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Dual Language Doesn't Translate: Equity and Access in Dual Language Education on English Learners and Low-Income Students

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Dual Language Doesn't Translate: Equity and Access in Dual Language Education on English Learners and Low-Income Students

A dissertation submitted in partial satisfaction of the requirements for the degree Doctor of Education

in

Educational Leadership

by

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2019

The Dissertation of Pilar Guadalupe Vargas is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

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Chair

University of California San Diego

California State University, San Marcos

2019

DEDICATION

This is dedicated to all Latinx people and children of immigrants who were told that their

language was not enough. That their culture and history was not suitable for this school

system, and were forced to assimilate at the cost of themselves.

Yo tengo dos mundos en mi boca

Sluagh gun chanain, sluagh gun anam
A people without a language is a people without a soul
- Scottish Gaelic saying

"To have another language is to possess a second soul."
–Charlemagne

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACKNOWLEDGEMENTS

I want to acknowledge and thank my husband for his tireless support of me and my work in education. Ruben, you have been there to help support me and provide me the extra shove I needed to get my work done. Thank you for always believing in me and inspiring me to constantly do better. I love you. *Tu eres mi otro yo*.

I want to acknowledge my children, Sebastian and Christian. They have been my inspiration throughout this process. I want to be an an example for them of what they can achieve so that they never have to ask the question "Can it be done?", the answer is always "Yes".

I want to thank my cohort, #HGC12, JDP12. You have been the best academic family I could have asked for, and have gone with me through this every step of the way. We have shared in the difficulties, personal hardships, successes, job changes, doctoral babies, buying homes, our many travels, and relationships. This process has helped me to create a different family, and one that I am eternally grateful for.

Thank you
Gracias

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Equity and Access in Dual Language Education: The Impact on English Learners and Low-Income Students

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ABSTRACT OF THE DISSERTATION

Equity and Access in Dual Language Education: The Impact on English Learners and Low-

Income Students

by

Pilar Guadalupe Vargas

Doctor of Education in Educational Leadership

University of California San Diego, 2019
California State University, San Marcos, 2019

Professor Frances Contreras, Chair

California has a history of bilingual education, but once that was eliminated with

Proposition 227 in 1998, dual language education programs took its place. Dual Language

Education programs are the teaching of academic content in two different languages. They

have been expanding nationwide with several different languages being incorporated into this

model, such as Spanish, Mandarin, Vietnamese, German, French, Portuguese, and Arabic.

The draw for these programs has been to have students become better citizens in a global

economy and to be able to participate within a diverse society. One of the concerns in regards

to the expansion of dual language education is where the programs are being implemented

and whom they are intended to serve. The trend is for affluent neighborhoods to have greater

access to these dual language programs where there are a lower number of English learners

and low-income students. These two demographic groups are not included in these dual

language programs, which are considered advanced and rigorous. This case study is an in-

depth look into one elementary school district in southern California with a high number of

dual language programs, with many of them in affluent communities.

CHAPTER ONE: INTRODUCTION

Dual language or immersion programs are the teaching of English and a second language in a school setting. In elementary schools, there is the choice to teach in several different models of dual language education, otherwise known as DLE. There is a 90-10 model where 90% is taught in the minority language and 10% is in English. The other option is a 50-50 model where 50% of the day is in the minority language and the other half is in English (Howard, 2018). DLE programs are emerging all over the country; in the 2016 Consolidated State Performance Report 39 states and the District of Columbia had DLE (2015), with the estimate being close to 2,000 nationwide (Wilson, 2011).

Several statewide initiatives have supported the continued growth of DLE. For example, Utah has some of the fastest growth because of a law passed in 2008 that approved statewide dual language education (Utah Dual Language Immersion, 2016). Once parents saw the educational improvements in students, the enrollment in these programs saw a dramatic increase. When the DLE program initially began in Utah in 2009 there were only 1,400 students enrolled in the state. Fast forward to 2015 and there were 29,000 students enrolled in dual language immersion school programs with waiting lists at all of them (Wood, 2016; Harris 2015). In Portland, Oregon nearly twenty percent of all kindergarteners are enrolled in a DLE program, with ten percent of all students currently enrolled in dual language. Other states such as Delaware and North Carolina are also trying to increase or implement DLE programs in their school districts (Harris, 2015).

The majority of DLE programs in California are Spanish-English language. But there are a growing number of languages now being included in DLE such as French, German, Chinese, Haitian, Creole, Arabic and most recently Vietnamese in Los Angeles, California

(Wilson, 2011; Do, 2015). The Dual Language Directory for San Diego County has a list of eighty-eight elementary schools, twenty-one continuing into middle school, and nine high schools all with dual language programs (San Diego Dual Language Directory, 2017).

Statement of the Problem

The number of English Learners (ELs) in the United States is reaching five million, a growth of 4.2% from 2007-2008, and is continuing to grow (Boyle, 2015; U.S. Department of Education, 2018) with it projected to be 23% by 2020 (Shin & Ortman, 2011). The needs of those EL students must be addressed in a way that respects and values their diversity within the traditional school system (Boyle, 2015). Currently, in California, the segregation of Latino students is not responding to the needs of the large percentage of ELs within the state school system and continues to be true for all school districts across the state (Ee & Orfield, 2014). In California the majority of students in the school system are Latinos at 53.2%, with a rapidly declining white student population. The percentage of Latino students in the state who have exposure to white students is 15.4%, with the percentage of Latinos in non-white schools at 56.5%. This decline in white students limits the interactions and integration of Latino students in the California school system more than any other state and also negatively impacts their linguistic segregation (Ee & Orfield, 2016; Romo, Thomas, & Garcia, 2018). EL students attend schools where they are averaging to be about 90% of the population, and highly concentrated in low socioeconomic communities (Carnock & Ege, 2015; Romo, Thomas, & Garcia, 2018).

There were few efforts to desegregate Latinos with court orders or lawsuits that forced the schools to integrate. It was not until 1973 with *Keyes vs. School District number 1* that desegregation efforts were implemented in regards to Latinos in California. It was a lawsuit

based in Denver, Colorado where parents of Latino and African American students sued the school board stating that they intentionally created racially segregated systems. It was the first Supreme Court case that was not referencing a southern school district. It made two key decisions that impacted school segregation; one was that just because there was a majority of African Americans and Latinos it did not constitute a desegregated community because the resources were not the same as in their white majority counterparts. The second part was that if the plaintiffs could demonstrate the school district intentionally segregated the schools then a lower court could find the entire system as segregated. However, the court let stand the requirement that plaintiffs had to prove de facto and not just de jure segregation. This means that with de jure the plaintiffs have to prove that the government, or in this case the school board, actions are direct and explicit with intention to discriminate. If there is no clear evidence that they intentionally segregated schools or their systems, then no intent to segregate exists (Haas, 2017)). As a result, this has led to difficulty for future generations to sue for desegregation of Latinos across the country and has continued to intensify these issues (Ee & Orfield, 2016).

In California there are currently 1.3 million English learners who make up a total of 20.4% of the total enrollment in California schools. Out of all California students, 2.7 million or 42.3% of current enrollment are students who speak a language other than English at home (CalEdFacts, 2018). With this large percentage of English learners in the educational system, there is an increased need to move these students to academic success and promote them to become Redesignated Fluent English Proficient (RFEP) students, allowing them to participate in regular English-only classes with no English language development support. In California two-thirds of English learners come from low-income neighborhoods (National Clearinghouse

for English Language Acquisition, 2007) and 22% of school-age students are English learners (NCELA, 2016). In order to improve the scores of these schools and areas, it is beneficial to create dual language programs to benefit the academic performance of these students (Lindholm-Leary, 2001; Valentino & Reardon, 2015).

Dual language or immersion programs have been slow to grow in low-income, high-poverty areas even though there are several years of research that suggests students with bilingual brains perform better on tests, and academics (Lindholm-Leary, 2001; Bialystok, 2004; Lindholm-Leary, 2012). A recent analysis of student scores on the National Assessment for Educational Progress (NAEP), describes the changes in test scores of multilingual students. Those that identified a language other than English spoken at home improved two to three times more than monolingual scores (Kieffer & Thompson, 2018). These dual language programs have helped more affluent schools and districts improve their test scores, while low-income high-poverty area schools have not had the benefit of access to dual language programs (Palmer, 2010; Lindholm-Leary & Borsato, 2006). Research over the past several decades has shown that students who participate in dual language programs are able to better process new information, perform stronger academically, and have greater rates of going to a college or university (Cummins, 2000; Thomas & Collier, 2002; Lindholm-Leary 2005; National Academies of Sciences, Engineering, & Medicine, 2017; Lindholm-Leary, Martinez, & Molina, 2018). Further research demonstrates that English learner students who have participated in a dual language programs also improve their grasp of the English language and are able to perform as well as or better than their English only counterparts. Low-income students also stand to benefit from dual language programs and also achieve above grade level in Spanish assessments, affirming the importance of dual language programs for English

learner students (Lindholm-Leary, 2005; Lindholm-Leary, 2010; Valentino & Reardon, 2015).

There are several factors that are impeding access to these programs that have demonstrated academic success (Lindholm Leary, 2010) for these communities. The current federal policies of Title I and Title III have money specifically addressing the needs of low income and English learners, which are not allowed to be spent on DLE programs because they have not historically, been geared towards English learners, but rather programs and curricula that are meant to support the academic success of these demographics (U.S. Department of Education, 2004). English learners currently face marginalization across three demographic categories: racial, linguistic, and socioeconomic. When there are barriers to access to DLE, this leads to a disservice to those students that need more resources and assistance than native English speakers who are already familiar with the educational system (Gándara, 2010).

With *Lau v. Nichols* (1974), it mandates the identification of ELs within a school system in order to provide services to them. This has then led to the creation of an EL curriculum that addresses their needs and specific classes that they are placed in in order to become proficient in English (Lau v. Nichols, 1974). Proficiency in English is seen as a prerequisite to provide access for ELs into advanced coursework. This in turn shapes the future coursework for ELs and limits their access to rigorous classes and programs (Callahan, Wilkinson & Muller, 2010). There is a strong correlation between poverty and EL status (Ragan & Lesaux, 2006), which has also highlighted the exposure to substandard resources for this demographic population as well (Gándara, Rumberger, Maxwell-Jolly, Callahan, 2003). This limiting of access to rigorous courses, such as DLE, limits students when those in

positions of leadership are only looking at graduation and English as goals for ELs (Callahan & Gándara, 2004; Schiller and Muller, 2000).

Theoretical Framework

In California where there is a direct correlation between being low-income and an English Learner, the needs of these students need to be met in both areas. Two-thirds of all English learners are low-income students, with 75% of those students speaking Spanish. The concern with these numbers is that they are largely unable to meet the academic standards of their English proficient counterparts (NEA Policy Brief, 2008). With the increase of dual language programs across the nation, there are concerns that these programs are being limited to more affluent communities. In several school districts across the country there are dual language programs that have entry exams or interviews that are identifying either Gifted and Talented (GATE) students or those whose districts believe will be able to withstand the rigor of the program (Williams, 2014). These policies are exclusionary but allowed to continue because of community and parental support.

In regards to equity and access, Paulo Freire (1993) has stated that education is an instrument of liberation and dialogics, which is the idea that education is the practice of freedom, and that it is hindered by policies that are barriers to access for students. This is connected to Critical Race Theory (CRT), first identified by Gloria Ladson-Billings (1995) who is a seminal author on the topic. She first identified CRT and its five main tenets as a way to theorize racism and its impact on education policies, and the educational attainment differences between racial demographics (Ladson-Billings, 1995). The first tenet is that racism is not a set of isolated incidents that occur, but is one of the core pillars of U.S. society, instilled in each and every one of its systems. The second one is where white people will only

6

seek social justice when it converges with one of their own needs. The third tenet is of race as an idea that has been constructed by society in order to stratify society to make it benefit one group over the other. With intersectionality, it is the evaluation of several different aspects of a person's identity such as sex, race, class, and nationality and how they impact certain situations. Lastly, storytelling, or narratives, are used to define and substantiate legal principles on race and social justice issues (Ladson-Billings, 2013).

These policies and dialogics intersect with Latino Critical Theory (LatCrit) which requires the examination of institutional policies, programs and practices that interfere with Latinx students' rights and abilities to receive the best educational opportunities available (Villalpando, 2004). LatCrit focuses on the racism and barriers that continue to provide limits to Latinx educational opportunities, and the examination of societal structures that place those limitations on these communities (Yosso, Parker, Solórzano, & Lynn, 2004). LatCrit was established under the umbrella of CRT by Solórzano and Yosso (2000) and Delgado Bernal (2002) in order to try and address the needs of Latinx communities. What Solórzano and Yosso (2000) have done is to try and provide a space of Latinx stories to be told with counter-narratives are a strong part of their research.

Both CRT and LatCrit focus on the impact of race and racism in education, the impact of the dominant ideology on student achievement, the importance of student experiences and knowledge within the educational experience, and the social justice implications in the inequities that have been identified within these educational systems (Solórzano & Ornelas, 2004). As a way to address these issues, dual language programs are a way to bring diversity to campuses and schools, especially in California where it has been found to be the most segregated state for Latino students (Ee & Orfield 2014).

The selection and use of language provides power to the speaker, especially where market forces are continuing to promote the spread and adoption of English as the language of business, money and power (Phillipson & Skuttnabb-Kangas, 2013/2014) This supports the statements made in Valdes' (1997) article where language is having political and societal implications, and instead of supporting the ELs in their first language, it creates English only students who begin to take the power of language from non-native English speakers (Phillipson & Skuttnabb-Kangas, 2013/2014). Critical race theory and Latino critical theory intersect on the basis of education as a way to free and empower the marginalized, but these kinds of exclusionary dual language programs go in the opposite direction and actually hamper the educational, economic and social opportunities of those who need them most (Ladson-Billings, 1995; Villalpando, 2004).

This continued marginalization of Latinxs and English learners continues the use of language as power in a society where English is increasingly becoming the language of politics, business and education and is seen as another extension of colonialism not only in the United States but also around the world (Cummins, 2000; Phillipson & Skuttnab-Kangas, 2013/2014). Economic inequalities are exacerbated by the continuation and spread of programs supported by affluent communities, like the DLE programs that are flouted in Utah (Valdez, Freire, & Delavan, 2015) and now being copied across the country (Mutua, 2008). If creators of DLE programs fail to recognize the inequity that is caused by the formality of the system they have created, and instead distinguishes people based on resources and economic access to programs, then they will continue the lack of equity that currently exists (Juarez, 2008).

Purpose of the Study

The purpose of this case study is to understand the growth and expansion of dual language/immersion programs into low-income English learner communities in an elementary school district in southern San Diego, which we will call the Hillside Elementary School District. I examined the practices and acceptance policies within their dual language programs in relation to English learners and low-income students and schools. With the current push for an increase in DLE programs throughout the country, it is necessary to be aware of the practices placed on these programs in relation to which students are selected for participation.

Even with previous research that identifies the importance of DLE on ELs and low socioeconomic students (Thomas & Collier, 2002), there is very little research on the decision-making process and the inequities that result from DLE programs being more readily expanded in affluent communities. This case study is in an effort to try and provide insight into the decisions on expansion of DLE programs and the impact this has on the communities this particular district is intended to serve. With the interviews with those that make the decisions within this district, some light will be shed on how the decisions are made and if they take into account the initial goals of DLE programs as stated in the Guiding Principles for Dual Language Education (Howard, 2018). This study provides insight into how much of their decisions are based on the needs of their specific demographic populations in regards to ELs and low-income students. This case study will try to add to the research on the expansion and creation of DLE programs.

Research Questions

The proposed research questions are:

1. What information is used to expand dual language programs in low-income communities with high numbers of English learners?

2. What are the acceptance practices of dual language education programs?

3. How is equity and access provided to ELs and low-income students within DL programs?

4. What information is being used to identify the equitable distribution of resources within DLE programs at different school sites?

5. How are Local Control Accountability Plan (LCAP) funds being used to address the needs of ELs and low-income students in DLE programs?

Significance

English learners and low-income students are an increasing population in the state of California; the need to support them academically is imperative in the growth of the state and their communities. With these marginalized groups, they become left on the outskirts of society, which continues to perpetuate a system of inequities. With the use of language as a barrier to access, it allows for the disenfranchisement of a community.

With districts that have such large numbers of ELs and low-income students, they need to find a way to address their academic needs, and DLE programs are a way to address those questions. Currently, there are a majority of white or Asian students within the program. This allows them to partake the benefits of bilingualism, but then continues to allow the system of keeping ELs separate from the benefits of DLE, to flourish. Beyond not being fair, as an educational system we are continuing to fail our children by being the barricades to their academic success.

CHAPTER TWO: LITERATURE REVIEW

The Center for Applied Linguistics has created the Guiding Principles for Dual Language Education (Howard, 2018), and they are intended as a framework for all programs to follow in order to be deemed a true dual language school. These seven standards are assessment and accountability, curriculum, instruction, staff quality and professional development, program structure, family and community, and support resources (Howard, 2018). These standards are meant to guide the implementation of DLE at any school site.

Dual language programs promote diversity and inclusion as a part of the tenets of the Guiding Principles for Dual Language Education (Howard, 2018). Those principles state that students are to be cultural citizens and participate in the exploration of other cultures and societies, bilingualism, biliteracy and multiculturalism should be at the core of any dual language program (2018). When there are students with diverse languages and they bring that to the classroom, it enhances the learning experience for all students, even the English only students (Romo, Thompson, & Garcia, 2018). Exposure to other cultures also benefits students to become more empathetic and to encourage acceptance of others in classrooms (Romo, Thompson, & Garcia, 2018; Gándara, 2017; Lindholm-Leary, Martinez, & Molina, 2018)

Students in dual language education programs have parents who are more involved. Low-income parents are encouraged and supported to become more involved in their child's education, which helps to balance the difficulties of those students (Kim, Curby & Winsler, 2014; Thomas & Collier, 2002). Research states that race and class determine which parents wield power and influence (Shannon, 2012; Calarco, 2014). However, at all levels parent involvement has been shown to support academic success, this especially rings true for EL

students and their parents (Guerra & Nelson, 2013). In order for parent involvement to be effective, educators must be culturally aware of cultural expectations of parents and families to fully engage parents as leaders within the school system and DLE. Latino parents traditionally see educators as those in charge of school, and parents in charge of the home. This means that Latino parents do not see themselves as in charge of their child's schooling, so more has to be done for these communities in order to expand on that thinking so that EL parents are included within the advocacy and decision-making process (LeFevre & Shaw, 2012; Calarco, 2014; Romo, Thompson, & Garcia, 2018) Also important in parental outreach is the leadership at a school. Administration is seen as the one responsible for setting the tone for communication and culture, which leads to parent outreach (Barr & Saltmarsh, 2014; DeMatthews, Izquierdo, & Knight, 2017).

Traditionally, low status parents lack this form of capital and are effectively marginalized in the decision making and this is especially true in Title I schools (McAlister, 2013; Calarco, 2014). This demonstrates the importance of a school leader to bring parents in and to provide a space for their voices to be heard (Barr & Saltmarsh, 2014; Calarco, 2014). School leaders must develop leadership among those who are lacking the knowledge of schooling and confidence, and those who do not see themselves in that role in education. There is a need to provide tools and support to those lacking in the cultural and economic capital to be fully involved in the education of their children (Guerra & Nelson, 2013; LeFevre & Shaw, 2012; Calarco, 2014). This is a way for schools and districts to close the achievement gap because it addresses the needs of their English Learners while still promoting high academic achievement of all students (Thomas & Collier, 2002; Gandara & Acevedo, 2016).

However, what is currently happening with ELs in DLE is that they are not being placed in DLE. These programs are not being opened in low-income communities, which means that ELs are not being provided access to rigorous or accelerated courses. This coincides with the systemic, everyday racism used to keep those in the racial margins in their place (Perez Huber & Solórzano, 2015). It is this continued idea of racialized marginalization and assumptions of ELs and bilingualism that continue to impact the decisions on how we educate our students (Franquiz et al, 2011b). When ELs and language minority students do not visually see themselves represented in these programs that are intended to create bilingual children in their own home languages it is a visual representation of expectations (2015). This is why it is key to provide access to these DLE programs where most of the middle-class students come prepared with the social capital to be successful in these programs, and where the low-income EL students need to be provided additional support to provide equity (Alfaro & Hernandez, 2016; Driever & Bagheri, 2018).

Trapped in a simplified curriculum limits the academic aptitude of EL students and their ability to proceed into a college education system that already has identified them as lacking. The requirements of proficiency before entering in rigorous academic content and courses limit their academic achievement (Callahan, Wilkinson, & Muller, 2010). "As a policy, ESL placement so strongly determines the access and therefore the achievement of language minority students that it calls into question the mechanisms with which schools place students in courses as they attempt to comply with *Lau*" (p. 108) This lack of equity in academic access continues into high schools as well, when students of color are prevented or barred from advanced placement courses (Solórzano & Ornelas, 2004). There is a strong correlation between poverty and EL status in communities (Ragan & Lesaux, 2006) and

where students of color attend schools of lesser quality than white students (Solórzano & Yosso, 2000; Solórzano & Ornelas, 2004). This lack of equity to access mirrors what is happening in DLE, where EL and low-income students are prevented from entering into programs that are considered advanced and which also help promote their academics.

Federal Policy Context for English Learners

English learners currently face marginalization across three demographic categories: racial, linguistic, and socioeconomic. When there are barriers to access to DLE, such as the federal limitations of Title I and Title III, this leads to a disservice to those students that need more resources and assistance than native English speakers who are already familiar with the educational system (Gándara, 2010). Title III deals with the requirements that schools and districts must comply with in order to receive their money from the federal government, which leads to their exclusion from beneficial programs (California Department of Education, 2015).

Title III. Schools are measured on their Title III accountability measures, Annual Measurable Achievement Outcomes (AMAO). These are the percentage of ELs making annual progress in learning English, the percentage of proficiency levels on the California English Language Development Test (CELDT), and the participation rate of ELs in state testing combined with graduation rates (Title III Accountability Report, 2016).

A way for school districts to ensure that their English Learners students succeed is to enroll them in Dual Language Education programs. English learners in dual language programs are more likely to achieve higher levels of English proficiency and demonstrate higher academic success by the time they end high school (Umansky & Reardon, 2014). They will take longer to reclassify, but they continue to outperform their English mainstreamed

peers who are enrolled in English Language Development (ELD) courses by 15% after being in the program for four years (Thomas & Collier, 2002). This continues to be true even with students who are low-income English learners with parents who have a low level of educational attainment. While those factors still play a part in the reclassification of English learners, their participation in a dual language program rapidly assists in supporting the English proficiency of its students, with Latino students reclassifying faster than non-Latino students (Kim, Curby & Winsler, 2014; Benefits of Two Way Immersion, 2018). DLE provides structure for learning English while supporting the minority language, builds consistency for language learning, and increases brain capacity (Lund, 2015). Students in DLE programs are also able to acquire information at a much more rapid pace and translate that into learning new content, not just related to language (Krashen, 1981)

Continuing to support the education of EL students in a reductive manner, meaning English only education, can have a detrimental impact on their education as a whole (Lindholm-Leary & Borsato, 2006). With a DLE program that is sustained and consistent, EL students are able to build upon their first language (L1), formalizing it and providing structure, while at the same time building a formal structure for their learning of English. When the two languages are given equal footing within the educational system, this leads to the success of a DLE program and the success of EL students as well (Lindholm Leary & Borsato, 2006).

Home language and culture are also important and must be validated and included within the curriculum in order for students to have connection to the educational system (Genesee, 2014). It is not only academics that are important to the success of the student, but they must also see the connections between their home language and the new one being

learned at school. This leads to students having better phonemic and metalinguistic awareness so that they can transfer the information into the new language (Cummins, 2000).

Students in dual language education programs have parents who are more involved. Low-income parents are encouraged and supported to become more involved in their child's education, which helps to balance the difficulties of those students (Kim, Curby & Winsler, 2014; Thomas & Collier, 2002). This is a way for schools and districts to close the achievement gap because it addresses the needs of their English Learners while still promoting high academic achievement of all students (Thomas & Collier, 2002).

Title I. Title I funding is dedicated to improve the education of the disadvantaged, which includes students who have limited English proficiency (LEP), migrant children, children with disabilities, Native American children, neglected or delinquent children and those in need of reading assistance. Schools are responsible for targeting those students with the greatest needs and ensuring the closing of the achievement gap between minority and non-minority, and between high, middle and low socioeconomically different students (U.S. Department of Education, 2004). While the U.S. Department of Education (2004) does state that schools identified as Title I must provide an "enriched and accelerated educational program," that type of program does not include dual language education. What it does include is high quality instruction and an increased amount of instruction. This means that they are provided tutoring or after-school services that add to the already rigorous standards that they have to meet within the school day (U.S. Department of Education, 2004).

There are very strict guidelines for how low-income schools must spend Title I funding. DLE programs are not included in those guidelines and are thus excluded from these improvement funds. Title I funding is for students and schools that are "disadvantaged"

economically (Title I, 2004). It is intended to meet the needs of high-poverty schools and provide assessments, accountability systems, and teacher training and curriculum, which challenges students and provides them with the same educational opportunities of more affluent communities. The intent is to close the achievement gap between low income and high-income schools in order for all students to succeed (Title I, 2016).

California Context for English Learners

In California where there is a direct correlation between being low-income and an English Learner, the needs of these students need to be met in both areas. Two-thirds of all English learners are low-income students, with 75% of those students speaking Spanish. The concern with these numbers is that they are largely unable to meet the academic standards of their English proficient counterparts (Gándara & Contreras, 2009; NEA Policy Brief, 2008). With low-income communities there are limitations that are in place that block the creation of DLE programs in these low-income communities. The implications and ramifications of being labeled a Title I school means the money is specifically targeted for low-income schools and the school must be held federally accountable for those funds and for the programs. The federal government collects data on students at these schools who receive free and reduced lunch, including test scores, class failure rates, and graduation rates. This is all tied into the money that schools receive for programs, after school programs, supplies, technology, resources, resource teachers, attendance coordinators, etc. (Title I, 2016).

In California, there is the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) that was signed into law in 2013. The intention was to provide school districts with more local control over the use of education funds, and to ensure an equitable school finance system (Olsen, Armas, & Lavadenz, 2016). With LCFF funding

there are grants that are provided to school districts to address the needs of targeted

disadvantaged students, namely ELs, students who receive free or reduced lunch, and foster

youth (California Department of Education, 2017). What research has found in regards to

LCAP and LCFF is an inadequate response in meeting the needs of ELs.

In a review of LCAPs Olsen, Armas and Lavadenz (2016) found weak responses in

articulating goals and outcomes for ELs, and in implementing the new English Language

Development (ELD) standards. They also found little to no support for English teachers in

meeting the needs of students, and the funding and access to curriculum for ELs has also not

been addressed in district LCAPs across the state (Olsen, Armas & Lavadenz, 2016; Heilig,

Romero, & Hopkins, 2017). When creating the LCAP focused on ELs at the site and district

level, there is a requirement for involvement from stakeholders and use of data relevant to

ELs (California Department of Education, 2017). What has been found is that the data used

are standardized test scores, and a lack of participation from various stakeholders and no

review of teacher data related to the credentialing and preparation of English teachers to meet

the needs of their EL students (Olsen, Armas, & Lavadenz, 2016; Heilig, Romero & Hopkins,

2017).

There is a possible change and impact on how language is taught in California with the

introduction of the Multilingual Act, SB 1174 (Proposition 58, 2016) that was approved by

voters in November 2016. The law overturned parts of Proposition 227, which eliminated

bilingual education in 1998 and forced schools to teach all English learners in English-only

programs. Proposition 227 forced the elimination of hundreds of bilingual education programs

that had been established in the 1970's and 1980's and forced English learners to follow a

strict curriculum and courses for several years until they were deemed reclassified. With

18

Proposition 227 there was a marked decrease in bilingual education programs which served largely low-income English learners and an increase in Dual Language Programs which were geared to more privileged communities (Wentworth, Pellegrin, Thompson, & Hakuta, 2010; Linton & Franklin, 2010).

Now that Proposition 58 has passed it has approved the creation of bilingual programs for English learners. However, this is not the same as dual language immersion because bilingual education is geared specifically towards EL students and not native English-speaking students. The concern will be whether or not EL students will be included in the successes of DLE programs or marginalized in bilingual education that is specifically for those who are not familiar with English (Lindholm-Leary & Borsato, 2006). This is currently an unknown.

Current Reclassification Models and Associated Issues. Article 2: California Education Code 305-306 on English Language Education (2018) states that an English Learner is identified as a student who does not speak English or whose native language is not English and who is unable to perform ordinary classwork in English, making him or her a Limited English Proficient (LEP) student. In the state of California, there are currently over 1.3 million ELs with 82.9% of those students who speak Spanish (CalEdFacts, 2018). Students who are identified as an English Learner must be reclassified as fluent English proficient. This entails a test that must be given every year that the student is enrolled in a California school called the California English Language Development Test (CELDT). They must take this exam until they pass it with an overall score of 4, Early Advanced, or 5, Advanced, and no lower than a 3, intermediate, in all other areas of Reading, Writing, Speaking, and Listening (CELDT-CalEdFacts, 2018). In 2018 the transition began to the new

test known as the English Language Proficiency Assessments for California (ELPAC), which focuses on the initial identification of a student as an English Learner and the summative ELPAc which identifies their level of English Language Proficiency and their progress in acquiring English. The assessment is focused on the new California Standards for English Language Development (ELPAC, 2018). The next step of monitoring is federally mandated by Title III funds, where all students who have been reclassified must be monitored for two years with accurate records kept in their files for their entirety within the public school system (U.S. Department of Education, 2016).

With the current reclassification model (defined above), the process becomes more difficult for students to acquire English the longer they stay within the English Language Development program, otherwise known as ELD (Lindholm-Leary, 2001). ELD differs from DLE programs in that it provides English only instruction for the entire school day with no instruction in the student's primary language (California Education Facts, 2016). States throughout the country benefit from having students in ELD because there are specific federal monies with Title III funding that are set aside to deal with the issues that arise with having English learners. These issues include the amount of time that it takes an English learner to fully reclassify into English proficiency and instruction almost fully in English. Since No Child Left Behind was instituted in the United States, there was a time limit of three to four years when students were supposed to be fully proficient in English (Title III, 2016).

Even with several studies demonstrating that English learners take anywhere from five to seven years to become academically proficient, these requirements were a large underestimation of the time English learners need to fully reclassify (Hakuta, 2000). However, there are limitations with Title III funding, which the federal government provides

to districts to implement programs, professional development, and any facilities or supplies that assist in the progress of English learners. Many times, this includes remedial instruction or support classes labeled ELD intended to assist in the reclassification for English Learners (Title III, 2016).

   California Interpretation of Federal Policy. The California Department of Education (2017) states that Title III funds are meant to be allocated to support Limited English Proficient (LEP) students, known as English learners (EL) in the state of California. This includes the continued support and creation of English Language Development (ELD) courses, which means students receive intensive English classes until they are reclassified and deemed proficient in the English language. The Local Education Agency (LEA) or school district applies to the federal government every year for these monies in the form of grants, and these monies are not to be spent on Dual Language Education (Title III Accountability Reporting, 2017). The state of California continues to promote proficiency in English, and once that happens there is no support to assist in the maintenance of their mother-tongue (Skuttnabb-Kangas, 2008). This continues to marginalize the English learner, because it encourages individuals to assimilate to the dominant culture and identify their own as inferior. This is not a choice that is freely taken if it is one between their future and their first language (United Nations Report, 2004*)*

Economic Inequities

   Low socioeconomic vs. affluent communities. With the increase of dual language programs across the nation, there are concerns that these programs are being limited to more affluent communities. In several school districts across the country there are dual language programs that have entry exams or interviews that are identifying either Gifted and Talented

(GATE) students or those that districts believe will be able to withstand the rigor of the program (Williams, 2014). These policies are exclusionary but allowed to continue because of community and parental support.

For example, the Tucson Unified School District requires students to be initially identified as fluent or proficient in English in order to participate in their DLE programs, which completely excludes English learners (Huicochea, 2014). According to the Arizona Department of Education (2016), a student whose parents respond that their child speaks a language other than English in the home on the Home Language Survey at the initial registration must take the Arizona English Language Learner Assessment (AZELLA). In order to initially be labeled as English proficient, the standards of Arizona require that students complete their AZELLA and pass with an Early Advanced score. If students do not pass, they are required to take the exam every year until they do pass (Arizona Department of Education, 2016). This limits the number of students eligible for the DLE programs in Tucson.

Additionally, in Miami-Dade County Florida, requirements for students to enter the dual language programs can be overwhelming for incoming native speakers (Veiga, 2015). Those students who are not grade level proficient in their native language are not deemed eligible to enter in the DLE program within the Miami-Dade school district even though the same proficiency is not required for English only students. This mirrors what is happening in Holyoke, Massachusetts and Tucson, Arizona in that the program coordinators and administrators are identifying their program as rigorous and intensive, and with high cognitive demands, but it is also exclusionary. Students in the program either receive intensive foreign

22

language education or none at all if not within the program, limiting access to all students who would like to participate in DLE (Veiga, 2015).

Scholars have noted that DLE programs are the only ones that can close the achievement gap between ELs and their English only counterparts (Klein, 2015; Lindholm-Leary & Borsato, 2006; Thomas & Collier, 2002). The concern lies with program and district leaders who promote DLE in affluent areas, and do not focus on low socioeconomic communities. The growth and development of dual language programs in middle class and more affluent neighborhoods has DLE programs not being made accessible to all students which leads to an issue with equity within the language programs (Klein, 2015).

While dual language education closes the achievement gap, assists ELs in becoming proficient in English, encourages students to become multicultural learners of the world, and helps address the issue of economic segregation, there are still those who wish to limit access to these programs (Palmer, 2010). Often these programs begin in affluent neighborhoods and schools, with entrance exams or interviews to determine who is 'eligible' for these highly regarded and sought after programs which has been seen in Arizona and Maryland (Williams, 2014; Huicochea, 2014). This is a barrier to entry for EL students and for low-income students because it is an arbitrary decision based on teacher input and ideas of what coordinators need in the program (Valdez, Freire, and Delavan, 2015).

California's new Multilingual Education Act, Proposition 58, approved in November 2016 may not change those policies. The proposition approved bilingual education, which does not always fall under DLE. Bilingual education is for ELs not English Only students (Proposition 58, 2016), which means that schools can track their students in bilingual courses while their other students can remain in the DLE strand at each school. This may further

exacerbate the economic segregation issue because there is now a 'separate but equal' participation in multilingual education within each public school. With the use of DLE as a tool for providing benefits to a certain population, when students are denied those benefits it creates an inequitable system that continues to disenfranchise ELs (Delgado Bernal, 2002).

The entire state of Utah has moved towards promoting bilingualism in their schools. They began in 2008 with the International Initiatives Senate Bill 41, which allowed for the creation of Dual Language Immersion schools (Utah DLI, 2016). The DLE programs in the state of Utah have grown to now include 20% of all kindergartners in a dual language program. However, based on student enrollment and selection of program locations, districts have begun to promote a very white/Anglo vision of DLE which does not serve students who would best benefit from the program (Valdez, Freire, Delavan, 2015). This is a direct example of the interest convergence (Ladson-Billings, 2010) of white middle-class parents wants of having bilingual children (Morales & Maravilla, 2019) and the needs of EL students to become proficient in English. The dangers of this interest convergence is the overshadowing of the desires of the parents who know how to maneuver the system, and those of the EL students where the current system is not created to provide these types of equitable outcomes (Morales & Maravilla, 2019; Flores & Garcia, 2017).

What Valdez, Freire and Delavan (2015) call an elite multilingualism supports English Only (EO) students with teacher qualification requirements that prioritize EO needs (Flores & Garcia, 2017). DLE teachers in Utah's programs are not required to have any English as Second Language (ESL) training for any EL students; it is only a recommendation, which does not support the needs of the other students within the state's programs. These types of DLE programs lead to a continued class inequality and the use and misuse of economic and

political power, which continues to promote the elite (Flores & Garcia, 2017; Morales & Maravilla, 2019; Mutua, 2008). This interest convergence of white middle-class families using the learning of a second language as wealth (Morales & Maravilla, 2019), continues to deprive those low-income English learner communities from fully benefitting from their own resources (Valdes, 1997; Franquiz et al, 2011). Valdez, Freire and Delavan (2015) state this is happening in Utah. Economic deprivation is coercive and damaging to the interests of the language minority children and families who are barred from taking advantage of these programs (Morales & Maravilla, 2019; Flores & Garcia, 2017; Mutua, 2008).

Summary

With the current DLE model, there are concerns regarding access and equity. There are larger numbers of DLE programs in more affluent communities, which do not meet the needs of their EL or low-income communities. There are continued inequities between low-income Latinx communities and those of middle-class white parents who are requesting the implementation of DLE at their neighborhood schools (Flores & Garcia, 2017) while the communities that could best benefit are being ignored. There is expansive research demonstrating the benefits for low income and EL students (Thomas & Collier, 2002; Lindholm-Leary, 2001; Umansky & Reardon, 2007). Having EL students in DLE programs help with academic preparedness and reclassification and provide a stronger base for those students in the long run. For low-income students it creates a stronger parental support system and also assists in raising their academic readiness. However, even with all of this data DLE programs are not being expanded to these communities.

More research is needed in order to address the inequities in the expansion and creation of DLE programs within California and across the nation. They cannot simply be

provided to those that are the most vocal, the issue of equity needs to be addressed or else the

use of language as power will continue to exacerbate the current conditions of EL and low-

income communities.

CHAPTER THREE: METHODOLOGY

Introduction

I selected a case study as the appropriate approach because I wanted to provide an in-depth investigation, using qualitative investigative measures, on DLE programs (Baxter & Jack, 2006). A case study allows for attention to detail from several data sources, which is the intention of collecting data from a specific district and their varied schools with DLE programs. This case study addresses the phenomenon of the rapid expansion of DLE programs, and the communities and students that they are impacting (Baxter & Jack, 2006). It is designed to focus on the decision makers within a real district setting and the networks that have been built that directly impact the students and its programs (Feagin, Orum & Sjoberg, 1991). There are several leaders involved in the decision to expand a DLE program, and in order to address the questions multiple perspectives were collected and understood from this network of people (Krefting, 1991; Feagin, Orum & Sjoberg, 1991), which was done through a case study.

Research Questions

1. What information is used to expand dual language programs in low-income communities with high numbers of English learners?

2. What are the acceptance practices of DL programs?

3. How is equity and access provided to ELs and low-income students within DL programs?

4. How are the needs of ELs and low-income students being equitably addressed within these programs?

5. What information is being used to identify the equitable distribution of resources within DLE programs at different school sites?

Research Design

The approach for this research was a case study focused on the access and equity in dual language programs at a southern California elementary school district, which is referred to as the Hillside Elementary School District (HESD). This was a single case study of an elementary school district in southern California, with those making the decisions as the embedded units within the study (Baxter & Jack, 2006). Multiple data sources provided validity to the case study (Yin, 2013), and led to the inclusion of administration at the district level, and also administrators at school sites where these programs have been expanded. Chapter three presents the research questions, the design, the components of the interviews and artifacts collected, a discussion on limitations and positionality, and the ways in which the data was collected and stored.

Research Methodology

The proposed case study examined the equity and access of English Learners and low-income students in dual language programs in a select school district in southern California. It addressed the research questions by highlighting the barriers, perceived and real, that exist in access to dual language programs in this elementary school district. The data was used to analyze their policies in equity and access in relation to ELs and low-income students.

There were eight interviews conducted among the superintendent, district administrator, board member, a principal from one non-Title I DLE program and one from a Title I funded school with a DLE program, and the dual language coordinators at these respective school sites in regards to the expansion of DLE and the reasons for the selected schools. A board member was also interviewed to understand the decisions to approve the creation and expansion of these programs within this specific district. The information from

the administrators and school board member assisted in expanding DLE in their school district but also in districts across California. Through information collected from the interviews of administrators and school board member, educators would be able to take into account the voices of the decision makers in order to analyze the importance of these decisions in expansion or contraction of DLE. The research relied on interviews and collected artifacts in order to gather data on decisions made to expand and create dual language programs at specific school sites.

Research Site

The proposed site for the case study was the Hillside Elementary School District in southern San Diego. The reason this school district was selected were the demographics of the district shown in Table 3.1, and the large number of DLE programs within the district. The location was also important in the selection, as this district resides in a large southern California city that has DLE schools in charter schools, low income and more affluent communities. It has a diverse population and serves a wide range of students and communities. HESD is the largest K-6 school district in California with a total of forty-seven elementary schools that serves over 29,600 students (Hillside Elementary School District, 2017). Currently, there are twenty-one dual language programs with a total of 4400 students participating. Within the dual language programs, 17% are ELs, and 12% are students on free and reduced lunch (Language Acquisition for DAC/DELAC and Dual Immersion, 2017).

They have 25.7 % English learners within their community, and 51.4% students on free and reduced lunch in the 2015-2016 school year. There are 5.7% of Reclassified Fluent English Proficient (RFEP) students, a large drop from two years ago when they were at 11.5% of reclassified students (Ed Data, 2017).

Table 3.1 Demographics of southern California elementary school district (HESD)

Ethnicity	Percentage
Hispanic/Latino	70%
White	11.2%
Filipino	9.2%
Black	3.5%
Two or More Races	3%
Asian	2.2%
Native Hawaiian or Pacific islander	0.4%
None reported	0.1%
American Indian/Alaska Native	0.1%

Participants. Currently in HESD there are a total of twenty-one dual language programs, with ten of those being in communities that have twenty percent or less of low-income students (Ed Data, 2017; Hillside Elementary School District, 2017), seven in low-income communities that receive Title I funding which is specifically for low-income schools (U.S. Department of Education, 2004), four are charter schools, and one school has an enrichment Spanish program but is not identified as a true dual language program (Appendix E).

The participants in this case study included the following: 1. the administrators at a Title I DLE school site and a non-Title I DLE school site, 2. the district administrator in charge of dual language education, 3. the dual language program coordinators at one Title I DLE school site and one non-Title I school site, 4. the superintendent and 5. board member. Under Proposition 58 (2016), parents can make a request to create a DLE or bilingual program at a specific school site. The school administrator must then take the request to district administrators who work with the school administrator to find the resources and teachers in order to create the program. This information is then taken to the superintendent for his approval, and it is presented to the school board members for an official decision. Once it has been approved, then the DLE program can begin to be implemented at the school site. Each of these groups has been selected because they all play a role in the decision in expanding a DLE program into a school.

Table 3.2 Table of respondents and their characteristics

Leader	Ethnicity	Gender	Yrs in role/district	Highest level of education	First language
Superintendent	Mexican American	Male	8/13	Doctorate in Education	Spanish
Principal: affluent school	African American	Female	1/26	Doctorate in Education	English
DLE Coordinator: Affluent school	Latina	Female	5/20	Masters in Education Administration Credential Reading Specialist Credential	Spanish
Principal: Title I school	Puerto Rican	Male	2/25	Masters in Cross-Cultural Studies Administration Credential	Spanish
DLE Coordinator: Title I school	Mexican American	Male	2/15	B.A. in Political Science, Teaching Credential	English
Board Member	White	Female	4/26	Masters in Bilingual Education	English
District DLE Director	Mexican	Male	1/21	Doctorate in Education	Spanish

The types of data sources included in the case study were interviews and artifacts of DLE at each respective school site (Yin, 2013). The participants were purposefully selected to provide responses during the interviews (Creswell, 2014) because they were directly connected to DLE within the school district, and their decisions and actions directly impact the expansion and support of these programs. There are interviews of the administrators that have implemented dual language programs at one affluent elementary school, and one low-income elementary school in order to gain a better understanding for expansion and the strengths and weaknesses of implementing their respective dual language programs. I interviewed DLE teacher experts at each school site that were recommended to me by the principals of each school. The intent was to gain an understanding of the acceptance practices and support that each school provided in regards to English learners and low-income students. I also interviewed the district administrator that was responsible for dual language programs at HESD. I interviewed a school board member of HESD since it is their decision to approve the expansion of DLE programs within their district.

Procedures and Data Collection. The interviews of each school site administrator took place at their respective school sites. The interviews of the superintendent and board member happened in the district office, and were arranged by the superintendent to have them both interviewed at the same time. The interview with the district administrator in charge of DLE took place at his respective school site since he is also a school administrator that oversees all district DLE. The interviews were conducted before and after the school day at the school site of the administrators and site coordinators. The interviews took approximately thirty to forty-five minutes. The interviews with coordinators and administrators pertained to the creation and expansion of the programs, and the difficulties and successes they have faced

as a result. The questions also asked the reasons for opening more in affluent communities and not as many in low-income communities. These were recorded by voice, and notes were also used as a form of recording information in order to obtain as much information as possible during the interview time (Emerson, Fretz & Shaw, 1995).

A total of eight people were interviewed for this case study. Interviews were transcribed and coded All of the transcriptions notes and recordings are kept on a password encrypted USB external drive. The USB is kept in my possession and will be locked in a file cabinet for five years. After that time, all records will be erased and destroyed (Yin, 2013).

Data Analysis. After collecting the data and results from the interviews, I analyzed HESD in regards to how they implement their DLE programs and their access and approval of students within their DLE programs (Russell, Gregory, Ploeg, DiCenso & Guyatt, 2005). They were also analyzed regarding their entrance and acceptance policies in relation to ELs and low-income students and communities. The collection and comparison of the data assisted in providing insight into the decision-making process (Knafl & Breitmayer, 1989), and identified the needs of the district in moving forward with the expansion and support of their DLE programs. I will present the results in a report to the district and administrators involved in the case study in order to provide them a summary of possible uses for the data. This is to provide them another solution in relation to the concerns of reclassifying ELs and supporting them in their academic success. This will also be provided to the district in order to demonstrate the uses of the data for the expansion of DLE programs throughout the district.

Methods

Research Design. I used a case study method to ask questions about decisions made about school selection and program implementation within the HESD. I wanted to interview

those responsible for the decisions within schools and the district to gain an answer about DLE within HESD and find out the decisions behind expansion and acceptance of students within those programs. The current data of HESD DL programs does not provide an answer to why they have decided to create and expand these programs. The district provided data on the numbers of participants and information on program implementation of the school sites, but not the reasons why they were created or the decisions behind opening them at new school sites. This information cannot be resolved with the hard data that is provided by the district, a case study was used to provide insight into these decisions.

    Phases & Implementation. I initially gained permission from the HESD superintendent and his cabinet in order to be provided access to schools and programs. Once I was provided the access, the first person to respond to my inquiry about an interview was the superintendent. He arranged an interview with himself and one board member present in his office. During the interview he provided me with the name of the district administrator that now oversees all DLE programs within HESD. I emailed the district administrator in charge of DLE, and the principals of three affluent schools with DLE and three low income schools with DLE asking for their time to interview them. The district administrator in charge of DLE returned my email and I set up an interview with him next. I emailed the principals my request again for my interview, and when they did not respond I called their offices and left messages.

    One principal at a Title I DLE school declined the request to be interviewed, and three other administrators did not respond to my emails or my messages. One principal at a non-Title I DLE school set up an interview in her office after school hours, and another Title I DLE school principal set up an interview before the school day in his office. I interviewed the

principal at one low-income community and one affluent community dual language elementary school within HESD. The questions focused on implementation and program participation of parents; it also focused on their perception of success and challenges they have faced with the program.

The next phase was the interviews of the school site DLE coordinators and teacher experts of DLE that were involved in the decision-making on the support, creation and expansion of dual language education. These questions focused on their support of DLE at their sites and the process for accepting students to the DLE programs. The questions referenced their use of data, and how their programs meet the needs of their highest need populations.

The last phase of the research was to code and compile all of the information into documents that identified repeated terms and ideas. The interviews were transcribed and the first read was to identify the repeated terms across all interviews. The second set of coding was to place them under themes that repeated themselves within the interviews. The third set of coding was to solidify the codes and ensure that the artifacts collected supported the codes. Next, I reviewed the artifacts provided from the school sites regarding their acceptance policies and core beliefs on DLE and their students. The artifacts were used to assist in identifying other codes and to support the information gleaned from the interviews. This was used to create a report in order to present (Yin, 2013) to the superintendent and the board members for them to use to inform their future decision about DLE within HESD.

Limitations

The limitations with this case study are varied. I am closely tied to this issue, being a former DLE and bilingual teacher. I am also currently an administrator at a district where I

was involved in DLE as an administrator at a DLE middle school and as a DLE teacher in an affluent neighborhood. Another personal note is that my own children are students within a DLE program in HESD. These personal connections can lead to bias in wanting to have the case study demonstrate the equity and access for all students is equitable in this school district. I am a strong proponent of bilingual education and dual language education as a result of my deep involvement with these programs and schools. I want to be able to see DLE succeed at any level, and that is a limitation that I had to confront with this case study.

Other limitations have to do with the willingness and honesty of the participants of those being interviewed. While I was forthcoming about the focus of the study, I was aware that they may make statements that they skew in order to have the DLE programs seen in a better light. I was careful in how I worded my questions and the order that I asked them in order to receive as honest a response as possible. I also did not want people to become defensive or feel the need to defend actions or decisions made by their bosses/managers or site administrators, so confidentiality of responses and getting the permission of those I needed to interview has been well guarded.

There is limited data and research done on this topic, as most DLE research has to do with the basis for creating a program, not necessarily the access and equity connected to the creation of those programs.

Positionality

My background as an educator began with English learners and has expanded into dual language education. I have a background in teaching DL and English learner students and running DL programs. As a result of my professional background, I am closely connected to the success and support of DLE. I am currently an assistant principal in a district that has

several dual language middle schools and high schools and am deeply committed to this model.

Summary

This case study is meant to effectively answer the research questions about equity and access to dual language education. The interviews and artifact collection are meant to provide a glimpse into the decision-making process on the creation and expansion of DLE within HESD, and to understand the reasons behind those decisions. By asking these questions, the case study was able to provide a level of transparency to a process and a program that could benefit so many students within the low income and EL populations that this district serves.

Social justice implications.

This is an issue of equity when addressing the needs of populations that are suffering from economic segregation, and dual language education can be a way to deal with inequities that have arisen as a result of economic segregation (Anderson, 2015.) Dual language programs promote diversity and inclusion as a part of the tenets of the Guiding Principles for Dual Language Education (Howard, 2018). Those principles state that students are to be cultural citizens and participate in the exploration of other cultures and societies; bilingualism, biliteracy and multiculturalism should be at the core of any dual language program (Howard, 2018). However, the spread of DLE is occurring in very white, homogenous, gentrified neighborhoods which is blocking access to EL and low socioeconomic students who would benefit the most (Cervantes-Soon, Dorner, Palmer, Heiman, Schwerdtfeger, & Choi 2017; Flores & Garcia, 2017) from the academic achievements documented with bilingualism (Lindholm-Leary & Borsato, 2006).

Implications for leadership.

The inclusion of student language and culture within the school system validates their history and connects them to the school community. In order for English Learners to be included within the academic successes of their English only counterparts, schools/districts/educators should promote that dual language programs are a way to improve a child's ability to communicate. Where fractured communities can no longer participate in the community or the school about issues that matter on a deeper level, they no longer feel connected and it becomes difficult to build that support (Anderson, 2015). According to the Center for Applied Linguistics and its Guide for Dual Language Education, multicultural competency is an integral part of any program that teaches two languages (Howard, 2018). DLE is seen as a vehicle for gaining a step up on competition, the idea behind the program is not biculturalism but for students to gain a multidimensional view (Valdez, Freire & Delavan, 2015).

One important task of school leaders of a dual language program at any school site is selecting staff that continue to follow the vision of the program and that support the importance of language parity (Cortina, Makar, & Mount-Cors, 2015). Equitable leadership makes schools effective by educating students from diverse backgrounds and cultures to achieve high standards. This is key when addressing the needs of DLE programs because with language identified as power (Cummins, 2000), leaders and schools that are culturally proficient recognize policies and practices that reflect the absence or presence of value for diversity that inform daily practices in classrooms and across campuses (Lindsey & Lindsey, 2014). The policies at one school changed the cultural diversity of the DLE program and fundamentally shifted the way that the program was run. With district policies not accounting for the demographic shifts in the community, the makeup of students for the DLE program at

the school site changed drastically. This led to Latino students being barred from schools with DLE programs because they were not allowed to attend schools that were out of their home school zone (Cortina, Makar, & Mount-Cors, 2015). This is similar to the policies that Utah has in place regarding the location of where they decide to place their DLE programs, limiting access to those students that would benefit the most from these types of programs (Valdez, Freire, Delavan, 2015). Systemic changes in school and society are needed to increase access. This includes knowledge about how the present system harms humanity (Skuttnabb-Kangas, 2008)

Implications for Future Research

While the research about the academic impact of DLE and bilingualism has been going on for years, there is currently a lack of research on the political decisions that affect access to these programs. Inequities continue to exist for English learners and students with low socioeconomic status, the demographics that educators have been focusing on for years. There are various programs that currently exist in order to serve these populations, but DLE should also be included as a way to address the needs for these students.

The biggest unknown at this time is the impact of DLE and bilingual programs with the passage of Proposition 58 (2016) in California from the election in November 2016. Since the goal of bilingual education programs is to serve ELs specifically, there is no research on what that would look like on a campus. These two programs would demonstrate the sharp inequities between whom they serve if they are going to be on the same campus because of who is permitted to participate in each program. This could possibly lead to a continued inequity within DLE and connects to state and district leaders on implementation and location of expansion of these programs.

There is limited research on where DLE programs are opened and expanded and does not focus on California but rather other states and communities. This will continue to impact California and its communities with the continued spread of DLE. In order to address those needs and the segregation of Latinos in California more research needs to be done on the economic segregation that these programs could combat.

CHAPTER FOUR: RESULTS

This chapter focuses on the findings of the case study on dual language education in an elementary school district. The study consisted of the interviews of leaders connected to the decisions on dual language education at the district and school level, and also on the collection of artifacts from the interviewees that were related to the questions. The research questions that guided the study were:

1. What information is used to expand dual language programs in low-income communities with high numbers of English learners?

2. What are the acceptance practices of dual language education programs?

3. How is equity and access provided to ELs and low-income students within DL programs?

4. What information is being used to identify the equitable distribution of resources within DLE programs at different school sites?

5. How are LCAP funds being used to address the needs of ELs and low-income students in DLE programs?

Findings

The analysis of the transcripts of the interviews was coded holistically to determine the categories that were relevant to the research questions. Pattern coding was then applied to the data, which generated the themes: (a) equity, (b) access, (c) LCAP, (d) relationships, and (e) curriculum/resources. These themes were then used with the artifacts to provide further evidence of the connection to equity and access to dual language within the district. The following interview data and analysis are presented by research question and accompanied by the data presented from the artifacts provided from the interviewees.

Expansion of DLE with ELs and low-income communities

When Proposition 227 was passed in 1998 (CITE), it eliminated bilingual education in the state of California. What happened as a result was that schools found a way around the limitations by creating dual language education. The board member of HESD noted that "one thing that I think makes us successful in this area is that when 227 happened, we didn't quit."

The Hillside Elementary School District provides a survey to all parents to identify the levels of interest in regards to DLE. This is necessary to try and gauge the level of parent participation in a DLE program. The superintendent stated that in order to have a DLE program be successful there must be "enough interest to have the numbers necessary for the program to flourish because if you don't have the interest of the parent participation it's not going to be a successful program". Parent participation needs to be high in order to have a successful program and to have the dedication of parents and students to stay within the program through sixth grade. The other aspects that are also important in whether or not to open a DLE program at any given school is the ability to have the right personnel to manage and administer the program. The staff and administrators at any given school site are also brought into the decision-making process, and must be well-versed in dual immersion. The HESD board member also mentioned the importance of having quality materials that provided support for teachers, but also a high level of rigor in both languages to ensure equity and access for all students, "The authenticity of the language is very critical". The board member provided a recent example of a new non-Title I school that was recently built. The school was initially not going to be a DLE school, however, parents demanded that the school district place a DLE program at the site and the district complied. They had to find staff that was

trained in DLE and provide the materials and resources to implement a full DLE program at the school site. The superintendent stated, "again, it has to be a need that parents want."

One of the difficulties that was expressed when it came to having more DLE programs at non-Title I schools versus Title I schools is the composition of students. Typically, a DLE site has a mixture of the following three types of students; fluent English Only (EO) speakers, bilingual and non-English speakers. Sometimes in Title I schools, they may not have that population available and it creates a constraint at the school site to adequately provide a true DLE program. The director of Dual Language Education at the district stated that parents at non-Title I schools see it as a way of maintaining and acquiring a new language, which has led to its popularity.

Some of the data that HESD uses to create and expand their DLE programs are the linguistic, social, cultural & pedagogical lenses, does the administration have a passion about it, and are teachers effectively trained to deliver language instruction. They look at data through an interview process to collect evidence, observations and standardized testing. All of these measures are then differentiated according to language.

What the superintendent and board member of HESD did state was that they also think about other ways they can address the requests from certain sites and parents where a full DLE program is not possible. There are conversations happening at other school sites where administrators are working with their community to try and find a solution to the limitations they have, whether it be staffing, parent involvement, parent requests, or language. They are currently thinking about implementing Chinese, or a mixed grade class of language learners which are pockets of classes in the upper and lower grades where students are not

homogenously grouped. This is already being done in one of the elementary schools in the

upper grades because of the low numbers of students and class cap sizes in the upper grades.

In this district, the lower grades such as first grade and kindergarten have a hard cap of

students at twenty-four per classroom. However, in the upper grades the cap of students is at

thirty-one. This means that as the dual language cohorts of students progress, the numbers of

students in the classes have to increase and the number of dual language students does not

equal a total of sixty-two in the upper grades. As a result of the increasing numbers of

students in the upper grades, there are dual language classes of fifth and sixth graders that are

combined in order to meet the class caps of thirty-one. This means that there are combinations

of fifth and sixth graders in one class to meet the needs of the program and the language.

Acceptance practices

The coordinator at the non-Title I DLE school stated that from the beginning of the

school's opening, they have tried to stay true to the Guiding Principles for Dual Language

Education (Howard, 2018) in creating a process that is transparent. It is a 90/10 program

where they try to balance the classes with a third of the students as English Only, another

third as Spanish Only, and the last third as bilingual students. In order to assess their language

ability they have an assessment where incoming kindergarteners can demonstrate how much

Spanish they know based on their knowledge and not just what a parent writes down on the

enrollment form. The assessment asks in Spanish some basic questions such as 'What is your

name?', counting in Spanish, letters in Spanish, and a basic simple conversation with the

student. Once the assessment is completed for their DLE program, all of those students'

names are then placed in a lottery. The lottery is completely transparent with the information

posted for all parents to view on their school website. The dates of when the lottery will be are

posted for parents to see, so that they are able to fill the two kindergarten classrooms that the school site has, 24 students in each class, 48 DLE kindergartners total. The school does provide preference for siblings who already have a sibling in the program, but it is not a guarantee for those siblings. The process is so transparent that even the coordinator could not get her own children into a DLE program at her school site. The demand is high and those preferences of their own staff are not allowed to change the lottery outcomes.

At the Title I DLE program, the coordinator stated that they do not have a set format to assess students to gain entry into DLE. They are currently working on to develop one for the near future, but currently there is no lottery necessary at the school site. If a parent of an incoming kindergartner wants to enter into the DLE program at the school site, they are allowed to begin the program. In the upper grades (4th & 5th) when a student wants to enter into the DLE program, entry into the program is simple; a teacher will have a conversation with the student and/or parents and based on that conversation the teacher would determine if they would go into the program or suggest the EO program. There is nothing formalized within this school site's program. Previously, an older secretary would recommend any parent who spoke Spanish to enter into DLE, she did not recommend it to any EO parents. Once this secretary retired, that practice ended. The principal hosts a Student Power Hour with parents, and DLE teachers would promote it to parents. However, most EL parents would not want DLE, they want their children to be in EO mainstream. "Just because they speak Spanish doesn't mean they should be in DLI." EVLRR. Both programs have distinct differences when addressing the needs of acceptance into their respective DLE programs. The question that remains is the access for other students who want DLE but do not know how to go and ask for it, or even if they would like a transfer to a school that needs more EO or bilingual students.

Equity and access provided to ELs and low-income students

The board member of HESD stated that the needs of each school is different, and depending on the needs, a school may need more materials or resources than others. The superintendent echoed those thoughts providing examples of one Title I school that required more mental health resources than a non-Title I school. It is not equal and each site, but they have what each of them needs, equity.

The quality of materials matters in relation to DLE, they must be quality in both languages, and must address the needs of other students as well, even students with special needs and foster youth. As the board member of HESD stated:

> I think all the children that come here, and now it's a big deal whether they're immigrants or not, I think it doesn't matter, they come to our door, they deserve to have the same education as everybody at each school and so it doesn't matter if it's the brand -new school or the oldest school. They should all have the same access.

The superintendent of HESD also stated "Time, material, PD are the three ways to ensure that equity is being met." For him this means that the importance of quality materials is important, as well as strategies used to increase literacy in both languages such as Guided Language Acquisition Design (GLAD) strategies. GLAD is an instructional model that develops meta-cognitive skills, high-level academic language and literacy in any language based on interactions between students and between teachers and students (SDCOE, 2018).

What is also important to note in regards to equity and access is the belief of the coordinators and leaders at the school sites. There is a belief from the educators that all children can learn. The coordinator from the Title I DLE school had this to say about his beliefs on students:

> That each and every little student, even the one that just walked in, is going to move ahead. Simple as that. Even the little boy that I love dearly and I had his

46

older sister. He needs a little bit more…. a lot more support, a little more
support, but at the end of the day, I have the same belief and value and theory
from the beginning, that they're all going to progress no matter what. I
personally can't let them fall behind

The coordinator from the non-Title I DLE school took it a step further and mentioned

the importance of providing access to EL students and what they bring to the classroom in

regards to equity and access: "we are not gonna say, 'You can't come in our program because

you're an EL.' No. That's something actually, we value English learners, because they bring

in a lot of that language to our kids, as role models for other students."

In order to try and respond to the needs of its transnational students, the HESD has

also entered into a binational partnership with Mexico that has been supported and funded by

the California Association of Bilingual Education (CABE). This was in response to try and

address the needs of binational students, those that leave Mexico and come to the United

States for education or vice versa, trying to address the gaps in their learning. It was supported

by former California State Superintendent Tom Torlakson, and the governor of Baja

California. There were educators from all over California and Baja California, Mexico to

share strategies and ideas in order to assist the shared students. One of the strategies that was

shared were the GLAD strategies. The superintendent and the board member attended this

initial meeting which was set up by CABE. There were twenty-nine American teachers and

thirty Mexican teachers present at this binational partnership meeting, with some Mexican

teachers coming to visit one of HESD elementary schools in October.

What the superintendent of HESD answered in regards to universal access, is what is

currently being done at all school sites across the district. They are working with teaching

students how to regulate their emotions and attain self-advocacy. The district has identified

the importance of social emotional learning curriculum from Sanford Harmony (2018), and it

is being implemented at all school sites. The professional development is being provided to teachers to support them in this endeavor and to support the emotional and social well-being of their students.

Another way in which equity and access is being implemented at HESD is what the board member mentioned about the cohorts of schools. There are five to six per cohort, and they are from different areas of the district, and they meet together and share best practices. The district administrator in charge of all dual language programs was able to provide greater detail into what this meant. He stated:

> Ridding ourselves of labels and really looking at the student that comes in as an intellectual being. It is our responsibility to give them the tools to create their own knowledge as it pertains to whatever content area that they're involved in or experiencing.

This illustrates this administrator's commitment to provide optimal services for all students, and providing a holistic approach to addressing student needs. A part of this work is, as a cohort, they are identifying the metacognitive skills students need, they are making learning visible, and trying to ensure that students access education through whatever model works for them. Problem posing is them creating their own theme based on that content, maintaining cultural relevance. Belief that students come w/ high level of intellect connected to their culture, they have their own history where their ancestors have helped to shape who they are, then developing sense of community with that information and tapping into that in order to support them in their learning.

On a school level, the principal of the Title I DLE school has taken the one-on-one computers that the district has provided to students and is using that combined with the Benchmark Adelante (2018) curriculum in both English & Spanish, and then training parents on how to access the information. (School is one of top 5 in district that uses it with fidelity).

He stated, "We are taking the resources we have and taking it beyond the classroom to include the parents and guardians of the school community." He also does this by distributing leftover or extra materials to parents so that they can also have access to it at home and use it with their students. He distributes a lot of books to parents from old adoptions, "using resources to capacity", and allows parents who do not have devices at home to check out computers from the school. This is a way to provide accessibility to their network and other programs from the comfort of their own home.

The principal at the Title I DLE school believes that universal access starts with changing the mindset of teachers in terms of looking at data and using it to inform instruction and how to address the needs of students and their classes. The foundation for universal access is what students have access to and what teachers are willing to do. He believes that teachers must be engaging students more effectively, "When we can say that these students have these needs and we're addressing that, and these students have these needs and we're addressing that, that starts to create a platform of access."

Equitable distribution of resources

The district administrator in charge of DLE at HESD has begun by creating a group of DLE teachers visiting all 22 DLE schools focused on linguistic, social & pedagogical components of each DLE program. They have started by looking at the role of the administrator, teachers, they look at classroom structure of DLE classes, Spanish & English rigor, see what techniques are being used. "Are they being true to the language? Is there some form of trans-languaging going on?"

In year one, they do this initially to gather evidence, then look for patterns, then as a group come up with the structures they observed. In year two they analyze these structures

and find ways to provide suggestions to move forward., year three would be sustainability. He

has created this three-year program to improve DLE and to align their programs district-wide.

This has begun by selecting a core group of DLI coordinators and experts from different DLI

school sites across the district, with ECMA being one of the participants. It begins with a

question, "How do we evaluate both languages?" and leads into identifying the two different

types of DLI programs that exist within the district. It continues with the approach, then

outcomes, and evidence in regards to DLI. However, they have begun to take a deeper look

into student data by separating it into three areas; intellect, culture, and academic. Within

these three subsections they have been viewing it through the lens of decolonized structures

and colonized structures. This has begun with doing the instructional rounds with the core

group of DLI coordinators and experts.

The image below is an artifact collected from the district administrator in charge of

DLE programs within HESD. This outlines the plan regarding the analysis the group of DLE

educators will be assessing all DLE schools within their district. Appendix E is a table that

lists all of the DLE schools within the district that will be assessed using the plan in Figure
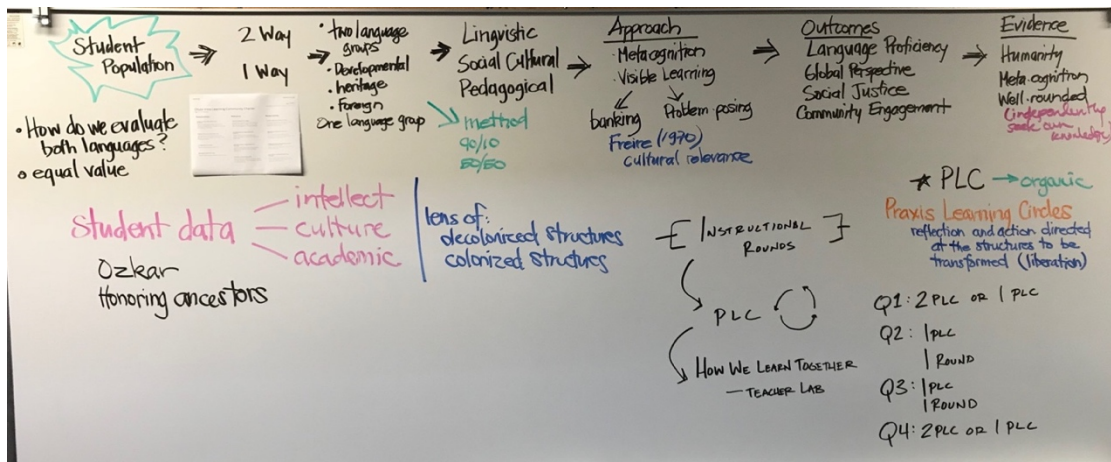
4.1.

Figure 4.1 HESD DLE Instructional Rounds Guidelines

Use of LCAP funds

Money is used intentionally to support the acquisition of language, all resources are guided to support that goal. The director of dual language at the district provided the three ways that LCAP funds are used to address the needs of students:1) professional development, 2) community engagement, 3) resources for students. "When a district adopts, more or less, an approach to look at language, all program funding falls into those categories."

The board member of HESD reiterated the importance of GLAD strategies that are also funded through LCAP, and Teachers On Special Assignment (TOSAs) in GLAD are also funded through LCAP. LCAP made the district look at student demographics to focus money on second language learners, foster youth & low-income population. Schools that showed a higher need in these areas are getting more funding, which is connected to the equity lens through which they try to view the district and its individual schools. When there are book adoptions, they are looked at in regards to quality, and their rigor in both languages. This is funded through LCAP and related to DLE programs, they selected ones that teachers decided on after piloting them at different school sites. The quality of resources is important for access to curriculum for students and rigor for teachers.

The superintendent also referenced the importance of Social Emotional Learning (SEL) for all students at all schools, that is focused funding from LCAP as well. Currently the district uses $6.4 million on the visual and performing arts, which also impacts all students at all schools as well and relates to equity for students. This does not directly support dual immersion, but does indirectly though language development, especially with music and performance. The district also provides teachers time to work together and collaborate as grade level teams in DLE, and non DLE teachers collaborate as well. There is currently $4.5

million directed towards resource teachers in language development, and dual immersion TOSAs at school sites that support DLE teachers at those sites. LCAP funding also provides GLAD curriculum to access English as a second language and also to access Spanish as a second language. The superintendent and board member stated that they were supportive of DLE, and were working together to try and implement new ways to support the staff and schools at these sites with professional development and resources.

> Another portion of our money, about 4.5 million is directed for our resource teachers and some of our resource teachers are very well-versed in language development, dual immersion so in those school sites, they do support our dual immersion teachers so in that respect.

The district has begun a Binational Partnership with Baja California, Mexico sponsored by CABE (California Association of Bilingual Education). The board member and superintendent of HESD have gone to Tijuana, Mexico to work with educators there to develop GLAD strategies, using the English curriculum, as a centralized strategy to teach students in both languages.

> ...but having receiving over 50 thousand students from our region that they need assistance in developing Spanish skills because they've been in America for so long. The effort truly came from CABE as the major sponsoring organization and we've been very close with CABE. They selected out district and Baja, California

This was created initially to try and address the needs of their students who will, at times, live part of the year in Mexico and part of the year in the United States. Students who lived on both sides of the border would go back and forth between these school systems and be confused, so this was created and sponsored by CABE to try and find an answer to the needs of these students. They met with the Secretary of State of Mexico and Tom Torlakson, who was the Superintendent of Instruction for California at the time. There were twenty-nine American teachers and thirty Mexican teachers.

At school sites, the principals of the Title I (Appendix E, number 18) and non-Title I (Appendix E, number 2) DLE schools have decided to use their LCAP funds specific to their school populations and needs of their students. The principal at the Title I DLE school has decided to spend his funds by hiring a Limited English Proficient (LEP), or English Learner specific Instructional Assistant (IA) at the cost of the school to attend to the primary classrooms, especially in DLE. There is one teacher in particular that has a DLE class with a large number of EL students with no support. The hours for the EL IA has been extended to twenty hours a week with testing; this means that the IA is assisting with ELs regarding state requirements but also reading support and reading foundational skills to support students in the classroom.

The principal at the non-Title I DLE school has used her LCAP funds to release teachers every other week to collaborate and work on their curriculum. DLE teachers are also matched, novice with expert teacher, and provided time to leave from their collaboration time to go observe key teachers in their practices so that they can build their background and their knowledge in DLE. LCAP has provided an opportunity for that to happen because students are in their Visual And Performing Arts (VAPA) classes and teachers are released to go observe others during these times. This is used as a way to provide continuity of DLE throughout the school.

CHAPTER FIVE: DISCUSSION

Overview of the Problem

Dual language programs are rapidly expanding across the United States, but their expansion is continuing in mostly more affluent communities which does not benefit the populations that could use the rigor that DLE provides (Palmer, 2010). While this is supporting the spread of bilingualism, it excludes the low-income and EL communities that could benefit the most from a dual language education (Lindholm-Leary, 2012; Carnock & Ege, 2015; Romo, Thomas, & Garcia, 2018). These programs are created to benefit English dominant students rather than addressing the needs of EL students. This is the continued marginalization of language minority students and perpetuating a system that supports the current prejudicial education policies (Valdes, 1997; Franquiz, Salazar, DeNicolo, 2011). There are years of research that demonstrate that ELs and low-income students benefit greatly from a bilingual education (Lindholm-Leary, 2001; Thomas & Collier, 2002; Bialystok, 2004; Lindholm-Leary & Borsato, 2006, Kieffer & Thompson, 2018), but there is still a lack of DLE programs in low-income communities with high proportions of Spanish speaking or bilingual students. This raises concerns over equity in addressing the needs of EL and low-income students with the continued lack of DLE programs in these communities.

With the number of EL students in the United States reaching five million (Boyle, 2015, U.S. Department of Education, 2018), dual language programs can be a way to help them achieve academic rigor and success in U.S. schools. Research has demonstrated that students who participate in DLE are able to better process new information, perform stronger academically, and have higher rates of attending a college or university (Cummins, 2000; Thomas & Collier, 2002, Lindholm-Leary, 2005; National Academies of Sciences,

54

Engineering and Medicine, 2017; Lindholm-Leary, Martinez, & Molina, 2018). This also rings true for ELs who once they have participated in a DLE they improve their grasp of the English language, and perform as well or better than their English counterparts once they reach the upper grades. Low-income students also benefit from DLE as they also achieve above grade level in comparison to their English only counterparts (Lindholm-Leary, 2005; Lindholm-Leary, 2010, Valentino & Reardon, 2015).

This study provides a unique contribution to the literature on DLE programs because I move beyond the outcomes discussion and explore the leadership decisions when creating a DLE program, and supporting it at respective school sites. My research design focuses on the perspectives of those leaders that make the decisions on expanding current DLE programs and opening them at new school sites. This study also addresses the leadership decisions of programs that are currently in place at a Title I and non-Title school with DLE programs. This study explores the following questions:

1. What information is used to expand dual language programs in low-income communities with high numbers of English learners?

2. What are the acceptance practices of dual language education programs?

3. How is equity and access provided to ELs and low-income students within DL programs?

4. What information is being used to identify the equitable distribution of resources within DLE programs at different school sites?

5. How are LCAP funds being used to address the needs of ELs and low-income students in DLE programs?

Together these questions provide insight into the leadership decisions made by district, school, and teacher leaders in an attempt to try and respond to the needs of their EL and low-

income students in their current DLE programs and throughout the district. The data is analyzed through a LatCrit and Critical Race Theory lens.

Summary of Findings

As noted in Chapter Three, a case study was conducted to better understand the perceptions, practices, vision, and strategic efforts of those in leadership who are responsible with the expansion of DLE within a school district where almost half, twenty-one out of their forty-five elementary schools, have DLE programs. The interviewees were selected based on a purposeful sampling procedure where individuals were identified as those who have the greatest impact on the growth of DLE programs districtwide, and then those that support the current programs in place at two schools with different demographics.

Within the HESD, DLE is continuing to expand. There was a school that adopted a DLE program in 2016 and there are several more schools that are looking to try and create something similar. There is even the interest to try and find an avenue for a Mandarin enrichment or DLE program at schools within the district. This is a positive sign for DLE, which does not show any sign of slowing down in the HESD. These DLE programs enhance the learning experience for all students and expose students to a multicultural and multilingual world (Romo, Thompson, & Garcia, 2018).

The core emergent themes that arose from the study were program alignment, interdependent relationships, LCAP and funding, and resources and curriculum. These were all connected to DLE and how they addressed the needs of ELs and low-income students within HESD. The subthemes that arose within the core themes were social justice and equity in program alignment, personal history and connection to language in interdependent

relationships, transnational relationships in LCAP and funding, and parental connection in resources and curriculum.

What the findings from the interviews suggest is that district leadership is trying to address the large numbers of DLE programs, and aligning them to each other. As a result of acknowledging this need, the superintendent has recently created a position in July of 2018, for an administrator to oversee all DLE programs at all district school sites. What he has done is started by creating a select group of DLE experts to assess the strengths of all district DLE schools. These experts are DLE Teachers On Special Assignment (TOSA) at the school site and at the district, and other coordinators from different school sites. This is being done to try and assess what each DLE program entails and if they are staying true to the Guiding Principles of Dual Language Education (Howard et. al, 2018) and the guidelines set by the United States Department of Education with their Dual Language Guidelines Handbook (2015). During the interview, the DLE program director reviewed the process that they would be engaging in trying to assess each program. This is the first time that any type of assessment and organization has been done for all DLE programs within HESD, and they are using the lens of social justice and the lens of colonized and decolonized structures. There is a strong emphasis on valuing what students come into the program with, and an added emphasis on social justice.

The research demonstrated that HESD provides equity to EL students within the programs that currently exist, as measured by the performance of students in DLE programs (HESD Dual Language Immersion Program Brochure, 2018), however the equity and access is not provided to students that are not in the program. When EL students initially enter into a DLE program, they are provided the same access as other students and even sought out ELs at

other schools with lower numbers of EL students to be an asset to the program. However, there is no access provided to EL or low-income students at schools without DLE programs. Trying to address the needs of these demographics continues to be marginalized perpetuating the current inequities (Solórzano & Yosso, 2010). All DLE programs need to have Spanish speaking students as a requirement (Howard et. al, 2018), and as the coordinator from the non-Title I school stated, EL students are valued within their classes. However, there is no active outreach being done to recruit EL parents and students to the programs even at the Title I schools. While the interest convergence is evident in the support of DLE programs in affluent communities (Morales & Maravilla, 2019), this is not the case with low income EL students and communities, their interests are not prioritized.

Resources and LCAP

There is an emphasis on the equitable distribution of resources at the district level, but this is for all schools, it does not specifically detail that for DLE programs and schools. These resources are reflected in their LCAP goals for 2017-2020 (2017), where they have monies dedicated for DLE professional development for teachers and the programs that the superintendent and the principals mentioned. There is the focus on social-emotional learning from Sanford Harmony (2018) that all schools are doing for their students, in order to try and address student needs. This is in-depth with curriculum, teacher training, and parental outreach and information.

Within the district LCAP goals and summaries beginning in 2015-2016 to the present, there are no direct mentions of DLE programs. The only reference is in the 2017-2020 Local Control and Accountability Plan Annual Update where they mention professional development for DLE teachers and the creation of resource periods and pay for DLE teacher

experts. What the LCAP summaries do state are the funds that are allocated for resources and curriculum for all students. The curriculum mentioned in their LCAP includes the Spanish language, English language, and the social emotional learning curriculum. The LCAP from 2015-2016 to the most recent one from 2017-2020 all refer to English learners and resources and support provided to staff in order to address their needs. There is no reference to DLE and ELs or low-income students. This is a lack of acknowledgement or differentiation of the needs of one of their key demographics that they are trying to impact, this leads to current inequities continuing with Latinx communities (Solórzano & Yosso, 2002). The systems are in place to currently sustain their programs, but not to address the intersectionality of this issue of ethnicity, linguistic status, and the socioeconomic status of their communities. (Ladson-Billings, 2013).

Curriculum

There is also the focus on new curriculum and resources with Benchmark Advance and Benchmark Adelante[iii]. The importance and impact of Benchmark Adelante (2018) was emphasized by several of the interviewees especially in the area of the translated materials. As the coordinators of both DLE programs mentioned, being a bilingual teacher is difficult when you have to constantly be translating curriculum into Spanish. Benchmark Adelante was the curriculum adopted in 2018 by HESD (2018). This program has the translated course materials ready that match the English materials for each grade level. There are worksheets, books, workbooks, and an online program that is in both languages. Benchmark Adelante provides access to all students and eases the difficulties of DLE teachers because they no

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[iii] Benchmark Advance and Benchmark Adelante are Spanish and English reading/language curriculum that provide online support for teachers and administrators. This set of California standards-based curriculum has been adopted by the HESD for all their students. Benchmark Adelante was adopted to address EL needs and DLE program needs.

longer have to translate or create the curriculum on their own, it is already done for them. This allows for an alignment of the content and provides a high level of rigor for students in English and Spanish. With it being implemented across the district, this ensures that all students are receiving the same level of information. The rigor provided to DLE students within the program are not being given to non-DLE students because they are not learning in another language. The superintendent and board member mentioned the importance of rigorous curriculum in both languages, and this has met that part of equitable resources and rigor.

Something unexpected was that the principal of the non-Title I school was not aware or well-versed in DLE. She was unable to answer what the district was doing with DLE, and did not know how her own funds were being spent on DLE students. "I don't know what the district is doing as far as that's concerned to tell you the truth."

When asking her questions about equity and access and her EL population, she spoke about the school overall and what she did in all classrooms, but did not mention anything specific as to what she does relating to DLE.

> Question: What tools or resources do you have to address the needs of your English learner students within the dual language program?
>
> We have the ….what are they called, the English language standards. We have I guess as far as other resources are concerned, we have some books and materials that are in that language and some computer programs that also particularly the Achieve 3000.
>
> Question: How do you provide access to these programs for your students, especially your English learners and low-income students?
>
> First, I start off by when I come into the school in the first quarter, I go observe on a regular basis….Then the next piece is at the end of the first quarter, I ask for certain kinds of data…then the next piece is they come in, we go over the reading with every student in the school.

60

However, the coordinator that she provided me the information for was extremely knowledgeable and was able to provide me all of the details and inner workings of the DLE program at the site. The principal trusted her coordinator to inform her on how the program was working and what successes and possible failures they had or would be encountering in the future. When an administrator is placed in charge of any school, they should be well informed of what is going on in their school. This was a statement that was reflected in the superintendent's statement:

> We also want to make sure that we have the right personnel that can manage and administrate that program. Whoever we pick as a principal, the teachers that come in have to be well-versed with dual immersion.

However, the leader at the non-Title I school was uninformed about their own DLE program. With this type of uninformed leadership the type of support the program may receive in the future is questionable. This program is in high demand because they have to create a lottery system to try and address the needs and demands of their community. The program and its teachers may lack support in the future because of the lack of knowledge from its leader.

Interdependent Relationships

During the interviews, a common theme arose from almost all of the interviews, this was the importance of relationships. The relationships of the principals, the coordinators, even the district administrator in charge of DLE were all important in how they viewed their job and their responsibility to their work. The relationships that they mentioned most were their families and their personal histories. They used these as a fuel for their work and what drove them to continue in education. They each had a history with language influencing their own education and interactions with family and society. This was also connected to where they came from, and it impacted their reason for why they believed in DLE and continued to

promote it at their respective school sites. This part of their own personal narrative (Ladson-Billings, 2010) is closely linked to the importance of LatCrit and CRT, in supporting these programs for the future. This also lends itself to interest convergence (Ladson-Billings, 2010) where the interests of those in leadership positions have a connection to the language and an interest in seeing DLE programs thrive.

The principal at the Title I DLE school site mentioned the importance of his father as a Puerto Rican citizen, and his connection with language and family. "He [my grandfather] valued education, and he instilled that in his kids, and my father instilled that in us. Education is everything. I value learning. I value reading."

The coordinator from the non-Title I school used her own relationship with the "barrio" or neighborhood in which she grew up, to demonstrate to her students what success can look like in a bilingual person.

> People didn't think people from the barrio could ever leave the barrio and be something, I wanna say, graduate high school. Graduating high school was a big deal back in 1990. It was a big deal. Now to be able to reach out to my kids and say, 'You know what, this is where I grew up. Maestra didn't speak English, but look at me now.' So I teach with my heart, that's what I do in my classroom. I tell my students 'Your goal is to be like me, bilingual, successful', cause I consider myself a successful role model for my kids.

During the interview, it led to her emotions coming to the surface and she got teary-eyed, but it also showed that it was important to her. She connected this to her beliefs on the importance of education and bilingualism. She wants to continue to support the DLE programs within her district and to try to strengthen them with her participating in the learning rounds being implemented by the district administrator in charge of DLE.

The coordinator at the Title I DLE school also mentioned the importance of his

language background, but it was a different history than that of his counterpart at the non-

Title I school.

> English is my first language. My dad, when he came to this country, he said,
> 'Hey, *vas aprender ingles*.' [you will learn English] I had to learn Spanish in
> high school and college. When I would go to Mexico, I got beat up quite a bit
> because I didn't know Spanish. I was *pocho* [a Mexican who has lost their
> language or culture]. I don't want my students to go through that.

Their two experiences are distinctly different from previous bilingual educators, in that they

have deep connections to the language and the communities. With Valdes' (1997) work, it

was based on many teachers and an administrator that did not come from the community and

their language experience was foreign to their own students' language history. This is in

contrast to that narrative because it is now personal for them, they do not want their own

students to have their same experience and work hard to ensure that bilingualism is the true

goal.

Implications of the Study

This case study interviewed those who were most responsible for the expansion and

support of DLE at the district level, and at two schools. The data collected were the interviews

and artifacts from those interviewed. What the evidence shows is that at the district level there

is great emphasis on social justice and providing all students access to these resources from

the new Dual Language Administrator. This is a first step in trying to align all DLE programs.

The district is also trying to support the growth of DLE with proper staff, resources, and rigor.

At the school-site level the evidence demonstrated that there are several tools and

resources for the curriculum of DLE. There is an assessment for entering into a DLE program

but it is not widespread for all schools. This is done at the non-Title I schools where there are

affluent parents who know how to navigate a system that is geared to these communities and there is high demand. At the non-Title I school that does this through a lottery, they attempt to make it a transparent process. There is access provided to ELs at school sites with DLE, and are seen as a positive part of their programs. Parents are being included at the site level with DLE, and being included in the parent committees. It is being expanded by including English only parents in with the ELAC parents in a way to bridge the gap with DLE parents.

In looking at this study through a LatCrit lens, there are inequities that are continuing to be perpetuated with the current status of implementing DLE programs. The inequitable systems in place that continue to support the affluent communities versus the low-income and English learner communities have not been addressed directly by the district, nor is reflected clearly in the LCAP plans. The spread of their DLE programs is still happening in affluent communities and not expanding in their communities with higher numbers of ELs and low-income students . The intersectionality of their communities, i.e. race, economic status, English language learners, education level, has not been addressed by continuing to not do outreach to these communities. Even with the reasoning by the superintendent that they use the community survey to inform their decisions on expansion and parental support, it does not address the lack of equity and access with their communities.

Implications of the Study for Policy

In order to meet the needs of DLE programs, there needs to be an increase in the amount of bilingual teaching credentialing programs and certificates that are currently being offered in California and across the country. Within these credentialing programs, there should be an emphasis on how to address the needs of EL students and how to connect to the families (Gándara & Zárate, 2018) in order to sustain a DLE program at school sites with

lower parent participation. There also needs to be a valid recruitment program in order to draw more students into these programs. There are difficulties in staffing these rapidly expanding programs with the small amount of bilingually credentialed teachers that are currently available.

With the increasing numbers of dual language programs now being offered in California, the state should also be monitoring the fidelity with which current DLE programs are following the Guiding Principles of Dual Language Education (Howard, 2018) and the outdated guidelines set by the U.S. Department of Education and their Dual Language Policies (2015). A large part of this should be the individual district's responsibility, but if the state is going to truly implement the California Seal of Biliteracy across the state, there should be some accountability for these programs as well.

Since the passing of Proposition 58 in November, 2016 (2016) we are seeing an increase in bilingual education, and this is true for HESD. With ELs and low-income students increasingly being within the same communities (Romo, Thomas, & Garcia, 2018) their participation in DLE is imperative for their academic success. Their language skills are necessary for the growth of DLE, and to also support their English skills. In order to meet the needs of EL and low-income students, the spread of DLE is a way to do that for California and across the nation. With the ever-increasing number of ELs in the United States, a way to support their academic success is to provide them access to DLE. In order to do that, district and school leadership must be supported in opening programs and providing resources to meet those needs. There must be continued assessment of EL students in DLE and the reporting of those outcomes in the target languages (Gándara & Zárate, 2014) in order to provide the information to the communities and the schools so that they can continue to

improve outcomes for these populations. This includes the public spread of the data about the benefits of DLE, especially for the demographics that need the academic success the most, ELs and low-income students.

Another recommendation for DLE programs moving forward would be to expand them to all schools. While the United States Department of Education Dual Language Handbook (2015) states that having a high number of ELs (90% or more) is not ideal for a DLE program, there could be other options to help support the bilingualism of these communities. The Hillside Elementary School District could begin to implement the enrichment program that they have currently begun at one of their schools (Appendix E). While this is not DLE, it is a way to support the continued growth of bilingualism with the EL and low-income communities. This would provide an option for those communities to use the resource of language in a way that supports the academic achievement of their students.

Another option that could be provided to the schools that have a lottery for acceptance, is the information that they could give the parents about requesting a transfer to a school that has open slots in their own DLE program. This would mean that some students from non-Title I schools could be attending Title I schools in order to participate in the DLE program. This is beneficial for the programs in increasing enrollment, but also to provide those non-Title I students the ability to interact with communities that are different from their own. Creating diverse bilingual communities is beneficial and necessary for DLE (Howard, 2018), and this could also be a response to the superintendent's response at the schools that have not enough EO students.

Implications for Practice

What tends to happen in most of the DLE programs at HESD, is that the kindergarten classes are full with many school sites with waiting lists of parents. These waiting lists are in the non-Title I schools who then are provided limited access to these programs, and in the low-income communities that do not even have access to a DLE program the ability to gain entrance is even lower. There is no lottery in the low-income DLE schools, but then the demand is not as high as the non-Title I schools. This may be what leads to programs losing students and their difficulty in keeping students in DLE for the long-term. As the years progress there are students that drop out which means that maintaining the enrollment numbers at the upper grades becomes difficult. In this school district, there is a large number of military families that live within their school zones, and they want their children to participate in the DLE programs. When those military families receive their orders to move to another base or part of the country, they also take their children out of the program. This was something that the coordinator of the non-Title I school said happened frequently at her school site.

What may also lead to the difficulty of maintaining enrollment numbers is that the older a student gets, the more difficult it is to enter into a DLE program because the language requirements only increase. This means that a kindergartner can enter into a DLE program and learn from the very beginning of the language, grammar, and comprehension. The coordinator of the Title I school said this in relation to moving a student out of DLE.

> Maybe in the upper grades. Maybe third, maybe fourth. I don't know. If they're truly not progressing to the level that they could, then I can say, 'Okay, you know what? Maybe we should talk to the parents. Sit down and switch them over to the English mainstream.' But at no point do I say automatically, 'No, let's just move them out.' I value dual immersion teaching. It is difficult being a dual language teacher, to be quite honest.

When a student tries to enter the program at fourth or fifth grade as an English only speaker, they will have to struggle with the second language and have to rush to catch up in learning grammar and basics of the second language. This may turn off many prospective parents, and leads to less interest as time goes on which means smaller numbers in the upper grades. What is interesting to note is that EL students do not have this option when they enter into the U.S. school system; they MUST enter into their English classes and struggle with the learning of their second language without any of the supports that DLE students receive. With this policy continued in the educational system, it continues to perpetuate the societal and systemic inequities that currently exist for EL and low-income students.

A third reason that may impact the enrollment numbers of DLE programs at elementary school sites is the rigor of the curriculum. Students are effectively learning two languages at the same time. This means two grammars, two vocabularies, two content areas, and many times two types of homework that goes home with the DLE child. This kind of rigor is needed in order to create a bilingual and biliterate student, but it can be difficult for a parent and a student to do both and some parents pull students out of the DLE programs in order to address this difficulty. This could be a reason why numbers drop once the cohorts of students reach the upper grades.

A way to possibly address these issues is to create an English & Spanish Learners Advisory Committee in order to create different levels of support for parents at the district and at DLE schools. This is something that is already being implemented at the Title I DLE school, and it has increased their numbers of parent participation and support for their program. This would be a way to provide support and resources for parents of students in DLE, and also create a cross-cultural community at each school site. It would have to be

supported at the administrative level at each school site to ensure that there is equity in leadership of the committee and participation. There can be turns taken in the language of the meeting, which means that there would need to be a translator provided for each meeting so that they can translate for parents into English and Spanish. The materials would need to be provided in both languages, and the amount of time that each parent had in each language would have to be equal so that all voices are part of the development of goals and steps to reach those goals for the future of their students and their community.

Implications for Leadership

What did come out of the interviews was that there needed to be better communication between all DLE schools. The coordinator from the Title I school stated that he had never met with any coordinator from any other site, and as a result, does not have any of the resources that other schools may have. The district has identified ten lead DLE teachers that coordinate professional development and provide trainings for their DLE colleagues (HESD LCAP, 2017-2020). While this is being done at the district level, it is obvious from the interview of the coordinator at the Title I DLE school, that not all DLE teachers feel this is enough. There was evident frustration when he mentioned that he had not met another coordinator from another DLE site, and had never been to a meeting with all of their DLE counterparts across the district. A survey could be implemented of all DLE teachers to determine what is needed as professionals, and a meeting of all site DLE coordinators from each school could be the impetus to begin a network of colleagues. This could also be a network for educators within the district to share best practices and experiences that go beyond the ten the district has already identified as DLE experts. When resources, such as the DLE entrance assessment, are shared there can be a continuity of practices that are the same or similar from one school site

to the next. This can assist in providing transparency to a difficult process for most parents and educators. Teaching in a DLE classroom can be challenging, especially when the programs on certain school sites are small and the teachers are few. When there are others to share struggles and successes, a teacher can feel supported beyond their principal.

What the interviewees also mentioned was the importance of LCAP funds in certain aspects of their DLE programs. However, what was missing were the direct connections to DLE in the district LCAP beyond just the professional development for teachers. While the principals of both DLE schools were able to identify how they are using their funds, there was nothing in their Site Plan for Student Achievement (SPSA) that were directly connected to English learners in their DLE programs. When there are EL or low-income students in your programs that are directly impacted by the funds provided to each school, those SPSAs should state where the monies are being spent in DLE in regards to those specific populations. The principal of the Title I DLE program did spend some of this LCAP funds on assistance with EL students in his DLE program, but it was not stated in his SPSA. With the demands for and expansion of DLE programs increasing, there should be more accountability in the allocation of funds at the district and site level.

Another implication for leadership that arose out of the interviews was the outreach regarding DLE. There is the Hanover Survey that parents complete each year regarding school climate and culture, and any needs or wants that they may see in their community and at their school. This is where the district takes the ideas regarding expansion of DLE programs. They also take parents who demand a DLE program, such as the most recent non-Title I school that they opened in 2016. The intention was not to create a DLE program, but because parents demanded another DLE school they decided to go ahead and staff it and

prepare it as a DLE site. However, this is another school opening in a community where parents have the social capital to know how to demand a DLE program. Parents in a more affluent community know how to demand resources for their families, as is evident in how many DLE programs there are in non-Title I schools.

There was no evidence of any outreach being done to EL parents in Title I communities regarding the impact of DLE and the academic benefits it has for their population of students. Parents in Title I communities are less likely to be educated and do not have the social capital to know what questions to ask or how to maneuver the district office landscape in order to request a DLE program in their community (McAlister, 2013). As the principal of the Title I school stated,

> Education and culture, like Paulo Freire says, is political. It's a political game. When I say game, I mean that there's politics involved in Spanish and the learning of Spanish, and the valuing of other cultures, and embracing differences beyond just acknowledging them.

Providing data and holding several informational sessions with parents is time-consuming, but it would allow them to have all of the information in making a decision on the education of their children. When you empower the parents, you begin the process of building a tighter community around each school.

The only leader that seemed to have any concerns regarding DLE was the principal of the Title I school. His main concern was the parent involvement with DLE. His EL parents did not really participate in the English Learner Advisory Committee (ELAC) and he knew that the English Only (EO) parents were needing assistance in the DLE program. He included the EL and EO parents in the ELAC meeting. While this is beneficial to incorporate more parent involvement with the program, he may run into the danger of the EO parents taking over the conversation and the EL parents' voices being ignored. This was something that

71

Valdes (1997) and Franquiz (2011) stated in their studies regarding language wealth and the support of the current paradigm and educational system. What they stated is that it benefits the EO parents and communities, but it excludes the communities of Spanish speaking parents and students who continue to be marginalized with their own home language.

In reviewing the DLE programs throughout the district (Appendix E), it is evident that none of the schools have the ideal percentage of 33% of EL students within their schools. Districtwide, HESD does not have a third of its students in the programs as ELs with only 23% (HESD Dual Language Immersion Brochure, 2018). In a perfect DLE educational program there would be a third of students who are English only (EO), a third who are bilingual, and a third who are ELs. None of the leaders interviewed knew the percentage of EL students within their DLE programs. What the superintendent mentioned was that there are schools who do not meet the EO requirement for DLE and it is a reason for not opening programs in those schools. However, the EO and EL numbers are not met in any of the schools where DLE is offered. This is an issue where the district continues to use this as one of the reasons why they do not expand into low-income and EL communities, where the current system and data does not support that statement. District leadership should be looking at ways to address the needs of its communities through providing DLE programs or enrichment, as they have done with one school in 2016. EL students should have full access to rigorous curriculum (Gándara & Zárate, 2014), and this is available in DLE classes. This is imperative as the low-income and EL communities are still continuing to see inequities in relation to academic outcomes for their students.

Using the lens of LatCrit in this instance, we continue to see the marginalization of Latinx communities even in a district with a high number of Spanish speaking students. With

34% of all students identified as ELs within the entire HESD, ELs only make up 23% of all students in their DLE programs (HESD Dual Language Brochure, 2018). The district has identified 52% of their student population as Free/Reduced Lunch, and yet only 17% of these students are in DLE programs throughout the district. The inequities in access for these two groups specifically are within this data (HESD Dual Language Brochure, 2018). According to their California Assessment of Student Performance and Progress (CAASPP) test scores DLE students outperformed their non-DLE counterparts on the English portion of the exam (HESD Dual Language Immersion Brochure, 2018), which supports the idea that DLE students score better but also continues to benefit those already in DLE. This current system does not address the needs of the students that are being excluded from these programs and does a disservice to those parents who are not knowledgeable to maneuver the system on their own. It will continue to perpetuate the idea stated by Franquiz (2011) and Valdes (1997) where the elite continue to benefit off the language of the low-income EL students and where those communities continue to see their language as a deficit versus their bilingualism being supported and encouraged with DLE.

Significance of the Study

This study is important because it provides a deeper analysis of the decision-making process of opening and expanding DLE programs across a district that has been deemed to be highly successful, earning local, regional, state, and national distinction.   The interviews demonstrated that district leadership is trying to improve and grow their DLE programs. With the current number of DLE programs at 21, the superintendent's support of expansion was evident in him identifying even more ways that they were thinking about expanding and

supporting their programs. This was also reflected in the discussion of DLE programs in their LCAP goals over the years that were examined.

They need to get their EL and low-income parents involved and knowledgeable on the data on DLE so that they can make an informed decision on whether or not they want their students within the program. Currently, the HESD relies on parent requests for program expansion. However, what happens is that the requests come from the non-Title I communities and continue to spread where parents have the cultural capital. It is not expanding in the communities where they can have a greater impact, those with large numbers of ELs and low-income families. In order to meet the needs of those students that are focused on through their LCAP (2017), they should also expand their informational outreach to those communities that would benefit the most from this type of academic rigor.

Implications for Further Research

There needs to be more research done on the parents of DLE children and their reasons for entering into the program, and those EL parents that choose not to have their students in DLE. A study on the parents of DLE and EL children would greatly benefit DLE programs in knowing the reasons why parents select those schools and neighborhoods. It would also provide greater insight in how best to address their needs and their students within DLE as the years progress.

Another question that arose in this study that should be answered, are the reasons why parents decide to remove their children from DLE. This negatively impacts the longevity of the program and also the type of classrooms students have in the upper grades. In trying to find an answer as to why students leave DLE, it would perhaps assist schools and the HESD in trying to address the levels of attrition that some schools see as the years progress. It would

also provide a response in how to retain those DLE students within those programs. At this time, there is little to no research on any of these topics, and they would help other districts who are attempting or thinking of opening a DLE program at their sites.

Some key points that can be taken from this study are the importance of transparency, trust, and outreach to the neediest communities. The difficulties in access to other board members and the need for the superintendent to be in the interview with me and the board member, demonstrated a lack of trust in the information that the board member had to share. This also showed a need to control the narrative which influenced the data collection. A leader should be able to trust its organization and its members to provide the information that they are responsible for. A leader leads by example, and if your example is one that needs to control information, then the ability to be honest and forthcoming with your organization is impossible. Even if the information is not all positive, it should be seen as a way to grow and improve any programs.

The ability to acknowledge the imperfections in a successful program will only provide a guideline for growth and what you need in order to improve student achievement. The DLE program at HESD is one that will continue to grow and has strong community support, but it still has ways in which it can grow and improve. One of the key points that continues to be repeated in research and in this study, is the importance of providing more parent outreach, especially for EL students (Gandara & Zarate, 2014). Parental involvement is important not only for DLE success for also for EL students and their academic and social success. Outreach to these communities within HESD was happening, but the research demonstrated that it needs to be greater and more in-depth, especially in those school areas

where there is no DLE program and low parent involvement. Parents are a need and they must be addressed at their level, not where the current leadership is comfortable.

Limitations

Some of the limitations with this case study were the amount of people interviewed. I was only able to interview one board member per the superintendent's recommendation and it had to be with the superintendent present in a district office. While it was helpful to interview the board member and the superintendent at the same time because they were able to help support each other's responses and the answers were more in-depth, I was also unable to receive any responses without the superintendent's presence. With the inability to speak or meet with any of the other board members I was unable to gain a complete understanding of what the other members of the board thought or believed about DLE, equity, and access. It also impeded the gathering of unbiased opinions on the state of the district and demonstrated the desire of the Superintendent to control the message at all levels. This impacted the study since I was not able to gain a full set of data on DLE decisions from a leadership perspective. Having the Superintendent present naturally raises the issue of trust and accountability within the organization, especially if a leader is willing to control access to other members of the board and to insist on his presence at the interview of the one board member I was provided access to. Responses were constrained having the leader of the district present during the interview and it possibly impeded my data gathering by not allowing the board member to share honestly without it being evaluated by the Superintendent. In addition, I was unable to gain access to the other board members because of the Superintendent's recommendation. While this Superintendent is known for being innovative, and moving the district forward in terms up mitigating gaps in achievement, this approach shows the desire to control the

information that is being released to the public. These limitations by the superintendent were a control of the information and did not allow for a more thorough discussion of the inequities observed by the other board members. It is a control of the narrative that is currently being demonstrated by the district. An approach such as this from any leader thwarts organizational learning, growth and transformation and demonstrates a lack of trust in their own leadership and the leadership of their board members.

Another limitation was the amount of schools that were interviewed. For a future study, the data would be richer if there were interviews from all principals and coordinators at all DLE school sites. I would also include the charter schools as a third area of research to include in a study. The data would be more comprehensive, and the perspectives would be with a much wider lens.

Something that was unfortunate, was the lack of participation from principals at other schools that I contacted. There were several emails, phone calls and even site visits to eight different schools, and I was only able to gain interviews with two schools. I was considering expanding my data collection to more schools if they had responded, but two declined and the other four never returned any of my calls, emails, or even visits to their school sites.

Conclusion

This research used a case study approach to gain insight into the decisions that are made when deciding to expand and spread a DLE program in a district with twenty-two DLE school sites. The results of this study showed that the school district does provide equity and access for EL students at the schools where DLE programs are already in place. There are leaders in place who are working to understand all DLE programs currently in existence at HESD and trying to learn about how each of them works. This is to gain insight into how best

to support the programs and students within those schools, this is also being done to try and address any social justice and equity issues that arise with the learning walks the educators will be performing. The teachers and coordinators at the school sites are the educators who are well versed in the programs at their respective school sites. The expertise of these educators are used to help support and guide the programs at school sites.

The leaders in charge of these schools need to know what is going on in them, they should be knowledgeable of their programs and their students. A DLE program is highly sought after, and the leaders at school sites should know what it is and how to support it. The superintendent and board member while knowledgeable, should also be placing leaders at school sites that are vested in all parts of their school. This means that they must be mindful of who they select for each site in order to support all students and programs at those sites. They have been mindful in who they have leading the district DLE programs, as he has over twenty years experience with bilingual education. The coordinators selected for each school site are well-versed in DLE and working to support it at their school sites as school and program leaders, which is beneficial in supporting students and their colleagues.

The information in this study could be used to further the knowledge on making decisions at other districts in regard to what supports a DLE program will need for expansion, and also in how to address the needs of expansion in low income communities with high levels of ELs. The leaders who are responsible for the expansion of DLE programs are basing their growth on parent demand but are not fully engaging the community of parents who do not have the cultural capital to request these programs. This study highlights the need to include the voices of the community and parents when discussing the expansion of DLE. It also reveals the need to address and value the needs of EL students within DLE programs in

order to create a more diverse school community, and to provide a depth of language within these programs. EL students bring a knowledge of a language that can strengthen a DLE program and should be valued and sought after in order to create a strong bilingual community at a school site. Low-income communities benefit from DLE and more needs to be done to try and expand in those communities. The programs need to be specific to the needs of each community, one size does not fit all.

This research adds to the literature on DLE programs and expands on the need to include more parent outreach to low income communities. They lack the cultural capital to search for information on DLE programs and the benefits that their children could gain from participation in bilingual education. While more affluent communities are provided the programs because parents demand them, these affluent parents also know how to navigate a system that is not created for low income families. In order to meet the needs of our EL populations there must be parent outreach, but also the importance of actively searching and including EL students in programs. They are valued in DLE because their knowledge of their own home language adds a depth and richness to a DLE program. The leaders need to provide a space where ELs and low-income students have the same opportunity of access to these rigorous programs in order to support the growth of cultural awareness of their communities. This is deeply connected to the importance on addressing social justice and equity when dealing with language and access to resources and programs. Leadership at all levels in an educational system is important when expanding DLE in low-income and EL communities.

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Appendix A

Research Protocols

Questions for Superintendent

1. Please state your name, your gender, and title within the district.

2. What was your first language you learned?

3. What is the highest level of education you have attained?

4. What are your perceptions of district?

5. How long have you been either at the district or involved in the district?

6. What is the process for opening a dual language program?

7. Who is involved in the decision making process?

8. What data is used to inform the decision-making process?

9. How do you communicate this information with your staff, schools, board members, and community?

10. Why do you think there are more DLE in non Title I schools versus Title I schools?

11. In your Title I schools, how is LCAP being used to support EL and low-income students in DLE?

12. How do you ensure equity and access to these programs?

13. What beliefs, values and theories inform your thinking about education? About equity and access to education and its resources?

14. How are you strategically creating universal access for all students?

15. What are the ongoing efforts to assess the strengths and challenges of DLE programs in the district?

16. What are the priorities for developing DLE programs in the district? How do you arrive at prioritizing schools for expansion?

Questions for District Admin

1. Please state your name, your gender, and title within the district.

2. What was your first language you learned?

3. What is the highest level of education you have attained?

4. How many generations has your family been in the United States?

5. What are your perceptions of district?

6. How long have you been either at the district or involved in the district?

7. How familiar are you with bilingual/dual language education?

8. What's your history with dual language education (DLE) and this district?

9. What data is used to inform the decision-making process in creating or expanding DLE?

10. Why do you think there are more DLE in non Title I schools versus Title

11. schools?

12. In what way is LCAP funding being used with DLE schools and/or students?

13. How are you strategically creating universal access for all students in DLE programs?

14. In your Title I schools, how is LCAP being used to support EL and low-income students in DLE?

15. What beliefs, values and theories inform your thinking about education? About equity and access to education and its resources?

16. How do you communicate the information about access to DLE to your parents and community?

17. What are the ongoing efforts to assess the strengths and challenges of DLE programs

in the district?

Questions for Board Members

1. Please state your name, your gender, and title within the district.

2. What was your first language you learned?

3. What is the highest level of education you have attained?

4. How many generations has your family been in the United States?

5. What are your perceptions of district?

6. How long have you been either at the district or involved in the district?

7. What is your level of familiarity with Dual Language Education?

8. How do you make your decision about expanding or creating DLE programs?

9. What information do you use to make your decision?

10. What beliefs, values and theories inform your thinking about education? About equity and access to education and its resources?

11. In your Title I schools, how is LCAP being used to support EL and low-income students in DLE? Schools without DLE?

12. For board members expand-what are the central issues around equity in the district you have witnessed? And are trying to address as a board? What are the challenges to implementing policies related to DLE programs?

13. What are the ongoing efforts to assess the strengths and challenges of DLE programs in the district?

Questions for Principals

1. Please state your name, your gender, and title within the district.

2. What was your first language you learned?

3. What is the highest level of education you have attained?

4. How many generations has your family been in the United States?

5. What are your perceptions of district?

6. What's your history with dual language education and this district?

7. What are the demographics of the students in your DLE program?

8. What are some of your struggles in running a DLE here at your school site?

9. What are some of your successes in running a DLE?

10. In what way is LCAP funding being used with you DLE program?

11. What tools or resources do you have to address the needs of your EL students within the DLE program?

12. What core values and research inform your practices?

13. How do you provide access to these programs for your students, especially your ELs and low-income demographics?

14. How are you strategically creating universal access for all students?

15. What beliefs, values and theories inform your thinking?

16. How do you communicate the information about access to DLE to your parents and community?

17. What are the ongoing efforts to assess the strengths and challenges of DLE programs in the district?

Questions for Dual Language Program Coordinators

1. Please state your name, your gender, and title within the district.

2. What was your first language you learned?

3. What is the highest level of education you have attained?

4. How many generations has your family been in the United States?

5. What are your perceptions of district?

6. How long have you been either at the district or involved in the district?

7. What is the process to determine acceptance into DLE?

8. What assessment do you use to determine who gets accepted into a dual language program?

9. What tools or resources do you have to address the needs of your EL and low-income students within the DLE program?

10. What core values and research inform your practices?

11. How do you provide access to these programs for your students, especially your ELs and low-income demographics?

12. How are you strategically creating universal access for all students?

13. What beliefs, values and theories inform your thinking?

14. What are the ongoing efforts to assess the strengths and challenges of DLE programs in the district?

Letter of Consent

UCSD IRB Project #181020

Human Research Protections Program

Approved
Current Approval: 07/20/2018 Do not use after 07/19/2021

Pages 3

University of California, San Diego Consent to Act as a Research Subject

Dual Language Doesn't Translate: Limited Equity and Access to Dual Language Education for English Learners and Low-Income Students

Who is conducting the study, why you have been asked to participate, how you were selected, and what is the approximate number of participants in the study?

Pilar Vargas, an assistant principal at Rancho del Rey Middle School within the Sweetwater Union High School District, and a graduate student at UCSD is conducting a research study to find out more about the practices and processes of accepting students into dual language programs. You have been asked to participate in this study because you are a board member of the Chula Vista Elementary School District, the superintendent of the district, an administrator at a school site with a dual language program, a dual language program coordinator at a school site, or an administrator at the district level connected to the decisions of the dual language programs in your district. There will be approximately 20 participants in this study.

Why is this study being done?

The purpose of this study is to find out how the district selects schools in opening dual language programs, and what the criteria are for filling the spots within those dual language classes.

What will happen to you in this study and which procedures are standard of care and which are experimental?

If you agree to be in this study, the following will happen to you:

The participants will be asked questions in a one-on-one interview with the principal investigator. If you are unable to meet in a face-to-face interview, you may do the interview over the phone.

These interviews will be recorded via video and notes taken by Pilar Vargas. Taping is not required for participation in the study or in the interview.

How much time will each study procedure take, what is your total time commitment, and how long will the study last?

The interviews with school board members, the superintendent, administrators at the district and school sites, and dual language program coordinators at school sites will take approximately one hour. The research will be conducted during the summer and fall of 2018, and the overall duration of the involvement of each subject will be the time spent in the focus groups or interviews.

What risks are associated with this study?

Participation in this study may involve some added risks or discomforts. These include the following:

UC San Diego

UCSD IRB Project #181020

1. A potential for the loss of confidentiality. Participants will be videotaped during the interview sessions. The notes will be kept in a locked file cabinet that is only accessible to the primary researcher. In order to preserve the confidentiality of responses, I will use pseudonyms when sharing results and comments from this study. However, I cannot guarantee that other participants in the interviews will keep the answers confidential. If you have any questions or would like additional information about this research, please contact me at (619) 392-4169 or pgvargas@ucsd.edu. A signed copy of this consent form will be given to you. Research records will be kept confidential to the extent allowed by law. Research records may be reviewed by the UCSD Institutional Review Board.

2. You will be at minimal risk during this study. The benefits of this study will help dual language schools and the district learn more about what they can do to help their students who want to enter into the dual language program. Because this is a research study, there may also be some unknown risks that are currently unforeseeable. You will be informed of any significant new findings.

What are the alternatives to participating in this study?

The alternatives to participation in this study are simply not to participate. Your decision whether or not to participate will in no way affect your current or future relationship with CVESD or its faculty, students, or staff. You have the right to withdraw from the research at any time without penalty. You also have the right to refuse to answer any question(s) for any reason, without penalty.

What benefits can be reasonably expected?

There may or may not be any direct benefit to you from participating in this study. We expect that the project may benefit the dual language programs at CVESD by giving them the opportunity to see their acceptance practices with a new perspective. The investigator, however, may learn more about dual language education equity and access policies, and society may benefit from this knowledge.

Can you choose to not participate or withdraw from the study without penalty or loss of benefits?

Participation in research is entirely voluntary. You may refuse to participate or withdraw or refuse to answer specific questions in an interview or on a questionnaire at any time without penalty or loss of benefits to which you are entitled. If you decide that you no longer wish to continue in this study, you will be required to email or call Pilar Vargas stating that you no longer wish to continue in the study before November 2, 2018 in requirements for orderly termination of study participation. You will be told if any important new information is found during the course of this study that may affect your wanting to continue.

Can you be withdrawn from the study without your consent?

The PI may remove you from the study without your consent if the PI feels it is in your best interest or the best interest of the study. You may also be withdrawn from the study if you do not follow the instructions given you by the study personnel.

Will you be compensated for participating in this study?

UC San Diego

UCSD IRB Project #181020
There will be no compensation for your time or travel for participating in this research.

Are there any costs associated with participating in this study?

There will be no cost to you for participating in this study.

What if you are injured as a direct result of being in this study?

There are no study procedures that could potentially cause injury, and no physical or academic testing will be done through this process.

Who can you call if you have questions?

Pilar Vargas has explained this study to you and answered your questions. If you have other questions or research-related problems, you may reach Pilar Vargas at (619) 392-4169. You

may call the Human Research Protections Program Office at 858-246-HRPP (858-246-4777) to inquire about your rights as a research subject or to report research-related problems.

Your Signature and Consent

You have received a copy of this consent document. You agree to participate.

_____
Signature of participant Date

_____ _____ Name of participant Date

**If oral consent or waiver of documented consent is requested, no signature line is needed

_____

Appendix C

UCSD IRB Project #181020

Email of Introduction to Superintendent at CVESD

Hi, my name is Pilar Vargas and I am a current graduate student in the UCSD/CSUSM JDP doctoral program. I am conducting a research study to find out more about the practices and processes of accepting students in dual language programs at Chula Vista Elementary School District. I would like to use your school district's dual language programs as the focus of my research.

The purpose of the study is to find out how the district selects schools in opening dual language programs, and what the criteria are for filling the spots within those dual language classes through the lens of equity and access. I would like to be able to interview the leaders that play a role in the decisions made about dual language programs within the district. The leaders that I am interested in interviewing would be yourself, your board members, any district administrators that are involved with the dual language programs, a principal from a Title I dual language school, and a principal from a non-Title I dual language school. I would also like to interview any dual language coordinators from the same school sites as the principals.

I was a bilingual teacher at Southwest High School and did my masters thesis on the dual language program at that school site. I was also a dual language teacher and a dual language coordinator at Otay Ranch High School. I am currently an Assistant Principal at Rancho del Rey Middle School and I am the administrator in charge of the dual language program. My own children are students within the dual language program in Chula Vista Elementary School District. I am deeply connected to dual language education and look forward to working with you on my research.

In order to provide confidentiality, the interviews and all data will be kept secure with an encrypted USB. Any person who does not wish to participate will not be forced to, and they can have the option of removing themselves from the study at any time. At the end of my study I would like to present my findings to you and your leadership.
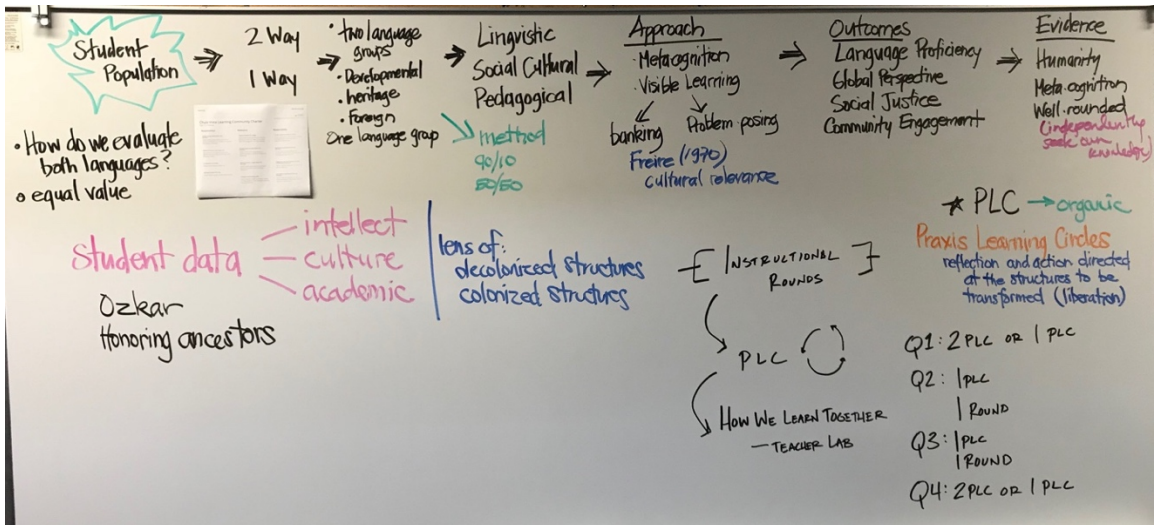
Please let me know if you have any questions or concerns. My email is pgvargas@ucsd.edu and my phone number is (619) 392-4169.

Thank you,

Pilar Vargas
Assistant Principal
Rancho del Rey Middle School UCSD JDP Doctoral Candidate

Learning Walks and Instructional Rounds Model from District Leader on DLE

Table of Dual Language Schools and their characteristics (n=21)

School	Title I Status	School Type	Year DLE initiated	Type of DLE	School Demographics	School EL %	School free/reduced lunch %
1	Non-Title I	Charter	2005	90/10	Black/Af.Am: 3.1% Amer. Indian: 0.0% Asian: 3.8% Filipino: 11% Hispanic/Latino: 54.4% Hawaiian/ Pac. Islander: 0.3% White: 22.1%	14.1%	17.2%
2	Non-Title I	Traditional	2013	90/10	Black/Af.Am: 9.8% Amer. Indian: 0.1% Asian: 3.7% Filipino: 20.2% Hispanic/Latino: 45.8% Hawaiian/ Pac. Islander: 0.3% White: 13.6%	17.1%	28.8%
3	Title I	Charter	1998	50/50	Black/Af.Am: 0.3% Amer. Indian: 0.0% Asian: 0.2% Filipino: 0.1% Hispanic/Latino: 94.9% Hawaiian/ Pac. Islander: 0.0% White: 4.2%	35.9%	65.2%
4	Title I	Traditional	2007	90/10	Black/Af.Am: 2.0% Amer. Indian: 0.2% Asian: 0.8% Filipino: 10% Hispanic/Latino: 64.2% Hawaiian/ Pac. Islander: 1.2% White: 16.9%	26.9%	37.7%
5	Non-Title I	Charter	2011	50/50	Black/Af.Am: 4.4% Amer. Indian: 0.0% Asian: 2.9% Filipino: 11.3% Hispanic/Latino: 62.7% Hawaiian/ Pac. Islander: 0.3% White: 12.6%	20.3%	34%
6	Non-Title I	Traditional	2011	50/50	Black/Af.Am: 4.4% Amer. Indian: 0.4% Asian: 2.8% Filipino: 7.8% Hispanic/Latino: 67% Hawaiian/ Pac. Islander: 0.4% White: 14.7%	14.7%	33.6%
7	Title I	Charter	2013	50/50	Black/Af.Am: 2.5% Amer. Indian: 0.2% Asian: 0.3% Filipino: 1.9% Hispanic/Latino: 90.6% Hawaiian/ Pac. Islander: 0%	52.6%	83.3%

					White: 4.2%		
8	Title I	Traditional	2013	50/50	Black/Af.Am: 2.1% Amer. Indian: 0.1% Asian: 0.6% Filipino: 1.1% Hispanic/Latino: 90.8% Hawaiian/ Pac. Islander: 0.8% White: 3.4%	60.7%	88%
9	Non-Title I	Traditional	2003	90/10	Black/Af.Am: 2.5% Amer. Indian: 0.2% Asian: 4.9% Filipino: 24.1% Hispanic/Latino: 50.9% Hawaiian/ Pac. Islander: 0.4% White: 11%	16.1%	26.9%
10	Non-Title I	Traditional	2001	90/10	Black/Af.Am: 5.8% Amer. Indian: 0.0% Asian: 4.7% Filipino: 18.1% Hispanic/Latino: 51.6% Hawaiian/ Pac. Islander: 0.6% White: 13%	17.9%	22.8%
11	Non-Title I	Traditional	2005	90/10	Black/Af.Am: 2.9% Amer. Indian: 0.3% Asian: 2.3% Filipino: 15.9% Hispanic/Latino: 54.9% Hawaiian/ Pac. Islander: 0.3% White: 17.3%	15.6%	19.1%
12	Title I	Traditional	2012	50/50	Black/Af.Am: 2.4% Amer. Indian: 0% Asian: 0.8% Filipino: 4% Hispanic/Latino: 83.6% Hawaiian/ Pac. Islander: 0% White: 5.6%	51.5%	75.8%
13	Title I	Traditional	2011	50/50	Black/Af.Am: 2.7% Amer. Indian: 0% Asian: 0% Filipino: 3% Hispanic/Latino: 87.6% Hawaiian/ Pac. Islander: 0.3% White: 6.1%	54.8%	84.5%
14	Title I	Traditional	2016	50/50	Black/Af.Am: 1.5% Amer. Indian: 0.3% Asian: 1% Filipino: 1.8% Hispanic/Latino: 85.1% Hawaiian/ Pac. Islander: 0.3% White: 9%	47%	82.3%

15	Non-Title I	Traditional	2017	90/10	Black/Af.Am: 9.7% Amer. Indian: 0.2% Asian: 3.4% Filipino: 24% Hispanic/Latino: 40% Hawaiian/ Pac. Islander: 1.1% White: 9.5%	18.6%	22.3%
16	Non-Title I	Traditional	2004	90/10	Black/Af.Am: 3.2% Amer. Indian: 0.2% Asian: 5.4% Filipino: 14.4% Hispanic/Latino: 49.2% Hawaiian/ Pac. Islander: 0.2% White: 21.5%	22.2%	16.1%
17	Title I	Traditional	2011	50/50	Black/Af.Am: 3.9% Amer. Indian: 0.2% Asian: 0.5% Filipino: 5.7% Hispanic/Latino: 83.8% Hawaiian/ Pac. Islander: 0.5% White: 4.7%	43.7%	81.3%
18	Title I	Traditional	2016	90/10	Black/Af.Am: 4.1% Amer. Indian: 0% Asian: 0.4% Filipino: 8.3% Hispanic/Latino: 74.8% Hawaiian/ Pac. Islander: 0.2% White: 9.3%	30.2%	59.3%
19	Title I	Traditional	2016	50/50	Black/Af.Am: 2.8% Amer. Indian: 0% Asian: 0.2% Filipino: 6.1% Hispanic/Latino: 76.9% Hawaiian/ Pac. Islander: 0.3% White: 11.3%	24%	52.4%
20	Title I	Traditional	2016	After school	Black/Af.Am: 2.7% Amer. Indian: 0% Asian: 1.5% Filipino: 0.9% Hispanic/Latino: 82.5% Hawaiian/ Pac. Islander: 0% White: 10.3%	34.7%	79.5%
21	Non-Title I	Traditional	2005	90/10	Black/Af.Am: 6.9% Amer. Indian: 0% Asian: 5.5% Filipino: 21.5% Hispanic/Latino: 47.1% Hawaiian/ Pac. Islander: 0.3% White: 11.5%	19.2%	23.7%

Appendix F

DLI Matrix from Non-Title I Elementary School

Red indicates actual minutes of instruction available in the school day

| Spanish Instructional Minutes |
| English Instructional Minutes |

Camarena Elementary School
Dual Language Immersion Program - Language of Instruction Matrix
DLI 90/10 Model

	Model	Spanish Minutes	English Minutes	Language Arts	Writing	Math	Science	Social Studies	P.E.
K 305 minutes	90%	275 275		100	40	70	35 (switches to social studies)		30 (indoor play)
	10%	30	30	30	0	0	integrated SLA	integrated SLA	0
1st 325 minutes	90%	295 minutes 295		145 minutes	65 minutes	60 minutes	integrated SLA	integrated SLA	25 minutes
	10%	30	30 minutes	30					
2nd 325 minutes	80%	260 minutes 260		115 minutes	70 minutes	75 minutes	Integrated SLA	Integrated SLA	
	20%	65	65 minutes	45			5		20 min (English)
3rd 330 minutes	70%	230 min 230		130 min	Integrated SLA	80 min	Integrated SLA	Integrated SLA	20 min
	30%	100	99 min 99	99					
4th 330 minutes	60%	200 minutes 200		90 minutes	40 minutes	70 minutes	Integrated in the LA minutes	Integrated in the LA minutes	
	40%	130	130 minutes	80 minutes	30 min		Integrated in ELA	Integrated in ELA	20 min
5th 330 minutes	50%	165 minutes 165		60 minutes	30 minutes	75 minutes			
	50%	165	165 minutes	55 minutes	45 minutes		45 minutes (alternate subjects) Integrated in Reading		20 minutes
6th 330 minutes	50%	165 minutes 165		120 minutes	45 minutes				
	50%	165	165 minutes	45 minutes		70 minutes 80 min ('18-'19)	30 minutes every 3 weeks alternately subjects		20 minutes

Appendix G

Map of Hillside Elementary School District Dual Language School Sites
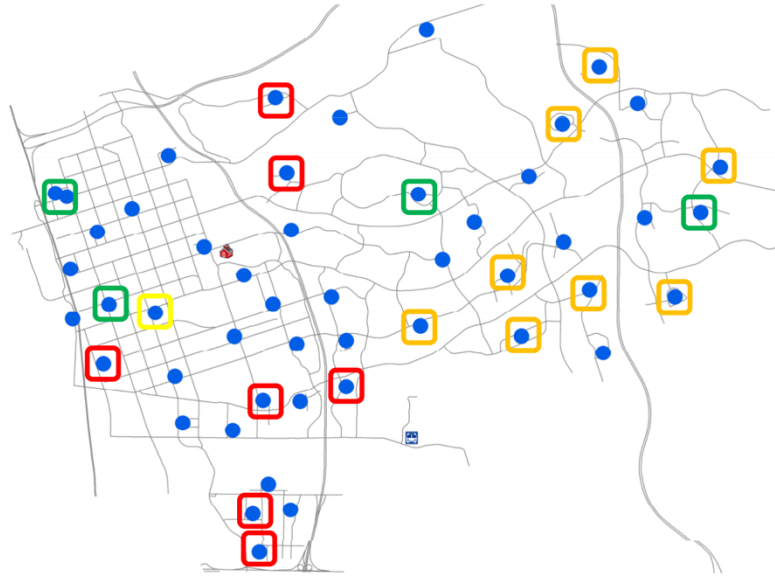
https://www.hesd.org/UserFiles/Servers/Server_411950/File/Parents/Enrollment/Student%20Placement/HESD%20School%20Location%20Map%202017.pdf

Map Key

- ☐ Title I Dual Language Schools
- ☐ Non-Title I Dual Language Schools
- ☐ Charter Dual Language Schools
- ☐ Enrichment Spanish School
- ● Hillside Elementary School Locations