed to help teachers, administrators and other school staff address newcomers' needs by

- *Expanding and strengthening opportunities for cultural and linguistic integration and education.*
- *Understanding some basics about their legal obligations to newcomers.*
- *Providing welcoming schools and classrooms for newcomers and their families.*
- *Offering newcomers the academic support to attain English language proficiency (if needed) and meet college- and career-readiness standards.*
- *Supporting and developing newcomers' social-emotional skills.*

Olsen, L., (2014). "Meeting the Unique Needs of Long-Term English Learners: A Guide for Educators." National Education Association, Washington D.C. Provides an overview of definitions and characteristics of Long-Term English Learners, and their experiences in secondary schools. Reviews emerging practices and basic principles for meeting the needs of LTELs, as well as components of successful school programs.
https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTELs.pdf

California Practitioners Guide for Educating English Learners with Disabilities, California Department of Education publication, 2019
The California Practitioners' Guide for Educating English Learners with Disabilities was prepared under the direction of the Special Education Division of the California Department of Education (CDE) through a contract with WestEd and with the assistance of a broad coalition of teachers, administrators, and staff members from districts, county offices of education, educational organizations and associations, and universities. These contributors brought decades of professional experience in educating English learners and students with disabilities to this project, and their input was invaluable to ensuring that this guide would be a resource to the field. https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

STUDENT VOICE

Brasof, M., and Mansfield, K., guest editors, Journal of Ethical Education Leadership, JEEL, (2018). Special issue 1: Student Voice and School Leadership, Journal of Ethical Educational Leadership, March 2018. An entire volume of articles on student voice and school leadership, including a section of three articles on theoretical foundations of student voice, a section of five articles specifically on secondary schools, and a section on identity intersectionalities and student voice.

FAMILY ENGAGEMENT

Barry, B., & Waterman, R. (2008). *Building collaboration between schools and parents of English language learners: Transcending barriers, creating opportunities* (Practitioner Brief). Tempe, AZ: National Center for Culturally Responsive Educational Systems. This brief discusses barriers between schools and parents of ELs. It offers concrete suggestions to (1) inform school staff about school-initiated efforts to build partnerships with parents; (2) overcome language barriers; (3) provide access to comprehensible information about U.S. schools and culturally and linguistically diverse families; (4) address concerns related to special education placement and referral; (5) reduce immigrant isolation; and (6) raise awareness of EL concerns related to undocumented legal status.
https://www.scribd.com/document/3792758/Practitioner-Brief-Building-Collaboration

Breiseth, L. (2011, August). A Guide for Engaging ELL families: Twenty strategies for School Leaders. This guide offers 20 ideas with checklists to help school leaders strengthen home-school partnerships; engage staff, parents, and students; create a culture of respect in the community; advocate and allocate resources for EL families. The guide has six sections: (1) Connecting with ELL families, (2) Communicating Important Information, (3) Parent Participation, (4) Parents As Leaders, (5) Community Partnerships, and (6) Creating a Plan. Retrieved from http://www.colorincolorado.org/pdfs/articles/Engaging-ELL-Families_A-Checklist-for-School-Leaders.pdf

Breiseth, L., Robertson, K., & Lafond, S. (2011, August). A guide for engaging ELL families: Twenty strategies for school leaders. This guide provides family engagement strategies for leaders in schools serving ELs in pre-K through grade 12. It provides detailed explanations of a variety of strategies along with examples from schools and programs throughout the United States. Retrieved from Colorín Colorado website: http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf.

California Department of Education (2014). Family Engagement Framework a Tool for School Districts. Sacramento, CA.
https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf

Colorín Colorado. (n.d.). Parent outreach. Parents of ELs may feel apprehensive about getting involved at school because they lack English skills or knowledge of U.S. culture and the public school system. This resource provides information about how to reach out to them. Retrieved from http://www.colorincolorado.org/article/c44/

Erekson, J., Kim, Y., & Lycke, K. (2015, March). "Five Principles with Twenty Examples for Engaging ELL Families." ASCD Express: Ideas from the field, 10(13). This discussion looks at three approaches to parental engagement: (1) Invite families to school activities; (2) Empower learners by studying the funds of knowledge families bring from their varied class and cultural backgrounds; and (3) Develop teacher-parent collaborations where teachers focus on a specific set of home-friendly strategies. The authors provide tables and explanations for implementing their proposed strategies to reach out to ELs' parents and involve them in their children's learning, both at school and at home. Retrieved from http://www.ascd.org/ascd-express/vol10/1013-erekson.aspx

U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice, Civil Rights Division. (2015, January). *Dear colleague letter: English Learner Students and Limited English Proficient Parents.* This document provides guidance to assist SEAs, LEAs, and all public schools in meeting their legal obligations to ensure that ELs can participate meaningfully and equally in educational programs and services. This guidance provides an outline of the legal obligations of SEAs and LEAs to ELs under the civil rights laws. Additionally, the guidance discusses compliance issues that frequently arise in OCR and DOJ investigations under *Title VI* of the *Civil Rights Act of 1964* and the *Equal Educational Opportunities Act* and offers approaches that SEAs and LEAs may use to meet their federal obligations to ELs. A discussion of how SEAs and LEAs can implement their Title III grants and sub-grants in a manner consistent with these civil rights obligations is included. Finally, the guidance discusses the federal obligation to ensure that limited English proficient parents and guardians have meaningful access to SEA-, LEA-, and school-related information. Retrieved from https://www2.ed.gov/about/officeslist/ocr/letters/colleague-el-201501.pdf

The U.S. Department of Education (ED), in partnership with the Southwest Educational Development Laboratory (SEDL), developed the following framework to support family engagement activities that help schools and families partner for improved student outcomes. *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships* (the framework) describes itself as a "scaffold for the development of family engagement strategies, policies, and programs." The framework discusses the goals and conditions needed for effective family engagement that supports student achievement and school improvement. The complete framework is available at http://www2.ed.gov/documents/family-community/partners-education.pdf

Waterman, R., & Harry, B. (2008). *"Building Collaboration Between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities."* Tempe, AZ: National Center for Culturally Responsive Educational Systems. This brief discusses the barriers to parental involvement and offers concrete suggestions for creating positive relationships between schools and parents of ELs. Retrieved from https://www.colorincolorado.org/research/building-collaboration-between-schools-and-parents-english-language-learners-transcending

RESOURCE ORGANIZATIONS

Restorative Justice
Restorative justice empowers students to resolve conflicts on their own and in small groups through peer-mediated small groups.
https://www.edutopia.org/blog/restorative-justice-resources-matt-davis

Project2Inpspire – California Association for Bilingual Education (CABE)
CABE's Parent and Family engagement program is focused on working with partner school districts to provide parents with the best opportunities and resources to help their children succeed in school. They provide high quality education, resources and leadership development for EL parents, and professional learning for district and school administrators on research-based strategies and effective practices for family engagement.
http://www.gocabe.org/index.php/parents/project-2-inspire/

Colorín Colorado
This is the premier national bilingual website serving parents and teachers of ELs with may resources on various topics—including parent engagement.
http://www.colorincolorado.org

Teaching Tolerance
Teaching Tolerance provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from kindergarten through high school. Educators use the materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued, and welcome participants. The program emphasizes social justice and anti-bias. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. Their Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice, and action.
https://www.tolerance.org/

Second Step Elementary and Early Learning
Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children. The early learning (Preschool-5) program focuses on skills and concepts such as empathy, social skills, and problem-solving.
https://www.secondstep.org/social-emotional-learning

Center for Culturally Responsive Teaching and Learning (CCRTL)
The Center for Culturally Responsive Teaching and Learning (CCRTL) exists for making cultural responsiveness a meaningful aspect of everyday life. Being culturally responsive is an approach that practices the validation and affirmation of different cultures to move beyond race and step below the superficial focus on culture. The number one objective is to sway school communities, professional communities, and the general public to becoming culturally responsive through three broad strands of development: professional development, community development, and school development. With these three strands, the goal is to influence institutional policies and practices and inspire changes in behaviors—individually and institutionally.
https://www.culturallyresponsive.org/

My Name, My Identity—A Declaration of Self
This campaign is a partnership between the National Association for Bilingual Education and the Santa Clara County Office of Education. The objectives of the initiative are to bring awareness to the importance of respecting students' names and identity in schools as measured by the number of community members making a pledge to pronounce students' names correctly and to build a respectful and caring culture in school communities that values diversity as measured by my name stories posted on social media. https://www.mynamemyidentity.org/campaign/about

Alas y Voz Social Media Campaign
A social media campaign to raise awareness among parents of English learners about the importance and benefits of bilingualism. The website and videos posted on YouTube share videos, graphics, and stories on social media with effective messaging about biliteracy and bilingual programs. An online toolkit has resources for educators to use with parents.
https://www.californianstogether.org/alas-y-voz/campaign/

Partnerships for 21st Century Learning (P21) P21 has championed the 4C's and developed the Framework for 21st Century Learning, cornerstones of this movement. The P21 Framework was developed to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship. All elements of the Framework are critical to ensuring 21st-century readiness for every student. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future. EdLeader 21 provides customizable tools and resources to support the implementation of a 21st-century education.
http://www.battelleforkids.org/networks/p21/frameworks-resources

An Educator's Guide to the "Four Cs." Preparing 21st Century Students for a Global Society
The National Education Association (NEA) developed this guide to introduce educators to the concept, stress the importance of the "Four Cs," and put 21st-century education into classroom practice. The guide includes ideas and resources that will help advance the "Four Cs" in classroom practices. The four Cs are: Communicators, Creators, Critical thinkers and Collaborators. These resources include practical techniques to integrate the "Four Cs" into the classroom setting; tools for developing better proficiency in technology; and methods to ensure that students are learning in a meaningful context. It also offers suggestions for encouraging our departments, schools, districts, and states to embrace the "Four Cs."
http://ftp.arizonaea.org/tools/52217.htm

APPENDIX: Glossary of Immigration Terms

Asylum-seeker

Asylum-seekers are persons who come to the United States seeking refuge because staying in their home country is dangerous. A person receives asylum if he or she is persecuted on political grounds, is subject to serious human rights violations upon returning to the country of origin, and has no alternative "of refuge within the country of origin."

Deportation/Removal

Expulsion of a non-citizen from the United States. People who can be deported include non-citizens (including lawful permanent residents) with criminal convictions, visa overstays, refugee/asylum seekers, and those who entered without inspection (for example, by crossing the border unlawfully). Once removed, a non-citizen faces legal bars for a time period that prevent his or her return or sometimes they are permanently barred.

Immigrant

Informally, an "immigrant" is a person who has traveled to the United States independent of how long they come for and the purpose of their travel. They could immigrate for different reasons: professional, seeking asylum or higher education, or they are planning to stay here for a long time. In the United States, as is the case in most countries, the formal definition of an "immigrant" is someone who has been granted legal status to stay in a country.

Immigration and Customs Enforcement (ICE)

ICE is the bureau within the U.S. Department of Homeland Security (DHS) that enforces immigration laws and conducts the apprehension, detention, and deportation of immigrants. ICE used to be part of what was known as the INS or Immigration and Naturalization Service.

Lawful Permanent Resident (LPR)

An LPR is an immigrant with a "green card" who has been lawfully admitted to the United States for permanent residence. An immigrant can become a permanent resident in several ways. Most individuals are sponsored by a family member or employer in the United States. Other individuals may become LPRs through refugee or asylee status or other humanitarian programs. LPRs have essentially the same rights and obligations as U.S. citizens with the exceptions of voting and holding certain public offices and civil service positions. However, LPRs can be detained or deported for certain offenses, including misdemeanors punishable by one or more years in jail. After five years (three years in certain circumstances), an LPR can apply for U.S. citizenship.

Migrant

A migrant is basically anyone who moves to a different place—either within his or her country or outside its borders. Migrants are people who leave their countries of their own will. They may not be facing any danger, but they may decide to move to find work or improve their quality of life, for example.

Refugee

Informally, refugees are people seeking protection and a safe place to live outside their country of origin who are unable or unwilling to return because of past persecution, and/or a well-founded fear of persecution because of their race, religion, nationality, political opinion, or membership in a particular social group. Formally, a refugee is a person who has received refugee protection. Each year, a certain number of refugees are selected by the U.S. State Department to undergo several security screenings and enter the United States through the Refugee Resettlement Program. One year after arriving in the United States, a refugee can apply to become a lawful permanent resident (LPR), and after five more years, can apply for U.S. citizenship

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