

Latino Parental Access to Biliteracy Programs in Selected Latino-Majority Schools

Based on the *Castañeda* Guidelines: Exploratory Study

by

Griselda Palma

A dissertation submitted to the Faculty of
Claremont University and San Diego State University
in partial fulfillment of the requirements for the degree of
Doctor of Philosophy in Education

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APPROVAL OF THE DISSERTATION COMMITTEE

This dissertation has been duly read, reviewed, and critiqued by the Committee listed below, which hereby approves the manuscript of Griselda Palma as fulfilling the scope and quality requirements for meriting the degree of Doctorate of Philosophy in Education.

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ABSTRACT

Latino Parental Access to Biliteracy Programs in Selected Latino-Majority Schools

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by

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Claremont Graduate University and San Diego State University: 2017

An exploratory study of Latino majority elementary (LME) schools was launched to investigate if parents of English Language Learners (ELLs) are provided due process to biliteracy programs in low-income schools in San Diego County.

The main research question of the study asked: How are the instructional programs in LME schools preparing Latino ELLs to fully participate in a multilingual global society from the perspective of ELL parents? To answer the main research question, three sub-questions guided the study: (1) Are Latino-majority schools providing parents due process to research-based biliteracy education (BE) programs? (2) Are Latino-majority schools providing adequate resources and personnel in addressing the instructional needs and biliteracy skills of ELLs? (3) Are Latino-majority schools providing effective instructional programs that address the instructional needs and biliteracy skills of ELLs?

The research framework of the study used the *Castañeda* Guidelines, derived from the Fifth Circuit court ruling of *Castañeda v. Pickard* (1981) that outlines three conditions of due process to educational benefits addressing ELLs, namely, (a) instructional services that are pedagogically research based, (b) necessary resources to

support the instructional approach, and (c) demonstrating instructional program effectiveness. One main case study school was the focus of the study, with three LME schools observed to contrast the identified themes of the study using the *Castañeda* Guidelines. The four LME schools, with student enrollments of over 70% Latino and 50% ELLs, were examined using qualitative methods, involving semi-structured interviews, collection of field study data and applying content analysis methods to identify salient themes. For the school observations, the *Guiding Principles of Dual Language Education* (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, (2007) were used as a blueprint, upon which an enhanced system of rubrics that incorporated the *Castañeda* Guidelines, were developed into an assessment tool.

The results of this study identified nine themes, corresponding to the *Castañeda* Guidelines, which suggest that in LME schools a high level of instructional tension exist, consisting of (a) philosophical and pedagogical tensions in promoting dual language education (DLE) for Latino ELLs; (b) a shortage of biliteracy curriculum materials and teachers committed to DLE; and (c) a disregard for the primary language of Latinos who speak a language other than English. Above all, the results of the study point to the sad fact that the rights of Latino parents, as legitimated educational surrogates of ELLs, are often compromised and not honored as both state and federal regulations mandate.

DEDICATION

The dedication of this study is first and foremost made in honor of my mother, Catalina Palma, whose encouragement and love has guided me over the years to reach the milestone in my professional studies that led me to attain a Ph. D. degree in education. My love for her cannot be measured for she has given me, by her example, a lifetime of courage, resilience, and love that I will always be grateful for. Out of deep respect for my mother, whose dominant language, Spanish, I wish to dedicate the next two paragraphs to her in her primary language.

Reinita, ésta dedicación es principalmente dedicada a ti por haberme inspirado toda mi vida de seguir adelante procurando mis estudios con dignidad y persistencia que tú me has enseñado por medio de los numerosos ejemplos que me has dado con simplemente siendo mi madre. Yo tomé ésta jornada académica porque quería darle voz a los padres que he conocido durante los 20 años de haber sido educadora de alumnos de primaria. Fue en las escuelas, donde me di cuenta que a muchos padres latinos no se les daba el respeto merecido de que supieran que el acceso a la educación bilingüe era un derecho, tanto educativo como civil, de los padres como representantes legítimos y legales de sus hijos.

Aunque yo no había aprendido español por medio de la escuela, a través de los años, fui aprendiendo el español mientras superaba muchos desafíos y cometiendo muchos errores de gramática y pronunciación. Pero mi determinación me llevó por fin a aprender el idioma de mi alma, sangre y de mi herencia cultural. Y en mi carrera de maestra, tuve que enfrentarme contra la resistencia del sistema escolar que tristemente

y sutilmente les inculca a muchos niños latinos que el inglés es superior al español, y con el tiempo los lleva a perder fluidez en su idioma maternal, y interés en la historia de sus raíces mexicanas. A ti, Reinita, te debo mi determinación por volver a recuperar mi primer idioma y sobre todo por el logro de mi doctorado que me lanzará sobre un camino nuevo que pienso embarcar para seguir adelante en mi profesión.

The rest of my dedication is to my sister, Raquel, whom I love with all my heart and who gave me encouragement to continue with my studies, despite my personal valleys of doubt and self-discouragement that I came faced with at times.

To my niece, Melissa, who has been my *Sweetie Pie*, and who heard me out over the phone countless times when I was feeling unsure of myself.

To David, *mi Corazón* and nephew, who has always been so loving, towards me, his *Aunt Gracie*, and has given me encouragement to continue on with the strength that he had bared as a U.S. Marine.

To both Michael and Toni, the respective spouses of Melissa and David, and who, my heart and soul, have claimed them as my nephew and niece as well.

To Maya, my great-niece and *Little Princess*, to Mason, my *Little Guy* and Jacob, my *Cutie-Guy*, my great-nephews, I love you all, from here to the moon.

To my *Study Buddy*, Dr. Melissa Naranjo, who never allowed me to give up and kept me well fueled with Starbucks coffee, as we both labored endlessly over numerous hours of transcriptions and dissertation drafts.

And to my two furry cats, Manny and Matthew, who have diligently sat by my side, day and night, as I typed away on my laptop, I dedicate this manuscript to them for their unconditional love, and comfort that they have given me to persist on.

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Almost a decade ago when I began contemplating the ambitious task of pursuing a Ph.D. in Education, I had as many reasons for pursuing it, as I had for detouring from it, for I knew that the journey would be long and arduous. When I was almost sure that it would be best for me to not embark on such a labor-intensive journey, my primary academic mentor, Dr. Alberto Ochoa from San Diego State University, reminded me of the heartfelt commitment that I had made to my students and their parents, to give them a platform from which their voices could be heard.

Dr. Ochoa, who has inspired me throughout the 20 plus years of my career as a bilingual teacher at Latino-majority schools, has always inculcated in me, by his example, the importance of being vigilant of the rights of ethno-linguistically diverse children, who speak a language other than English. It was his reverence for people's languages that Dr. Ochoa has felt all his life, and his keen sense of social justice for the educational and language rights of marginalized children, that motivated me to take on this study, to address the due process to biliteracy education owed to so many Latino parents, who I witnessed them being disenfranchised numerous times from knowing about biliteracy programs for their children, and from attaining access to such programs.

It was also on this journey that I was fortunate to be a student of Dr. William Perez of Claremont Graduate University, who introduced me to the critical research that highlights the human condition of undocumented students and the valor with which they have pursued their education. Much like the body of research literature that addresses the educational rights of undocumented students, which Dr. Perez has significantly spearheaded, I also became acutely aware that the body of research literature, that

addresses the rights of children of immigrant Latino parents, has been minimally explored. It goes without saying that Dr. Perez's dedication to shedding light on the plight of the undocumented students and their access to education, also inspired me to look at the situation of parents that I came to know over the years, who as surrogates of their children, have had to face many challenges to assure that their children would attain their right to a just education.

In addition to my heightened interest in the educational and language rights of the students, I also was fortunate to have known Dr. Linda Perkins of Claremont Graduate University, who helped me acquire a deep appreciation of the importance of knowing U.S. history of education. Dr. Perkins, whose expertise in the history of higher education and educational civil rights of students of color, rounded out my understanding that education cannot be viewed in isolation, nor fully assessed without the vital backdrop that the U.S history of education affords to the research of educational civil rights that plays a great part in understanding the politics of language in education.

Finally, my acknowledgements would not be complete without acknowledging Dr. Cristina Alfaro from San Diego State University, whose research in teacher ideological clarity, has inspired me over the years to be truthful and authentic to my commitment to uphold the principles of biliteracy/dual language education. Above all, Dr. Alfaro has inspired me continue to advocate for students' rights to have access to biliteracy education, which she values so dearly for all ethno-linguistically diverse children. Like Dr. Alfaro, I too hold deep in my inner core, a tenacity to the ideological pedagogy that I was introduced to throughout the course of my teacher credential program, which has given me as much clarity to move forward as an advocate of

children's educational and language rights. With this research study that my dissertation committee inspired me to undertake, I hope to be able to continue to contribute to the body of research literature that they have so dutifully contributed to due to their unwavering commitment to maintaining the light on issues of social justice in education

One last acknowledgement must be given to the hundreds of children, who were my students, I thank you dearly for all that you taught me and the wisdom that you shared with me over the years when you bestowed on me the honor of being your teacher. To the parents of my students, who inspired me with their courage, dedication to their children, I also acknowledge you and thank you for all that you taught me as well. Your dreams for your children to succeed academically, with the hope that they attain fluency in both English and Spanish, are dreams that I also had for myself as well as I struggled to hold onto the ability to maintain the language of my soul whole.

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Sincerely,

Griselda Palma

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CHAPTER 1: INTRODUCTION

Since the onset of the 21st century, public schools nationwide have been promoting biliteracy education (BE), also referred to as dual language education (DLE), programs with promising academic results for English language learners (ELLs) and native English speakers (NES) alike (Collier & Thomas, 2004; Lindholm-Leary & Hernandez, 2011). In essence, BE/DLE programs are laying the pedagogical foundation for the development of a global multilingual society that can propel minority language students to be active participants in the 21st century, alongside their mainstream counterparts (Baker, 2011; Callahan & Gándara, 2014).

Although BE/DLE programs appear to be on the rise in California, these programs do not seem to be reaching the majority of the state's ELLs who are predominantly Latino (Lindholm-Leary & Hernandez, 2011). This disparity in access to BE/DLE programs is made even more contentious since roughly one third of the nation's ELLs are concentrated in California, of which 73% of elementary school-age ELLs statewide are considered to be Spanish-dominant (CSDE, 2016b; Wentworth, Pellegrin, Thompson, & Hakuta, 2010). It must also be noted that the majority of California's Latino ELLs reside in low-income urban communities that are, in essence, ethnically segregated by race, poverty, and linguistic isolation (Suárez-Orozco, Suárez-Orozco, & Todorova, 2016).

In 1998, when California voters passed Proposition 227 (a restrictive language policy instituted to bar ELLs from receiving instruction in their first language and restrict ELLs to English-only instruction at public schools), many of its proponents asserted that

BE would be dismantled (as cited in Crawford, 2000; Gándara et al., 2010). However, despite Proposition 227's restrictions on bilingual instruction, the proposition contained a waiver provision that allowed for ELL students with "special needs," as described within Section 311 of the California Education Code (EC) 300¹, and defined as "special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development," to have access to BE programs (CSDE, 2017, n.p.).

Before the passing of Proposition 58, in November of 2016, a parent's chances of obtaining a BE/DLE program option in writing was contingent on 20 parents of ELLs from within the same grade level, also obtain parental exception waivers at the school site, as was specified in the previous language of Section 311 (CSDE, 2017, n.p.). The 20-parent waiver requirement ultimately had adverse effects on BE programs in California, which were significantly reduced from roughly 30% to 8% within the first few years of Proposition 227's ratification (CSDE, 2015b; Gándara & Hopkins, 2010). The waiver requirement was repealed with the passing of Proposition 58 (CSDE, 2017), but a resurgence of BE/DLE programs may still take time to happen.

Another circumstance that added to the complications of attaining a parent waiver at a school site was that the California Department of Education (CDOE) could not sufficiently monitor schools to provide parents of ELLs with due process to solicit the BE

¹ Section 311 was repealed from EC 300 with the passing of Proposition 58 in 2016 (CSDE, 2017, n.p.).

program option (Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003). Thus, it is unknown how accessible (LME) schools have made the waiver process to parents during the nearly two-decade era since Proposition 227 was passed in 1998.

It is also unknown how many LME schools could have systematically forgotten or neglected to inform parents of the alternate/BE program option mandated by CDOE. In the Annual Parent Notification Letter: Federal Title III and State Requirements, posted on the CDOE website (CSDE, 2016i), it is stipulated that on a yearly basis, all learning educational agencies (LEAs)—public schools and charter schools—are to inform parents of the alternate program option among other important issues for parents of ELLs (CSDE, 2016i). Thus, with all the unknown variables behind the polemics of Latino parental access to BE programs, a central research problem was established, which gave rise to the study.

Statement of the Problem

Of importance to Latino school communities is the question: Why are there so few low-income Latino-majority schools offering BE/DLE programs? Conversely, why are upper-middle class school communities providing access to BE/DLE programs at their neighborhood schools with each passing year? These questions that mirror each other from both a socio-linguistic and socio-economic status construct were at the heart of this study and gave rise to its purpose.

Purpose of the Study

The purpose of this study was to investigate the availability of research-based BE programs at four LME schools in low-income urban areas of Southern California, where

Latino student enrollment can often be up to 10 times that of other student ethnic groups. The study's purpose was also crafted to shed light on how resolute the measures are that LME schools take in informing parents of ELLs about the instructional program options that parents of ELLs are to have in public schools. The instructional program options for ELLs that are listed on the CDOE's EL Facts website are as follows: structured English immersion (SEI), English language mainstream for ELLs reclassified or soon to be reclassified, and BE instructional programs (CSDE, 2016f).

In order to substantiate the effectiveness of instructional programs, which schools are required to share such data with ELL parents, the 1981 *Castañeda v. Pickard* federal guidelines (as cited in Gándara et al., 2010; Losen, 2010) for establishing instructional program effectiveness were integrated into the study to determine the effectiveness of instructional programs offered at LME schools in low-income urban areas. The *Castañeda v. Pickard* guidelines were formulated to comply with the 1974 *Lau v. Nichols* Supreme Court decision, which demanded that schools provide equal access to curricular instruction for all students despite their English language competencies. *Castañeda v. Pickard* provided the backbone to the study's means of determining the effectiveness of additive BE programs for ELLs (as cited in Gándara et al., 2010; Losen, 2010).

Significance of the Study

The significance of this study is that it brings together under one spotlight the availability, effectiveness, and resoluteness of instructional programs that are offered to ELL students who attend LME schools in California. The study's significance was especially enhanced with examining the resolution of the measures schools took to assure

all parents had non-obstructive access to information about BE programs.

Thus, in order to attain an in-depth portrait of how Latino parents are informed about a school's instructional programs, a case study approach was applied to a LME school that, in enrollment and socioeconomic status, was representative of other LME schools within San Diego County. Using a case study approach, a representative sample of Latino parents and educators from a LME school was sought to better comprehend the institutional structures, and school practices that have impacted Latino parents' accessibility to information about BE programs.

Above all, the study's efforts to capture authentic Latino parent voices and responses, via semi-structured interviews and focus group settings, was a prime goal of this study in order to supply the BE research literature with the voices and perspectives of Latino parents seeking BE—an area of research that has been insufficiently explored. In addition, by incorporating a focus group approach to the study, Latino parent responses were more effectively tapped to discern how well they have been provided with information and access to BE programs at their children's public school. Lastly, the significance of this study was to raise awareness of the right to due process that all parents, regardless of their ethnicity, socioeconomic, sociolinguistic, and/or immigration status, should have when procuring BE for their children.

Conceptual Framework of Study

Five theoretical perspectives drove the procurement of this study. The first perspective was based on race and racial inequality from the lens of critical race theory (Bell, 2004; Delgado & Stefancic, 2012). The second perspective, interest convergence,

which stems from critical race theory, views any benefit, afforded to racially, ethnically and linguistically diverse people, as contingent on Whites acquiring or maintaining the same or similar benefit (Bell, 2004). The third perspective is the antithesis of the deficit perspective, which views biliteracy and bilingualism as assets and resources for ethnolinguistically diverse students and counters the deficit perspective, which views such students and their parents as having intellectual and linguistic deficits (Gándara et al., 2010; Valencia, 2010). The fourth perspective is critical pedagogy, which posits that education must be a liberating social construct, not an oppressive mechanism that deprives people of their self-respect, their language and history, and the freedom to think critically (Freire, 2003). Connected to this fourth perspective, the fifth perspective, ideological clarity is critical to an educator's professional integrity. A crucial part of being a biliteracy educator involves being an advocate for all children, and being vigilant of how their language and educational rights are treated (Bartolomé, 2004). In summary, the interaction of these five theoretical perspectives—critical race theory, interest convergence, antithesis of deficit thinking, critical pedagogy, that encompasses ideological clarity—guides the focus under which the study sought to examine the access to BE programs in LME schools within San Diego County.

Research Questions

The research questions addressed in this study stem from two federal measures, the Equal Educational Opportunities Act of 1974 (EEOA) and the *Castañeda's* three-

prong test² that resulted from the 1981 *Castañeda v. Pickard* decision of the U.S. Court of Appeals for the Fifth District Circuit court (as cited in Del Valle, 2003; Meehan, 2013). Under Section 1703(f) of the EEOA, states cannot deny educational opportunities to students on account of their race, color, sex, or national origin (Education Law, n.d.). The *Castañeda*'s three-prong test in accordance with the EEOA argues for schools to take *appropriate action* to assure that ELLs can overcome language barriers that impede their equal access to instruction and equal participation in instructional programs (as cited in Gándara et al., 2010; Justia, 2017).

It must be noted that the phrase *overcoming language barriers* is an outdated, subtractive term that was in wide use when the *Castañeda v. Pickard* ruling was federally mandated. A more appropriate phrase *attaining language proficiency* was used throughout the study when referring to an ELL's primary language (L1), and to English as their second language (L2), since the attainment of proficiency in only one language runs counter to the theoretical frameworks upon which this study was developed.

Overall, the *Castañeda*'s three-prong test can be applied to determine if ELLs are being provided equal opportunity to participation in a multilingual global society. Thus, the *Castañeda*'s three-prong test overarching research question of the study is "How are

² *Castañeda*'s three-prong test: To determine whether a school/school district is in compliance with the requirements of EEOA or Title VI, courts must look at
(Prong-1) whether the educational program is supported by experts in the field;
(Prong-2) whether steps were taken to implement the program effectively;
(Prong-3) whether the program can be shown to be successful in overcoming language barriers that students with limited English proficiency confront (Gándara et al., 2010).

the instructional programs in LME schools preparing Latino ELLs to fully participate in a multilingual global society, from the perspective of ELL parents?” To answer the main research question, three sub-questions were addressed to determine not only the effectiveness of the instructional programs being offered to ELLs of Latino majority schools, but also how these programs are assuring parents that their ELL students will have the necessary skills to fully participate in a multilingual global society. The sub-research questions that were addressed in this study are as follows:

- Are Latino majority schools providing parents due process to research-based BE programs?
- Are Latino majority schools providing adequate resources and personnel in addressing the instructional needs and biliteracy skills of ELLs?
- Are Latino majority schools providing effective instructional programs that address the instructional needs and biliteracy skills of ELLs?

Limitations of the Study

The prime limitation of this study was basing the study on four LME schools, where Latino students comprised over 50% of the student enrollment and where at least 25% of the school’s ELLs were Latino and Spanish-dominant. It must be noted that the qualitative data gathered from four LME schools may not be generalizable to all Latino majority school communities of other California counties.

A second limitation of this study was that, in applying an extensive case study approach to one LME School, the solicitation of face-to-face interviews with the school administrator, teachers, and parents proved to be highly challenging to attain and

coordinate due to the busy schedules of most participants. Along with a case study approach applied to one school in the study, three other LME schools with different instructional program designs were surveyed to explore how the commonalities among a total of four LME schools within a cross-section of San Diego County.

Lastly, as a retired biliteracy program teacher and an ardent advocate of BE, the researcher strove to be as objective as possible when evaluating qualitative data in order to more accurately represent the voices of Latino parents that participated in the study. Nonetheless, the researcher strove ardently for professional objectivity and accuracy in her representation of the qualitative data collected throughout the study.

CHAPTER 2: LITERATURE REVIEW

The review of the research literature examines nine critical areas of study that impact ethno-linguistically diverse ELLs and their parents, while navigating the California public school system for access to BE. To simplify the organization of the research literature cited, this review was subdivided into nine sections in order to provide flow to the review's key issues to be addressed.

Equal Access to Education

A historical context was set to address how federal measures have promoted equal access to education, especially for children who speak a language other than English. Subsections address progressive, 20th century, federal measures in education; maintaining the integrity of progressive federal measures; historical background context of *Castañeda v. Pickard*; and the vulnerability of the right to equal access.

Progressive, 20th Century, Federal Measures in Education

The 1974 *Lau v. Nichols* Supreme Court Decision stands out as one of the federal government's most notable affirmation of equal access to education (as cited in Gándara & Hopkins, 2010). Prior to *Lau v. Nichols*, efforts to do away with discrimination of students in public schools based on national origin, including language, were brought to the forefront in 1964 under Title VI of the Civil Rights Act (U.S. Commission on Civil Rights, 1997). Following the *Lau v. Nichols* decision, Congress passed the EEOA, which gave states and local school districts the undisputable responsibility, coined as *affirmative duty*, to take “appropriate action to overcome language barriers that impede equal

participation by its students in the instructional program” (as cited in Gándara & Hopkins, 2010, pp. 196-197).

Maintaining the Integrity of Progressive Federal Measures

The integrities of *Lau v. Nichols*, EEOA, and Title VI have been under siege by right-wing politicians, who took hold of Congress in the 1980’s and 1990’s (Gándara & Hopkins, 2010). However, the *Lau v. Nichols* decision set a strong precedent for the right of equal access to education and would not have withstood challenges to its implementation without the *Castañeda v. Pickard* decision of the U.S. Court of Appeals for the Fifth District Circuit Court. This ruling gave the Office of Civil Rights (OCR) the criteria, known as the *Castañeda* three-prong test, to guide the OCR in the enforcement of Title VI and EEOA. The test was codified to safeguard the right of language minorities to obtain equal access to education (Gándara & Hopkins, 2010).

Historical Background Context for *Castañeda v. Pickard*

When the *Castañeda v. Pickard* landmark ruling was passed over three decades ago, public schools were still struggling to apply the ruling of *Lau v. Nichols* in which the U.S. Supreme Court unanimously decided that the lack of supplemental language instruction for students with limited English proficiency was a direct violation of the Civil Rights Act of 1964 (as cited in Gándara et al., 2010).

A critical guideline, established in 1970 by the OCR of the Department of Health, Education, and Welfare, which factored into the Supreme Court decision to rule in favor of *Lau v. Nichols*, essentially stated that language could not be used as a proxy of discrimination on a student’s—or for that same matter a parent’s—national origin. The

OCR's guideline also established that "the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students" (as cited in Del Valle, 2003). It must be noted that this essential OCR guideline incorporated the term *language deficiency*, which in 1970 was a common term used among education policy makers in reference to the lack of direct access to instruction that can hold back a non- or limited-English speaker, or what today is referred to as an ELL. Yet, the essence of this OCR guideline is highly important since it was interpreted by the U.S. Supreme Court to effectively mean that the "sink or swim" instructional policy, often utilized in schools for the instruction of limited English students was highly discriminatory and violated such students' civil rights. Following the *Lau v. Pickard* ruling, Congress passed the *Equal Educational Opportunities Act* of 1974, which specifically required that school districts take appropriate action to help non-English speakers overcome the *barriers* to equal participation in their instruction so that their education can be on par with that of their English-speaking peers (as cited in Gándara et al., 2010). The term *barriers* was used to refer to *language barriers*, which many BE/DLE experts view as an outdated term as it carries subtractive implications about the primary language of ELLs (Gándara et al., 2010). However, the term *appropriate action* is essential terminology indicating that educational agencies (i.e., public schools, charter schools, school districts, school boards) are to show concrete evidence that they have taken appropriate action to remedy how they are serving the instructional needs of ELLs. Yet often times, legal and constitutional statutory language, used in congressional acts, can be open to interpretation. The term appropriate action, as was used within the EEOA, was also

considered to be vague and broad within various educational circles and was opened to various interpretations. Subsequently, years later with the U.S. Court of Appeals, Fifth District Circuit's ruling in favor of *Castañeda*, the term, *appropriate action*, became far more defined and institutionalized into what is now referred to as the *Castañeda* guidelines (Gándara et al., 2010; Meehan, 2013).

***Castañeda* guidelines.** In 1981, the Fifth Circuit court established a three-prong test that evolved from its ruling in favor of *Castañeda* to provide a standard by which it can be determined whether educational agencies have violated the civil rights of ELLs in having access to instruction by way of instructional means that could ultimately attain educational parity for ELLs with their English-speaking peers. The three-prong test that became known as the *Castañeda* guidelines (CG) require that a school's instructional program meet the following criteria:

- The CG prong 1 test requires that such program and instructional approach(s) be based on educational theory that are research-based and recognized by educational experts as sound.
- The CG prong 2 test requires that such program and instructional approaches be adequately implemented with the appropriate resources (i.e., educational materials and qualified instructors) as provided by the school.
- The CG prong 3 test requires that after a legitimate trial period that such program and instructional approaches be evaluated regularly for effective results and to determine whether to modify such program and/or instructional

approaches if effective results are not forthcoming (Gándara et al., 2010; Law and Higher Education, 2015).

An important section of the language that came out of the *Castañeda v. Pickard* ruling was that all limited English speakers/ELLs must have full access to the school's educational program. This particular legal position inherently meant that the instructional needs of ELLs must not be overlooked, and that all attempts be made to provide ELLs with the appropriate materials, instructors and pedagogically, sound instructional practices that can give ELLs full access to classroom instruction (Del Valle, 2003).

Vulnerability of Right to Equal Access

These critical educational measures, together with the Supreme Court landmark decision of *Brown v. Board of Education* (1954) that mandated the desegregation of educational institutions, are without a doubt historically significant. However, Bell (2004) asserted that the impact of *Brown* was weakened when subsequent court decisions deferred to states to set local educational policy. In many respects, the federal government's illusive enforcement and the states' loose interpretation of their affirmative duty to take appropriate measures to assure equal access to learning has made the educational civil rights of ELLs more vulnerable to the passing of restrictive language policies (Myhill, 2004).

Restrictive Language Policies for Instructing ELLs

Throughout U.S. history, the politics of language in education has been enforced through restrictive language policies that often denied non-English speaking children a comprehensive education in a language that they could understand (Schmid, 2001).

During times of economic downward spirals, California, like other states in the nation, has periodically imposed restrictive language policies that have often scapegoated immigrants and have had detrimental effects on generations of ELLs at school (Gándara et al., 2010; Schmid, 2001). California's history of restrictive language policies was not immune to the English-only movement that has been described as one of the most anti-immigrant and linguistically racist movements to give rise to restrictive language policies (Schmid, 2000).

This second section addresses some of the restrictive language policies that made their way into the classroom, impacting the instruction that ELLs have received. Within this section key issues such as the English-only movement and hidden agendas of restrictive language policies were highlighted to draw attention to how important that policy makers be aware of the adverse effects that restrictive language policies can have on children's education.

English-only Movement

The passing of Proposition 227 in 1998 was fueled by the many myths and misconceptions about bilingualism and biliteracy education that the English-only movement capitalized upon and perpetuated about English learners maintaining their first language (Baker, 2011; Schmid, 2000). Aside from the highly erroneous assertions that English-only supporters have made with regards to language acquisition and bilingualism, the English-only movement has been fueled by corrosive anti-immigrant sentiment that has been primarily targeted at Latino immigrants and their children (Crawford, 2000).

From the inception of Proposition 227, more than a decade of standardized test results have shown that ELLs continue to lag behind their White counterparts (Gándara & Hopkins, 2010). In contrast, with more than 10 years of data gathered after the launching of Proposition 227, ELLs who have participated in late-exit, maintenance BE, and DLE programs are showing steady academic progress overall than have ELLs restricted to English-only instruction (Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Lindholm-Leary & Hernandez, 2011; Parrish et al., 2006).

Hidden Agendas of Restrictive Language Policies

Callahan & Gándara (2014) asserted Proposition 227 was adopted as one of the most draconian approaches to the education of California's 1.5 million language minority students. Thus, English-only instruction policies, such as Proposition 227, are steeped in propaganda-like discourse of tough love that frames English as the solution, and languages other than English as the source of the nation's educational and economic problems.

Inequity of Access to Biliteracy Education

BE programs or DL programs have been vigorously sought after for students of upper middle class communities, while ELL students, who often reside in lower socio-economic areas, have limited opportunities to such programs (Lindholm-Leary 2000; Lindholm-Leary & Hernández, 2011). This section of the literature review addresses the issues of inequity of educational opportunity and the lack of program access equaling educational opportunity gap.

Inequity of Educational Opportunity

Inequity in education still persists in the U.S. due to a variety of socio-economic and socio-political structures that have fueled the re-segregation of schools in urban communities of low socioeconomic status (Orfield & Frankenberg, 2008). Educational opportunity gaps still persist in schools that are primarily viewed as schools of color that have become more racially segregated, as White middle class students are drawn to elitist charter schools and upper-middle class public schools that offer attractive educational opportunities such as dual language programs (Callahan & Gándara, 2014; Orfield & Frankenberg, 2008).

In an extensive nation-wide study of racial discrimination in U.S. public schools, Gordon, Piana, and Keleher (2000) posit that inequalities of access to college going, and educational opportunities are not confined to any single size of city or region of the country.

Lack of Program Access and Educational Opportunity Gaps

Regarding access to college-going, educational opportunities, Santibañez & Zárata (2014) framed that bilingualism, aside from its cognitive benefits, is also a resource that promotes college-going behavior in students, particularly in Latino bilingual students. Their study showed Spanish speakers who maintain their bilingual abilities are more likely to go to college than those who do not. What is more sobering about their study is that their data incidentally points to the plight of several million Latino ELLs who lost years of instructional opportunity to develop fluency in both Spanish and English since the inception of Proposition 227 in 1998 (Santibañez & Zárata, 2014).

According to Lopez and Gonzalez-Barrera (2013) of the Pew Hispanic Research Center, three-fourths of all Hispanics ages five and older speak Spanish. However, this share of Spanish-speaking Hispanics is forecasted to fall to about two-thirds in 2020, while the share of non-Hispanic Spanish speakers will continue to increase (Gonzalez-Barrera & Lopez, 2013; Lopez & Gonzalez-Barrera, 2013). Schmid (2001) asserted that children of immigrants often begin to lose their ability to speak their first language by the time that they have traversed high school. By the second and third generations, Latino families undergo what sociolinguists describe as *language shift*, in which English ultimately replaces Spanish among that generation (Schmid, 2001).

Closing the Opportunity Gap via Research-Based Biliteracy Programs

The topic of closing the achievement gap has often taken first billing in the research literature when issues pertinent to the underachievement of students of color and linguistic diversity are examined. However, the achievement gap cannot be fully comprehended without addressing first the topic of the opportunity gap, which often goes hand-in-hand when addressing achievement gaps of disadvantaged students such as ELLs. Pertinent to the opportunity gap is the topic of effective instructional programs for ELLs in conjunction with the issue of access, among other critical themes associated with opportunity gaps. Thus, within this section of the literature review, the topics of effectiveness of instructional programs for ELLs, reversing the trend towards re-segregation of urban schools, erroneous claims of restrictive language policy supporters, and the urgency for providing biliteracy instruction for ELLs are brought into the conversation about closing the opportunity gap.

Effectiveness of Instructional Programs for ELLs

According to Baker (2011), case law has had a major impact on federal and state policy for ELL students and their families and communities. While the courts have been reluctant to mandate a particular educational model/approach or to give language minorities fundamental rights to the use of their native languages, the courts have nonetheless made it clear that schools may not ignore the unique needs of ELL students.

Baker (2011) distinguished four models of education that generally describe the types of instructional programs that school can provide to ELLs. The submersion model, commonly referred to as SEI, is a program of total assimilation to the dominant culture and English language. The transition model begins with BE in the primary grades; however, it is not intent on the attainment of proficiency in the primary language and whose aim is to transition ELLs from the study of their primary language to English exclusively. The DL model and the maintenance model are both research based and both have the intention of ELLs acquiring proficiency in both biliteracy and bilingualism as well as the aim of promoting multilingualism and multiculturalism (Lindholm-Leary & Hernandez, 2011).

Baker (2011) emphasized that schools cannot focus just on teaching English. He stressed that students must also learn the same academic content their English proficient peers are learning in such subjects as language arts, math, science, social studies, music, art, and physical education.

Reversing the Trend Towards Re-segregation

DLE programs in particular have shown to have success in reversing the trend towards the re-segregation of urban schools. Reasons for this reversal trend seem to be that DLE programs entice upper-middle class. White parents to enroll their children at urban Latino-majority schools that have the critical mass for launching a BE program (Lindholm-Leary & Hernandez, 2011; Orfield & Frankenberg, 2008). While reversing the trend towards re-segregation of urban schools has obvious advantages in breaking societal barriers that keep communities segregated, it is still essential that dual language program managers assure that both language groups (i.e., Spanish-dominant students and English-dominant students) have equal status in the classroom and work interdependently together on tasks with common objectives as Allport (1954) proposed for improving intergroup relations.

Claims of Restrictive Language Policy Supporters

Despite disparaging propaganda of restrictive language policies, DLE programs have shown increased success regarding language-acquisition for ELLs (Gándara & Hopkins, 2010). According to reputable language acquisition researchers such as Grissom (2004) and Lindholm-Leary and Hernandez (2011), the propaganda language-acquisition arguments, upon which Proposition 227 was based, were not founded on any verifiable language acquisition research.

According to Mahoney, Thompson, and MacSwan (2004), evaluations of policy implementations were best informed by planned longitudinal collection and analysis of both qualitative and quantitative data. Furthermore, Mahoney et al. (2004) argued SEI

program data are not readily available to address whether they help ELLs learn English in a timely manner.

Urgency for Biliteracy Instruction for ELLs

As proponents of restrictive language policies continue to dispute the effectiveness of research-based BE programs and make claims that Proposition 227 is closing the achievement gap among Whites and Latinos, the opportunity gap continues to widen among mainstream Whites who are acquiring increased access to BE/DLE programs while Latinos are losing out on becoming balanced bilinguals that are academically proficient in both English and Spanish (Lindholm-Leary & Hernandez, 2011).

As Gándara and Hopkins (2010) noted, research has shown that ELLs do not benefit from being barred from BE in terms of educational outcomes. Increasing ELLs' access to research-based BE programs is one of the most urgent educational measures that are needed in order to accelerate the closure of both the achievement gap and educational opportunity gap that has been out of reach for most Latino ELLs (Lindholm-Leary & Hernandez, 2011; Wolford, & Carter, 2010).

School Culture Towards Biliteracy and ELL Parents

Addressing school culture is imminent to understanding how biliteracy programs can come to fruition, particularly at schools that have critical masses of ELLs that speak a common language, such as Spanish. While the school's leadership often sets the tone of a school's culture and environment, parents can take an active part in shaping and enhancing the school's culture, especially in setting the tone towards bringing about a

bilingual, biliterate, and bicultural school environment (Olivos, Jiménez-Castellanos, & Ochoa, 2011). To further explore this topic, key points addressing school culture towards the topic of biliteracy education and parent-outreach at Latino-majority schools also required examination.

School Culture Towards the Topic of Biliteracy Education

According to Gándara et al. (2003), California's Department of Education (CDOE) has not monitored how schools and districts provide full disclosure to parents about the alternative BE program option. Under Proposition 227, public schools are required every year to inform parents of ELLs about the alternative program option and the waiver process in order to access the BE program option (CSDE, 2015b; CSDE, 2016i; Gándara & Hopkins, 2010).

According to Barth (2002), a school's culture is a complex pattern of norms, beliefs, attitudes, and traditions. Most school cultures tend to have what Barth referred to as *nondiscussables*, or important school-related topics that are laden with so much anxiety and fear that they are not openly discussed at staff meetings. Barth claimed it is very difficult to change the culture of a school, especially if it adheres to the rule of *nondiscussables*.

Along with Barth's (2002) perspective on *nondiscussable* school culture, Linton (2004) asserted it is not reasonable to expect Latino parents to know about the BE program options if DLE programs are rarely discussed at Latino-majority schools. Thus, along with informing parents of the alternate/BE program option, proactive parent-

outreach may also be critical for increasing the level of interest that Latino parents take in DLE programs for their children (Linton, 2004).

Parent Outreach at Latino-majority Schools

Parent outreach is undoubtedly a crucial social structure that is imperative to the level of parent participation at urban schools, especially at ethnic minority-majority schools. At Latino-majority schools in particular, parent outreach is vital so that complex topics such as BE and research-based BE programs are brought to the forefront for parents, principals, and teachers to engage in well-informed discussions and planning regarding BE programs (Olivos, Jiménez-Castellanos, & Ochoa, 2011). Diamond, Randolph, and Spillane (2004) posited a school's culture contributes significantly to its parent involvement, which is critical for the overall academic achievement of minority students in low-income urban schools.

Most importantly, authentic parent involvement is a social structure that should rise far beyond the traditional modes of parent involvement of fundraising activities (Olivos et al., 2011). Authentic parent involvement takes into consideration the importance of offering research-based, educational-themed workshops to parents on an ongoing basis so that they can become informed participants in their children's education, critical stakeholders of the school community, and empowered, authentic advocates for their children (Olivos et al., 2011).

The next four sections address key issues that are critical to the review of the research literature associated with important factors that surround the topic of providing ELL students and their parents with access to BE. The following four sections touch upon

issues about biliteracy skills as assets in the U.S. labor market, the cost of the loss of one's primary/heritage language, language rights central to BE, and Proposition 58. These topics are crucial to rounding out the discussion of acquiring access to BE for ELLs.

Biliteracy Skills as Assets in the U.S. Labor Market

According to Callahan and Gándara (2014), language is not a neutral economic commodity, especially in a racially stratified society such as the U.S. Callahan and Gándara further posited that language incorporates questions of class, status, culture, and identity. Hernández-León and Lakhani, (2013) asserted that primary language skills are increasingly becoming a sought-after trait in employees. Furthermore, sociolinguistic topics, such as BE and primary language maintenance, seem to be losing their stigma when discussed within the context of the labor market (Callahan & Gándara, 2014).

Since the Latino population overwhelmingly comprises the largest foreign-born population in the U.S., and Latino Spanish-speakers comprise the majority of other-than-English speakers in the U.S. (Callahan & Gándara, 2014), it stands to reason that persons who possess proficiency in both Spanish and English may be more employable. Hernández-León and Lakhani (2013) acknowledged that possessing language and literacy skills in both Spanish and English are strong assets in the U.S. labor market especially for second generation Mexican-Americans.

The Cost of Primary/Heritage Language Loss

In reviewing the research literature for the attainment of biliteracy proficiency as a career asset, the loss of primary/heritage language skills among linguistically diverse

students should also be taken under consideration for review as well. According to Agirdag (2014), there is a “literal cost of linguistic assimilation for children who speak an other-than-English language” (p. 177). Agirdag (2014), who referred to persons who are proficient in both English and in an other-than-English language as *balanced bilinguals*, asserted complete linguistic assimilation (or the loss of primary/heritage language skills) is not only detrimental to the socio-emotional and educational outcomes of children of immigrants, it is detrimental to the economy as well. He further suggested linguist assimilation policies economically undermine immigrants who already have fewer advantages across the socioeconomic and socio-emotional spectrum.

Language Rights as a Component of Biliteracy Education

The topic of language rights is not a common topic in the genre of education rights. However, human rights experts have recognized heritage/primary language maintenance of ethno-linguistic diverse groups as a legitimate human right that merits to be maintained in public education (Skutnabb-Kangas, 2000). BE that addresses the maintenance of an ethnic minority’s mother tongue, in conjunction with the learning of the dominant language(s) of the country in which the minority group resides, is an educational necessity in order to promote a multicultural and pluralistic global society that respects diversity of races, cultures, and languages (Skutnabb-Kangas, 2000).

However, according to Bartholomé (2004), Skutnabb-Kangas (2000), and Freire (2003), BE cannot be sustained if biliteracy program educators lay aside their advocacy and courage when marginalized ethno-linguistic students are systematically barred from being educated in both their primary/heritage language and the dominant language of

where they reside. Parents and community members are also critical to the advocacy and sustainment of BE within their communities. However, parents and community members cannot be advocates if valid research-based information about BE is not provided to them in a friendly and easily accessible form.

Proposition 58, *California Education for a Global Economy*

In November 2016, during the course of this study, California voters passed Proposition 58, the California Education for a Global Economy Initiative (CAEGE). One of the provisions of the CAEGE initiative repealed the parent waiver requirement for parents of ELLs, which potentially may simplify the process for parents to procure BE/DLE programs for their children (CSDE, 2017, n. p.). Undoubtedly, the passing of this initiative was a victory for all students, parents, and educators who value DLE for all children. Yet, it still remains to be seen how this initiative expedites Latino parent access to BE/DLE programs.

Summary of the Literature Review

The most salient points outlined within the nine sections of this literature review, and reflective of the study's conceptual framework, were taken into consideration as essential points of reference as the battery of qualitative data was collected. Thus, it was important that the qualitative methodology used in this study be clearly defined, research-based, transparent, and trustworthy so that, ultimately, the study's findings, after careful analysis, can add to the research literature that was cited in this review.

CHAPTER 3: METHODOLOGY

Qualitative Research Methodology

A qualitative research methodology was used in the case study of a LME school and three additional field study schools. Qualitative methodology best documents voices of administrators, teachers, and, above all, the voices of Latino parents of ELLs who are active in the school's English Learner Advisory Committee (ELAC). The selected parent voices were gathered primarily to acquire evidence of their experiences in soliciting access to research-based biliteracy programs for their children, along with their level of satisfaction with the instructional programs that their children were placed in at school.

The qualitative research methodology for documenting parent voices followed guidelines of narrative methodology Riessman (2008) prescribed in the field of qualitative research. Two formats of narrative methodology used in the study were applied: (a) focus group format applied to ELAC parent focus groups, and (b) one-on-one interview format applied to individual, semi-structured interviews with parents, administrators, and teachers. A series of procedural phases took place as follows:

Procedural Phases

Six phases guided the procedures of the study. Phase one involved approval of dissertation proposal and IRB at Claremont Graduate University (CGU). Upon receiving IRB approval, the study was initiated with a pilot study that was then followed by the actualization of the study.

Phase two involved the selection of a LME case study school with over 500 students and over 51% ELLs, and three additional LME field study schools in different

school districts of San Diego County. Approval to visit perspective school sites to conduct interviews with school principal, teachers and parents was acquired by initially contacting the principal of a perspective school via face-to-face contact and/or email.

Phase three began with scheduling school visits to undertake classroom and campus observations across the span of 5 to 12 days. This also involved conducting focus groups with ELAC Committee parents at each of the selected school sites.

Phase four involved the collection of data and documentation at each of the four selected school sites that were Latino majority and had at least 51% ELLs and approximate 70% Latino students. The case study of LME Amarillo Elementary and the additional three field study schools was used to assess the degree of agreement on the themes identified in serving ELLs and Latino students. School administrator, teachers, and Latino parents were probed about their knowledge of biliteracy programs, and the access to biliteracy program information. Parents' responses were triangulated with those of the case study school's administrator and teachers using a multi-facet assessment tool that measures effective instructional programs aligned with additive BE/DLE programs. The *Castañeda* guidelines (Gándara et al., 2010) were aligned to the guiding research and sub-questions were used as the study's research framework and legal premise to assess instructional programs being used to serve ELLs and meet their biliteracy developmental needs. In addition, the Guided Principles of Dual Language Education (2007) tool was applied to the instructional components of Amarillo Elementary.

Phase five involved the coding of the interviews, field notes, and focus-group discussions. Coding led to the conceptualization of nine salient themes.

Phase six involved defining the implications of findings, developing recommendations for action, and presenting the research study to the dissertation committee for their review and recommendations.

IRB Review

In September of 2015, the study was submitted online to the Institution of Review Board (IRB) of the CGU for its review. By October 22, 2015, the IRB issued an official letter establishing that the study was determined to be of exempt status. A copy of the IRB's letter of exemption is listed in Appendix B.

Case Study Approach

In addition to implementing qualitative narrative methodologies, this study also applied a case study approach (Yin, 2003) to a LME school that was relatively generalizable to other LME schools within San Diego County and Southern California. It is important to note that according to the California County Population Estimates 2016 Report, provided by the California Department of Finance, San Diego County was estimated to be the second most populous county of 58 counties in California. With an estimated county population of close to 3,300,000, in which Latinos comprise more than 33% of the population, San Diego County LME public schools can plausibly be considered as representative of other LME schools in Southern California.

San Diego County, in terms of similar populations, is comparable to Orange County, whose estimated population is about 3,100,000. The only other state county that exceeds both the San Diego County and Orange County, in terms of population, is the

Los Angeles County, which is California's most populous county estimated to be well over 10 million (CSDF, 2016).

Semi-Structured Interview Approach

The semi-structured interview approach was used to interview participants on a one-on-one basis. According to Wengraf (2001), the term *semi-structured* interview describes a range of different forms of interviewing most commonly associated with qualitative research. The overall aim of semi-structured interviews is to ensure flexibility in how and what sequence questions are asked, and in whether particular areas might be followed up and developed with different interviewees (Wengraf, 2001). Appendices D, D.1, and D.3 provide the questions that were initially asked of principals, teachers and ELAC parents, who willingly participated in the study.

Informed Consent Procedures and Protection of Study Participants

In order to assure that the participants of this study were well informed of their rights as study participants, consent forms were provided to potential parent, administrator, and teacher participants alike prior to officially interviewing them. Examples of the participants' consent forms are found in Appendices C (Parent/Guardian Consent Form), C.1 (Parent/Guardian Consent Form-Spanish Version), and C.2 (Educator Consent Form).

Focus Group Approach

At each of the selected LME schools, focus groups consisted of seven to eight ELAC parents who were highly involved in their children's learning. Focus group discussions were held with ELAC parents as a way for parents to discuss how well

informed they felt regarding the school's instructional program(s) provided to ELLs. Acting as a focus group facilitator, the researcher introduced a series of activities to parents to determine how much effort had the school site invested in informing parents regarding programs for ELLs along with concepts of 21st century learning. The discussions that resulted among the focus group were noted and recorded with an audio recorder with the consent of the focus group participants.

Pie Chart Tool

In addition to the focus group discussions, a few hands-on activities were provided to the focus group parents in order to stimulate parent responses to the focus group questions that were posed to them. Using manual paper plate pie charts, focus group parents were asked to show the degree of how well informed they deemed themselves to be regarding instructional programs for ELL students, including BE/DLE programs. Three focus group questions were asked of all parents during the focus group sessions:

- How well informed are you regarding SEI programs?
- How well informed are you regarding BE/DLE programs?
- How often are parents informed regarding BE/DLE programs?

These three questions were essential in finding out how well have parents been informed at the school site regarding the school's instructional program(s), in order to determine if parents understand how ELLs are taught through a SEI program, how ELLs are taught through a BE/DLE program, and the question that was of critical importance, how often does the school inform parents about their alternate program option—which

essentially is an additive BE/DLE program—which is critical to parental due process so that parents of ELLs can have access to biliteracy programs.

21st Century Learning Theme Cards

Focus group parents were also asked to rank five 21st Century Global Educational Literacy theme cards—global literacy, economic/entrepreneurial literacy, civic literacy, health literacy and environmental literacy—in terms of the importance that they attributed to each these conceptual themes of 21st century learning. The purpose of the activity was to determine if the school had ever raised a topic of growing importance—the topic of bilingualism and multilingualism that is central to the concept of global literacy and global awareness.

Magic Wand Activity

Another focus group activity that parents were asked to do was a magic wand activity, in which parents were asked to imagine if they had a magic wand, what they would want for their child’s education and future. After a brief discussion of potential wishes, they were presented with five standard “wishes,” asked to select three wishes and privately write them down, followed by a brief discussion of their most desired wishes.

Secondary Quantitative Data Sources

Secondary data sources that are accessible online through the DataQuest website (CSDE, 2016e) were combed for basic student enrollment information and academic student performance pertaining to the four LME schools that were selected for the study. A detailed student enrollment profile for each of the four LME schools was constructed in order to establish consistency in the school selection criteria.

Description of Secondary Quantitative Data Sources

In order to triangulate the qualitative data to be obtained from the focus groups of ELL parents, the study employed the use of descriptive quantitative data sources using: school district SARC reports and school data based on DataQuest (CSDE, 2016e).

School Accountability Report Card (SARC). California law requires that all public schools that receive state funding prepare and distribute a SARC, so that it can provide parents and the community with information about how each public school is progressing academically and achieving its goals. SARC reports contain data descriptors such as demographic data, academic data, school-completion rates, teacher/staff information, curriculum and instruction descriptions, and fiscal and expenditure data (CSDE, 2016g). SARC data descriptors were examined and used to develop an anonymous school profile of each selected school.

California State Department of Education—DataQuest. DataQuest is a dynamic system that provides reports about California’s schools and school districts that contains a wide variety of information including school performance indicators, student/staff demographics, and a variety of test results (CSDE, 2016e). DataQuest was used to create anonymous school profiles of the selected schools’ instructional programs/services for ELLs over a period of five years (2010 to 2015).

School and Participant Selection Criteria

The criteria for the main case study LME was based on enrollment comprised of at least 500 Latinos students, in which 70% to 100% of its students qualified for the National School Lunch Program / Free & Reduced Lunch Program (FRLP). For the

additional three field study LME needed to consist of at least 350 students and close to 70% Latino students and FRLP eligibility, Latino student enrollment represented at least 51% of the school's total enrollment as reported in the CDOE Dataquest website for 2015-2016, at least 51% of its Latino student enrollment was identified as Spanish-dominant ELLs, as reported in the California State Department Dataquest in 2015-2016, and selected schools had an English Learner Advisory Committee (ELAC) per California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a) and California Code of Regulations, Title 5, Sections 11308 (b) and (d) (CSDE, 2016e).

The sampling rationale for selecting the study's four LME schools was based on obtaining a cross-sectional sampling of four LME schools (each affiliated to one of four school districts) that reside within a general north, south, east, and west cross-section of San Diego County. San Diego County is subdivided into five main regional areas: North Coastal, North Inland, East, Central and South. Of the five regional areas, four LME schools were selected from four regional areas, North Inland, East, Central and South, that represented the regions within the county that have high Latino demographics where considerable numbers of LME schools are located (CSDF, 2016).

In addition to implementing qualitative narrative methodologies, this study also applied a case study approach (Yin, 2003) to a LME school that was relatively generalizable to other LME schools within San Diego County and Southern California. It is important to note that according to the California County Population Estimates 2016 Report, provided by the California Department of Finance, San Diego County was estimated to be the second most populous county of 58 counties in California. With an

estimated county population of close to 3,300,000 in which Latinos comprise more than 33% of the population, San Diego County LME public schools can plausibly be considered as representative of other LME schools in Southern California.

Another state county this is comparable to the San Diego County, in terms of similar populations, is Orange County, whose estimated population is about 3,100,000. The only other state county that exceeds both the San Diego County and Orange County, in terms of population, is the Los Angeles County, which is California's most populous county estimated to be well over 10 million (CSDF, 2016).

Student Enrollment Profile for Case Study

The demographic student profile established for the case study school was acquired through the DataQuest website that provides estimates of California public school enrollment by race/ethnicity per state counties (CSDE, 2016e). In 2016, California public schools at the state level had an average Hispanic/Latino enrollment of 54%, whereas San Diego County public schools had an average Latino enrollment of 48.2%. Thus, in taking an average of the Latino public school enrollment at the state level (54%) and the Latino public school enrollment at the San Diego County public school level (48.2%), a selection criteria for the case study school's Latino student enrollment was established at a minimum of 51% (CSDE, 2016e).

Another critical selection criteria established for the case study school was the percentage of Latino ELL students enrolled at the case study school. According to the CSDE (2016f) website, in the 2015-2016 school year there were an estimated 1.37 million ELLs that constituted about 22% of the total student enrollment in California

public schools. Of the 1.37 million ELLs, Spanish was the dominant language of roughly 84% of the state's ELLs enrolled in grades K-12. For ELLs enrolled in the elementary grades K-5, Spanish was the dominant language of roughly 55% of the state's ELLs attending elementary public schools (CSDE, 2016f).

At the San Diego County public-school level, Spanish-dominant ELLs comprised roughly 81% of the ELLs attending the county's public schools in grades K-12, and in grades K-5, roughly 53% of the San Diego County's ELLs attending elementary public schools were also Spanish-dominant. Thus, in taking an average of Spanish-dominant ELLs, within grades K-5 who attended public schools in the 2015-2016 school year at both the state level (55%) and the county level (53%), an average Spanish-dominant ELL criterion estimate of 54% was set as well for the case study school (CSDE, 2016f).

Selecting Three Field Study Schools

In addition to the selection of a representative case study school, three additional field study LME schools within a cross-section of the county, and with Latino student enrollment profiles comparable to those of the case study school, were selected to appraise the commonalities that these three field study schools shared with the case study school. Early on in the study, it was important to determine the accessibility of parental access to BE program information at their children's school. It was also crucial to discern how well informed parents were of their instructional program options for their children, and the effectiveness of their instructional programs were key factors to compare and contrast with the case study school.

Overall, collecting qualitative data from a total of four regional school sites of San Diego County contributed to increasing the generalizability of the study's results and to the plausibility of the results being generalizable to LME schools in the majority of counties of California where Latino majority schools are prevalent.

Cross-sectional sampling rationale applied to San Diego County schools. The sampling rationale for selecting the study's four LME schools was based on obtaining a cross-sectional sampling of four LME schools (each affiliated to one of four school districts) that reside within a general north, south, east and west cross-section of San Diego County. San Diego County is subdivided into five main regional areas: North Coastal, North Inland, East, Central and South. Of the five regional areas, four LME schools were selected from four regional areas, North Inland, East, Central and South, that represent the regions within the county that have high Latino demographics where considerable numbers of LME schools are located (CSDF, 2016).

Selection Criteria of LME Schools and Participants

The criteria selection of four participating elementary schools in four separate school districts was as follows: (a) one school district was selected per one of four San Diego County regions; (b) Latino students comprised at least 51% of the school district's race/ethnic groups that it serves; (c) Latino ELLs comprised at least 25% of school population, and (d) each district selected had an office (i.e., Office of Language Acquisition) that offered district support to schools that provide instructional programs for ELLs.

Selection criteria of case study school, and three field study schools. The criteria for the main case study LME was based on the following criteria: (a) student enrollment was comprised of at least 500 Latino students, in which 70% to 100% of its students qualified for the National School Lunch Program/Free & Reduced Lunch Program (FRLP); and for the additional three field study LME needed to consist of at least 350 students and close to 70% Latino students and FRLP eligibility;(b) Latino student enrollment represented at least 51% of the school's total enrollment as reported in the CDOE Dataquest website for 2015-2016; (c) at least 51% of its Latino student enrollment was identified as Spanish-dominant ELLs, as reported in the California State Department Dataquest in 2015-2016, and (d) selected schools had an English Learner Advisory Committee (ELAC) per California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a) and California Code of Regulations, Title 5, Sections 11308 (b) and (d) (CSDE, 2016e).

Selection Criteria of School Administrator Participants

Administrators were school principals who had adequate knowledge of school site's instructional programs and services for ELLs were sought for interviews. The administrators also needed to be receptive to visitors and supportive of research-based studies in education were sought for interviews.

Selection Criteria of Teacher Participants

Following the initial interview, administrator participants were asked to suggest which teachers were most knowledgeable of the school's instructional programs for ELLs and would possibly agree to participate in an interview. In the event that the school

administrator participant would suggest any teacher on her/his staff could be approached for an interview, the primary grade teachers (kindergarten, first, and second) who typically have the highest counts of ELL students were solicited for an interview, and, when possible, upper grade teachers (third, fourth, and fifth) would subsequently be approached as well.

Recruitment letter addressed to teachers. After acquiring principal approval to conduct study at a selected school site, a recruitment letter was distributed to perspective teachers by email. An example of the Educator Recruitment Letter is found in Appendix B.1.

Criteria Selection of Parent Participants

Parents were selected as participants based on the following criteria.

- (1) Parents of Latino students who were classified as ELLs.
- (2) ELL parents who were active members of the selected school's English Language Learner Advisory Committee (ELAC).
- (3) ELL parents, who were willing to be interviewed and were involved in their children's education.

Recruitment process of parent participants. ELAC parents were purposely recruited for focus group participation at the selected school's ELAC meetings. An example of the parent-participant recruitment letter that was distributed to parents with school principal's permission is listed in Appendices B.2, and B.3. Parents of Latino ELLs who were not active in ELAC meetings but who attended principal-parent forums,

such as Coffee With the Principal monthly gatherings, were also recruited for participation in focus group discussions or for one-on-one semi-structured interviews.

Description of Parent Participants. A description of the parent participants who participated in either the focus groups, and/or in one-on-one interviews was compiled in Tables 1, 2, 3, and 4.

Table 1

List of Parent Participants from Amarillo Elementary

Parent Pseudonym	Parent Ethnicity & Gender	Parent's Language(s) Spoken	Child's Gender, Grade, & Program	Child's Language(s) Spoken
1. Amapola	Latina female	Spanish (+)	male 3 rd grade SEI	English (+) Spanish (-)
2. Ave de Paraíso	Latina female	Spanish (+) English (-)	female 2 nd grade SEI	English (+) Spanish (-)
3. Caléndula	Latina Female	Spanish (+)	female 1 st grade SEI	English (-) Spanish (-)
4. Clavel	Latina female	Spanish (+) English (-)	female 5 th grade SEI	English (+) Spanish (-)
5. Gladiola	Latina female	Spanish (+)	male 2 nd grade SEI	English (+) Spanish (-)
6. Gardenia	Latina female	Spanish (+) English (-)	female 2 nd grade SEI	English (+) Spanish (+)
7. Hortensia	Latina female	Spanish (+) English (+)	male 5 th grade SEI	English (+) Spanish (-)
8. Iris	Latina female	Spanish (+)	female 2 nd grade SEI	English (+) Spanish (-)

9. Margarita	Latina female	Spanish (+)	male 2 nd grade SEI	English (+) Spanish (-)
10. Orquídea	Latina female	Spanish (+) English (-)	female 3 rd grade SEI	English (+) Spanish (-)
11. Tulipán	Latina female	Spanish (+)	male 2 nd grade SEI	English (+) Spanish (-)

Note: The symbol + indicates fluency while the symbol – indicates use but not fluency.

Table 2

List of Parent Participants from Blue Hills Elementary

Parent Pseudonym	Parent Ethnicity & Gender	Parent's Language(s) Spoken	Child's Gender, Grade, & Program	Child's Language(s) Spoken
12. Azucena	Latina female	Spanish (+) English (-)	female 4 th grade DLI	English (+) Spanish (+)
13. Calia	Latina female	English (+) Spanish (+)	male 4 th grade SEI	English (+)
14. Daisy	White/ Latina female	English (+)	male 4 th grade SEI	English (+)
15. Girasol	Latina female	Spanish (+) English (-)	female 3 rd grade DLI	English (+) Spanish (-)
16. Jamaica	Latina female	Spanish (+) English (+)	female 1 st grade DLI	Spanish (+) English (-)
17. Poinsetia	Latina female	Spanish (+)	male 4 th grade DLI	English (+) Spanish (+)
18. Rosa	Central American Latina female	English (+) Spanish (+)	male 4 th grade DLI female 2 nd grade DLI	English (+) Spanish (-) English (+) Spanish (-)

Note: The symbol + indicates fluency while the symbol – indicates use but not fluency.

Table 3

List of Parent Participants from Rubio Academy

Parent Pseudonym	Parent Ethnicity & Gender	Parent's Language(s) Spoken	Child's Gender, Grade, & Program	Child's Language(s) Spoken
19. Anémona	Latina female	Spanish (+)	male 1 st grade DLI	English (+) Spanish (-)
20. Begonia	Latina female	Spanish (+) English (-)	male 4 th grade DLI	English (+) Spanish (-)
21. Jazmín	Latina female	Spanish (+)	female 3 rd grade DLI	English (+) Spanish (+)
22. Lavanda	Latina female	Spanish (+)	male 2 nd grade DLI	English (+) Spanish (-)
23. Lirio	Latino male	Spanish (+)	Son 2 nd grade DLI	English (+) Spanish (+)
24. Magnolia	Latina female	Spanish (+)	male 2 nd grade DLI male Kindergarten DLI	English (+) Spanish (+) Spanish (+) English (-)
25. Petunia	Latina female	Spanish (+)	female 1 st grade DLI	Spanish (+) English (+)
26. Rojas	Latina female	English (+) Spanish (+)	female 2 nd grade DLI	English (+) Spanish (-)

Note: The symbol + indicates fluency while the symbol – indicates use but not fluency

Table 4

List of Parent Participants from Blackstone Elementary

Parent Pseudonym	Parent Ethnicity & Gender	Parent's Language(s) Spoken	Child's Gender, Grade, & Program	Child's Language(s) Spoken
27. Amarilis	Latina	Spanish (+)	female	English (+)

	female	English (+)	Kindergarten SEI	Spanish (-)
28. Campanilla	Latina female	Spanish (+)	Did not report information	Did not report information
29. Crisantemo	Latina female	Spanish (+)	female 5 th grade SEI	English (+)
			female 1 st grade SEI	English (+)
30. Genciana	Latina female	Spanish (+)	male preschool (bilingual program)	Spanish (+) English (-)
31. Lila	Latina female	Spanish (+)	Did not report information	Did not report information
32. Pensamiento	Latina female	Spanish (+)	male preschool (bilingual)	Spanish (+) English (-)
33. Violeta	Latina female	Spanish (+) English (-)	female 5 th grade SEI	English (+) Spanish (-)
			female 3 rd grade SEI	English (+) Spanish (-)
			female Preschool (Bilingual)	Spanish (+) English (-)

Note: The symbol + indicates fluency while the symbol – indicates use but not fluency.

Enhanced Assessment Tool

In order to establish an assessment tool that would be reflective of multilingual education along with the *Castañeda* federal guidelines, an *enhanced assessment tool*—defined by the researcher as a modified version of an established-assessment tool that was condensed in some areas and expanded in other areas—was developed from and applied to the case study of the LME School, that was central to the study’s frame of

reference. The established assessment tool that was used as a baseline, upon which the study's enhanced tool was developed, was the rubric assessment tool outlined in the *Guiding Principles for Dual Language Education (GPDLE)* (Howard et al., 2007). The GPDLE assessment tool was developed by a team of DLE program experts: Elizabeth R. Howard, Julie Sugarman, and Donna Christian from the *Center for Applied Linguistics* based in Washington, DC; Kathryn J. Lindholm-Leary of San José State University; David Rogers of the Dual Language Education of New Mexico. The team of DLE program experts designed the GPDLE assessment tool as a multidimensional set of program assessment, and accountability, curriculum, instructional practices, staff quality and professional development, program structure, family and community involvement, and support and resources. According to the authors of the GPDLE manuscript, these seven assessment strands would also be applicable to other instructional programs for ELLs (Howard et al., 2007).

However, since an important focus of the study was to incorporate the three *Castañeda* federal guidelines in the analysis of the selected schools' instructional programs, the assessment tool outlined in the *Guided Principles of Dual Language Education*, (Howard et al., 2007) required more specific referencing to the three *Castañeda* federal guidelines. Thus, additional assessment strands that address the *Castañeda* guidelines were developed and added to the study's enhanced assessment tool so that the tool could be made more relevant to the study's focus. Subsequently, the study's enhanced assessment tool, listed in Appendix A, was used to rate the instructional program of the LME case study school that served its ELLs, and to guide the data

collection obtained at the case study school, and the three field study schools as well.

The main components of the study's enhanced assessment tool were compiled within the following nine strands (see Appendix A):

Enhanced Assessment Tool from the Guided Principles of Dual Language Education

- Strand 1- Castañeda's Pedagogical Principle concerning additive biliteracy for ELLs: Instructional biliteracy program is linked to parental access to due process.
- Strand 2 - Effective features of a program structure for ELLs: Program structure reflects awareness of the diverse needs of students.
- Strand 3 - Effective features of instruction of ELLs: Instruction is derived from research on the development of bilingualism & biliteracy.
- Strand 4 - Additive provision of instructional materials and qualified staff: Materials & resources that are and are equitably accessible to all students to promote additive biliteracy; certified biliteracy teachers are assigned to positions of biliteracy program teaching and program support.
- Strand 5 - Effective features of curriculum for ELL support: Curriculum is aligned with district & state content standards; curriculum is aligned with the vision and goals of bilingualism, biliteracy & multiculturalism.
- Strand 6 - Effective, conscientious staffing: Recruiting conscientious teachers who possess pedagogical ideological clarity.
- Strand 7 - Program maintenance & staff program support: Professional development is aligned with goals and strategies of the program; program is adequately funded in that sufficient staff, equipment and materials acquired.

- Strand 8 - Assessment and accountability of program effectiveness: Instructional program is assessed systematically; information about the effectiveness of the instructional program is made readily available to all essential stakeholders, including parents.
- Strand 9 - Empowering parents about instructional program and family & community support: Empowering parents about instructional program; family & community supported by all essential school community stakeholders.

Pilot Study

Following IRB review, a pilot study was conducted in the fall of 2015 to test the parent interview questions and focus group points of discussion. With the help of a small group of parents (n = 5) whose children had recently attended a San Diego County LME school in a low-income community, the study's research procedures were put to practice. The data obtained from the pilot study, in which the five parent participants were interviewed, were not included in the body of data collected; yet, nevertheless, parent participation in the pilot study was greatly appreciated and highly valuable in helping to polish the study's protocols and procedural details. The pilot study also served to refine the focus group procedures and activities that were ultimately used in conducting focus groups.

Coding Procedures

Collected data from administrators, teachers and parents' interviews, as well as ELAC parent focus groups, field observations, and school documents involved a process of organizing and sorting out salient ideas. Initial codes were derived from the *Castañeda*

legal guidelines and the DLE pedagogical principles framework, and the three sub-questions of the study. The initial codes consisted of assigning words, phrases, number and color-symbols to each coding category. In assigning the data to initial codes, led the researcher to ask the following questions (Gibbs, 2007):

- What is this saying?
- What does it represent?
- What do I see is going on here?
- What patterns are occurring?
- What kinds of events are at issue here?
- What is the data suggesting?

The data was examined and emergent codes of ideas, concepts, actions, relationships, meanings, and practices developed. The researcher then used conventional and summative content analysis to group the emergent ideas and concepts and salient themes were derived.

Content Analysis

Content analysis was used to determine the salient themes that were derived from interviews with school administrators, teachers, and Latino parents of ELLs. According to Hsieh and Shannon (2005), content analysis is a widely used qualitative research technique. Hsieh and Shannon (2005) asserted that content analysis is not a single method approach, for its current applications show three distinct approaches: conventional, directed, or summative. Hsieh and Shannon (2005) also stressed that the major differences among the approaches are coding schemes, origins of codes, and threats to

trustworthiness. *Conventional content analysis* involves coding categories are derived directly from the text data. *Directed approach* involves analysis starts with a theory or relevant research findings as guidance for initial codes. *Summative content analysis* involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context (Hsieh & Shannon, 2005).

A combination of a conventional content analysis approach and a summative thematic coding approach were used to analyze the qualitative data. Qualitative data analysis guides, such as *The Coding Manual for Qualitative Researchers* (Saldaña, 2013), and *Analyzing Qualitative Data* (Gibbs, 2007), were consulted to help inform the study's coding analysis process that was applied to the data collection segment of the study.

The next chapter describes and presents the main case study of the study: LME Amarillo Elementary. In addition the three LME field study schools (Blue Hills, Rubio, and Blackstone) are presented to test the themes derived from the main case study in response to the study's research question and sub-research questions accordingly.

CHAPTER 4: FINDINGS

The findings that were cited in this study were primarily organized into two parts. The first part of the findings highlight essential data obtained from the exploratory case study of Amarillo Elementary, which was executed in search of the most salient thematic patterns in response to the *Castañeda* guidelines (CG) listed within a three prong-test:

- CG prong 1 - test requires that such program and instructional approach(s) be based on educational theory that are research-based and recognized by educational experts as sound.
- CG prong 2 - test requires that such program and instructional approach(s) be adequately implemented with the appropriate resources (i.e., educational materials and qualified instructors) as provided by the school.
- CG prong 3 - test requires that after a “legitimate trial period” that such program and instructional approach(s) be evaluated regularly for effective results and to determine whether to modify such program and/or instructional approaches if effective results are not forthcoming (Law and Higher Education, 2015, n.p.).

The second part of the findings focuses on the data that was obtained from the three field studies executed at three LME schools within a cross section of the San Diego County. The salient thematic patterns identified within the case study of Amarillo Elementary were served as a baseline to compare how applicable were Amarillo’s thematic patterns to the data obtained from the three field study schools of Blue Hills, Rubio Academy, and Blackstone Elementary.

Part 1 – Exploratory Case Study

In order to provide a more in depth depiction of the instructional program(s) offered to ELLs, a Latino majority elementary school was selected for the case study. A series of semi-structured interviews with parents, teachers, and principal were compiled along with anecdotal notes of classroom visits and parent meetings. ELAC parent participants were also engaged in focus group discussions from which essential data was obtained. The data collected had as its purpose to analyze how the instructional needs of ELLs were being met, along with how well the school was informing parents about school's instructional program that it offered to ELLs along with access to information about DLE programs.

Since the study's was initiated under the assumption that LME schools regularly inform Latino parents of ELLs on how the school's instructional programs are preparing students for today's global society, it is essential to reiterate the study's prime research question: How are the instructional programs in Latino majority elementary schools preparing Latino ELLs to fully participate in a multilingual global society, from the perspective of parents of ELLs?

This overarching research question was further subdivided into three sub-research questions.

1. Are LME schools providing parents with due process to research-based instructional programs?
2. Are LME schools providing adequate resources and personnel in addressing the instructional needs and biliteracy skills of ELLs?

3. Are LME schools providing effective instructional programs that are meeting the instructional needs and biliteracy skills of ELLs?

In applying these three sub-research questions that are aligned respectively with *Castañeda's* three prong-test and guidelines (Gándara et al., 2010) to the body of case study data, an ambitious effort was made to address how selected LME schools, in the San Diego County, are serving ELLs and Latino students to be better prepared to participate in this century's global society. The subsequent LME school that was selected for the case study came about using the DataQuest website (CSDE, 2016e) for a list of possible case study schools located in one of four regional areas of the San Diego County and that was fairly representative of other LME schools of the county.

The case study data that was pivotal to this study was acquired from a LME school, representative of other ethnically and linguistically diverse LME schools, within a school district where, in 2015- 2016, Latino students comprised close to 47% of the district's total student enrollment. For purposes of anonymity, both the case study school and its corresponding school district were referred to respectively as Amarillo Elementary of the West Central School District.

Amarillo Elementary

The case study school, Amarillo Elementary, was a highly ethnically and linguistically diverse LME school situated within a low-income community, where close to 91% percent of its students qualified for free or reduced-price lunches and about 96% of its student body was recognized as socio-economically disadvantaged. In 2015-2016, Latino students comprised 79% of its student body, with over 67% percent of the students

entering school with a home language other than English (CSDE, 2016e). The school’s specific demographics for the 2015–2016 school year, which included ethnicity profiles for both students and teachers—of which over one-third of its teachers were Latino—are found in the following table:

Table 5

Amarillo Elementary Student Enrollment by Ethnic Group (2015 - 2016)

Ethnic Group	Students	% Enrollment	Teachers
African American	67	9.8	2
Asian	50	7.3	3
Filipino	6	0.9	2
Latino	539	79	13
Native American	0	0.0	0
Pacific Islander	0	0.0	1
White	9	1.3	13
2 or more races, not Latino	11	1.6	0
Low Socio-economic	656	95.6	-
English Learners	460	67.1	-
Students w/ disabilities	69	10	-
Total	686	100	34

Note: The rows in bold indicate how the school’s enrollment of Latino students and English Learners met and exceeded the criteria that was established for the selection of a LME school (CSDE, 2016e).

According to its School Accountability Report Card (SARC), Amarillo was built with an attractive 21st century, state of the art facility when its doors were opened in 2007 to serve over 700 ethnically diverse students (CSDE, 2016g). Its campus, which has seven buildings with 32 classrooms, multipurpose room, and library/media center, offered the latest in educational technology and energy-efficient design and shared a joint-use field for soccer and other recreational activities. The campus was neat, clean, and well maintained. Overall, Amarillo students and parents express pride in their school facilities.

Amarillo’s home page website stated that the school’s mission was to create environments that motivate children to learn by engaging them in the connections between the classroom and the real world. The magnet program implemented an innovative micro-township curriculum approach where children created a microcosm of the real world inside the school.

Aside from its magnet program activities, Amarillo adhered to the implementation of SEI as its main instructional program to serve its significant population of Latino ELLs (n = 460) who come from homes where Spanish is the primary language spoken.

Amarillo’s academic profile, based on the STAR English Language Arts (ELA) Test Results for 2012-2013 (CSDE, 2013), is listed in the following table:

Table 6

Amarillo’s STAR ELA Test Results (2012-2013)

Result Type	Grade 3	Grade 4	Grade 5	Totals for Grades 3-5
Reported enrollment	120	114	123	357
# of students tested & with scores	107	100	106	313
Mean scale score	318	349	354	340
% Advanced	11%	22%	18%	17%
% Proficient	16%	20%	36%	24%
% Basic	32%	40%	31%	34%
% Below basic	25%	16%	10%	17%
% Far below basic	16%	2%	5%	8%

Source: DataQuest (CSDE, 2016e).

Looking at the average STAR English language arts test results of the 2012-2013 school year for grades three to five in Table 6, as a baseline for Amarillo’s standardized test results, the third to fifth grade data showed 24% of students scored at the proficient level and 17% scored at the advanced level, making for a combined 41% meeting the

proficient or advance achievement level (CSDE, 2013). Nonetheless, a combined 59% of students, grades three to five at Amarillo scored at or below basic levels. These achievement levels become more concerning when noting that 44 students, across the third to fifth grades, were not tested that year. This substantial number of students not tested in 2013 may further point to the instructional complexities that Amarillo contended with in meeting the instructional needs of such a highly ethno-linguistically diverse student body that it has.

It must be noted that during the 2013-2014 school year, there were no standardized test scores for California public schools, since it was the year of transition, from the STAR test to the California Assessment of Student Performance and Progress (CAASPP) test, also referred to as the Smarter Balance Mathematics and English Language Arts Test, (CSDE, 2016h). Under the CAASPP state test for 2014-15, the achievement scores in English Language Arts (grades three to five) were tabulated, along with the mean test scores for the school district and state, to show how Amarillo’s CAASPP mean test results in English language arts (grades three to five) compare to those of its district and the state (CSDE, 2016h) as listed in the following table:

Table 7

Amarillo’s CAASPP ELA Test Results (2014 – 2015) and (2015-2016)

CAASPP School Year Test Results in English Language Arts (Grades 3-5)	% Students meeting and exceeding content standard at Amarillo’s School level	% Students meeting and exceeding content standard at the District level	% Students meeting and exceeding content standard at the State level
CAASPP (2014-2015)	26%	50%	44%

CAASPP (2015-2016)	38%	55%	49%
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Source. Smarter Balance / CAASPP 2015 and 2016 test results (CSDE, 2016h).

In Table 8, the mean test results for Amarillo’s STAR English Language Arts 2012-2013 school year for grades three to five are compared with the mean test results for Amarillo’s CAASPP English Language Arts 2014-2015 school year (CSDE, 2013; CSDE, 2016h). Although both sets of test results cannot be directly contrasted, since both tests differ considerably in test format, the contrast in test results still indicate that Amarillo’s ELA test scores lie relatively within the lowest test quartile. Both sets of test scores are shown in Table 8.

Table 8

Amarillo’s STAR (2012-13) vs. CAASPP ELA Test Results (2014 –15)

Tests	% Students at Proficient & Advanced levels	% Students at Basic, Below-Basic & Far Below Basic levels	Students enrolled in Grades 3-5	Students tested with scores at Grades 3-5
STAR ELA Mean Test Results (2012-2013)	41%	59%	357	313
CAASPP ELA Mean Test Results (2014-2015)	26%	74%	346	331

Sources: STAR 2012 - 2013 test results (CSDE, 2013); CAASPP 2014 - 2015 test results (CSDE, 2016h).

School Expenditures

An overview of school expenditure per pupil and per teacher salary is provided in Table 9. With reference to the statewide priority under the Local Control Accountability Plan (LCAP), Amarillo Elementary identified the following three priorities, all relating to

conditions of learning, under the LCAP Basic State Priority: (a) the degree to which fully credentialed teachers are assigned appropriately in the subject area and for the students they are teaching; (b) instruction materials, whether students have access to standards-aligned instructional materials, and (c) facility conditions, whether facilities are maintained in good repair (CSDE, 2015c).

In addition, Table 9 displays this school’s expenditures per student for basic unrestricted sources, plus supplemental sources, and its total per-pupil expenditures of \$6,304: basic plus supplemental sources (CSDE, 2016e). The table also provides a comparison of the school’s per-pupil expenditures from basic sources with other schools in the district and throughout the state. In addition, the school’s average teacher salary was compared with average teacher salaries in the district and state, which is an indication of the degree of teaching experience on average that is shared among the certified teaching staff at Amarillo in Table 9.

Table 9

Amarillo’s School Expenditures Per Pupil and Average Teacher Salary

Level	Total Expenditures Per Pupil	Total Expenditures Per Pupil (basic)	Average Teacher Salary
School Site	\$6,304	\$4,719	\$66,445
District	-	\$5,218	\$69,748
State	-	\$5,348	\$72,971
Diff: School & State	-	-11.8%	-8.9%

Source: DataQuest (CSDE, 2016e).

Case Study School Visits

The Amarillo school site was visited eight times during the spring, summer and fall of 2016. Table 10 illustrates the dates and focus of school visits to Amarillo:

Table 10

Schedule of School Visits to Amarillo Elementary

School Site Visits	Date	Focus	Outcome
Visit #1	Feb 9	Campus visit Parent interviews	Interviewed 3 ELL parents
Visit #2	March 4	Administrator interview	Interviewed principal
Visit #3	April 24	Parent focus group	Focus group (n=8) Parent discussions
Visit #4	May 18	ELAC meeting, and Classroom visit	Resource room visited & attended ELAC meeting
Visit #5	June 8	Teacher interview, classroom visit	Interviewed Kindergarten teacher and classroom visit
Visit #6	June 30	Interactive parent presentation	Parent presentation given as part of school event, anecdotal notes on parent feedback
Visit #7	Sept 22	Teacher interviews, classroom visits	Interviewed 2 teachers in school office
Visit #8	Oct 18	ELAC meeting, and Classroom visit	Attended ELAC meeting, interviewed resource teacher

The school visits and classrooms observations had as the main purpose to identify the most salient elements of the school's instructional programs that reflect essential features of effective instructional programs as are stipulated in the second edition of the *Guiding Principles for Dual Language Education* (Howard et. al, 2007). As was indicated in the Chapter 3, interviews were derived from a pool of willing participants that consisted of a school principal (n = 1), teachers (n = 4), and parents (n = 10), from which a parent focus group of eight parents (n = 8) was derived. In addition to one-on-one parent interviews, the researcher held an interactive parent presentation in the school auditorium that was combined with a Reclassification Ceremony for formerly reclassified

ELL students. Over 30 parents attended the school event, and the interactive parent-presentation garnished various positive responses from the audience.

Using hand-written field notes of classroom observations, parent meetings, and audio-transcriptions of school personnel and parent interviews, a multi-faceted set of qualitative data was obtained from which to rate how the school's instructional program was meeting the overall instructional biliteracy needs of ELLs and how the school was informing parents and providing access to information about effective instructional programs.

Since Amarillo Elementary serves a 79% Latino student body, of which close to 67% are ELLs, it was assumed at the beginning of the study that schools, like Amarillo, with significant numbers of Latino ELLs, would readily provide access to a BE program (CSDE, 2016e). Hence, the first set of rubric ratings, illustrated in the next section of this case study, served to determine to what extent did the case study school have a viable BE instructional program that was serving the instructional biliteracy needs and developing the multi-linguistic potential of its ELLs. Conversely, if it were determined that a viable BE program was lacking at the case study school, then to what extent did the school have the potential and need to launch a BE program to better serve its ELLs?

Thus, in order to begin applying the first sub-research question (SRQ1) to the body of narrative data compiled throughout this case study, the data had to be compared against applicable rubrics derived from the assessment tool of rubric templates listed in *Guiding Principles of Dual Language Education*, (Howard et. al, 2007). The rubrics that were most aligned with SRQ1 were also adapted to address how the instructional needs

of ELLs were being met at Amarillo Elementary. For that reason, SRQ1, with its corresponding rubrics, is addressed in the following section of this case study in order to substantiate the various ratings assigned.

Parent Due Process Linked to Case Study Data (*Castañeda* Guideline 1)

To determine if due process to research-based instructional programs, was being given to Latino parents of ELLs at Amarillo, it was necessary to identify the themes or *strands*, within the original GPDLE assessment tool (Howard et al., 2007), that were best aligned with SRQ1 and *Castañeda*'s prong 1-test. Thus, the GPDLE themes that most closely corresponded to addressing SRQ1 were the strands related to *program structure* and *instruction*, chosen to determine if Amarillo's instructional program was based on pedagogically sound theory and practice.

However, to address more specifically how Amarillo's instructional program for ELLs was meeting the instructional biliteracy needs of ELLs, an additional rubric was designed to represent Strand 1 - *Castañeda's Legal Pedagogical Principle Concerning Access to Additive Biliteracy Instructional Programs for ELLs*, within the enhanced assessment tool formatted specifically for the study.

Enhanced Assessment Tool Design

The criteria for *Castañeda's Legal Pedagogical Principle*, which point specifically to how an instructional program, as aligned with *Castañeda*'s prong 1- test—pedagogically sound programs & practice—would promote biliteracy in the primary language (i.e., Spanish) and the second language (i.e., English) of ELLs are listed in Table 11 as follows:

Table 11

Castañeda's Legal Pedagogical Principle of Access to Additive Bilingual Programs

Effective features of <i>Castañeda's</i> legal pedagogical principle of access to Additive Bilingual Programs for ELLs	MA	PA	FA	EA
<i>Instructional Program Description:</i> School vision, goals and instructional program(s) are based on sound pedagogical theory of language acquisition that promotes additive bilinguality in both the ELL's primary language (e.g. Spanish) and the ELL's second language, English.	X			
<i>Access to Additive Bilingual Program:</i> Additive bilingual instructional programs are readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.	X			

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

The metric for determining Strand 1's criteria was based on *Castañeda's* first prong test that advocates for pedagogically sound instructional programs for ELLs, who otherwise would not have full access to grade level instruction due to their nascent command of English. Complete sets of rubrics, derived and customized from *Guiding Principles of Dual Language Education* (Howard et al., 2007), in which scenarios describing what would constitute *minimal alignment, partial alignment, full alignment* and *exemplary practice* per strand are listed in Appendix A.

Rating Descriptive. A minimal alignment rating was assigned to this strand based on the descriptive for this level of alignment that is listed as follows:

The school's instructional program is exclusively focused on furthering English language development (L2) of ELLs, without developing or addressing any aspect of the primary language (L1) of ELLs. Additive bilingual programs were not offered at the

school site to any student, and efforts had not been made to offer any type of additive biliteracy program model (See Appendix A).

Rating premise. Evidence to support the minimal alignment rating was obtained from comments made by certain Amarillo teacher and parent participants. Of the four teachers who were interviewed, Mrs. Compás, a first grade BE-trained BCLAD-certified teacher with 35 years of classroom experience expressed her opinion regarding her ELL students' instructional needs. Mrs. Compás shared:

The majority of my students, first graders, are English learners and so they need a lot of help in reading, which they are not getting at home since a lot of our parents do not know English and do not read enough to them at home.

The researcher asked, "Has the possibility of having a biliteracy program ever been discussed at this school?" Mrs. Compás curtly responded, "Parents can go down the street to the other school if they want their child in biliteracy!"

The researcher found Mrs. Compás' final comment and tone of voice surprising, especially since Mrs. Compás had entered the teaching field as a bilingual teacher more than 30 years ago, at a time when bilingual teachers were in high demand. In addition, it was noted that that her tone of voice changed considerably, sounding rather blunt, when she stated, "Parents can go down the street to the other school if they want their child in biliteracy!"

Subsequently, the researcher found Mrs. Compás' last statement to be confirmed by an active ELAC parent, Mrs. Orquídea, who shared an experience she had at the

school when she inquired about a biliteracy program for her daughter. Mrs. Orquídea shared in Spanish:

Me acuerdo que yo misma pregunté acerca del programa bilingüe el día que la inscribí para el programa de Pre-Kinder y me dijeron que si quería yo inscribir a mi hija en un programa bilingüe tuviera que inscribirla en otra escuela que lo tuviera y como mi hija quería ir a ésta escuela, pues me sentí forzada a inscribirla aquí.

In English, per the researcher's translation, Mrs. Orquídea shared:

I remember that I myself asked about the biliteracy program the day that I had registered her, Mrs. Orquídea's daughter, in preschool and they told me that if I wanted to enroll my daughter in a bilingual program, I would have to enroll her in another school that had it, and since my daughter wanted to go to this school, well, I felt forced to enroll her here.

Based on Mrs. Orquídea's narrative, it is plausible that as a parent she might have felt that it was pointless to inquire any further about placing her child in a biliteracy program. The school's lack of providing Mrs. Orquídea information about her rights as a parent to seek, solicit and petition for a biliteracy program to be brought to her daughter's school, appears to the researcher as going against the due process principle under the 1981 *Castañeda v. Pickard* ruling (Gándara & Hopkins, 2010).

Program Structure for ELLs

To continue addressing SRQ1, Amarillo's program structure needed to be examined. The metric criteria for the program structure strand, which is aligned with

Castañeda's prong 1 test—research-based programs of sound pedagogy theory—along with the assigned ratings, are provided in Table 12.

Table 12

Program Structure for ELLs

Effective Features of Program Structure for ELLs	MA	PA	FA	EP
The program structure has a cohesive, shared vision and set of goals that provide commitment to an instructional focus on additive bilingualism/biliteracy, and multiculturalism, and establishes high achievement expectations for all students.	X			
It ensures awareness of the diverse needs of students of different linguistic and cultural backgrounds and equity for all groups.		X		

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Rating descriptive. The rubric description for a minimal alignment rating for *Program Structure for ELLs* was partially derived from the *Guiding Principles of Dual Language Education* (Howard et al., 2007) and described as follows:

“It is not clear that the program structure will allow ELL students to attain the goals of the program or that it promotes the vision and philosophy of the program (Howard et al., 2007, p. 84). One program within the school, or one language population within the program has greater access to instruction and resources than others (Howard et al., 2007, p. 84).”

For clarification purposes, Amarillo’s magnet program, in which students are actively engaged in their learning, fulfilling duties as members of an imaginary town, is an integral part of the school’s SEI program. Although the structural format of the magnet program resonates as an ideal scenario for language acquisition, some of the

study's participants differed significantly about the magnet program's effectiveness on meeting the instructional needs of ELLs.

One of the study's participants who had strong views about the magnet program was the school principal. Principal, Mr. Kay, a diligent educator of ethnically diverse descent, had been a teacher and administrator in the Western Central School District for over 20 years. Within the last two years, he had been the principal at Amarillo where the magnet program had already been established for several years prior to his tenure at Amarillo. He expressed his concerns about the magnet program's impact on student learning.

Principal Kay shared:

Among our lead programs that we offer is a magnet program that the school has had for the past eight years. Our magnet program, although it can be a dynamic program for the students of this community, the way it is implemented here at this school still needs to be re-examined in order to make the best use of the instructional time invested in conducting it on a weekly basis. It concerns me that many of our students, like our English learners, are reading as much as two grades below grade level.

It was apparent that Mr. Kay was conscientious in pointing out legitimate concerns that he had about the reading levels of the school's ELLs, which were not being enhanced by the magnet program that played a central part of Amarillo's overall instructional program. Comments from a second ELAC parent, Mrs. Gardenia, substantiate what the principal had shared as well. Mrs. Gardenia, who has been a 17-

year resident of the community, and a mother of a fifth grader at the time of the interview, expressed her thoughts regarding the magnet program's structure. Mrs.

Gardenia shared in Spanish:

El director tiene razón acerca del programa magnet que no ha sido efectivo para la educación de nuestros niños. Se pierde mucho tiempo mientras que los estudiantes anden corriendo por todo el plantel durante la hora del programa. Como mi hijo que está en la clase de origami del programa nada más está gastando su tiempo hacienda figuritas de papel mientras que él y muchos otros estudiantes necesitan tiempo extra en ir mejorando su lectura y sus matemáticas.

In English, per researcher's translation, Mrs. Gardenia shared:

The principal is right about the magnet program not being effective for our children's education. A lot of time is wasted as students go running around the campus during their "magnet program" hour. Like my son, who is in the program's origami class, is just wasting his time making these little figurines when he and a lot of other students need extra time to improve their reading and their math.

When the selected group of Amarillo teachers (n = 4) had been interviewed, teacher perspectives about the magnet program seemed to differ considerably from that of the principal and Mrs. Gardenia. The researcher subsequently interviewed a second grade teacher, who was strongly in favor of the magnet program, even though her comments slightly reflect the concerns that the principal and Mrs. Gardenia had expressed about the program's problematic use of instructional time. The second grade teacher, Mrs.

Nevada, an eloquent teacher of ethnically diverse descent and trilingual, who speaks English, Spanish and some Tagalog, has been teaching for ten years, with eight years of her career teaching at Amarillo. She commented about the structure of the school's Magnet Program. Mrs. Nevada shared:

Our Magnet program does need some restructuring to make it more academic, but overall it is a worthwhile program in which students have many opportunities to practice authentic English dialogue.

Although, Mrs. Nevada's comment about the program seemed to indicate that it offers students "many opportunities to practice authentic English dialogue," its effectiveness is still brought into question if it is in need of restructuring in order to be more academic in order to make better use of students' instructional time.

The next statement comes from a Kindergarten teacher, Mrs. Sky, a highly enthusiastic teacher of ethnically diverse descent, who expressed her views about the school's magnet program and how it is managed on campus. Ms. Sky shared:

The magnet program is definitely the heart of this school. Our program is a little society within our school. It has a government that is run by the students. They are the ones that are questioning. We, teachers, are the ones that are guiding the students. With our magnet program, we focus on how to help our students develop higher thinking skills in English through questioning and discussions.

From what Mrs. Sky had shared, the Magnet Program sounded quite impressive and worthwhile having. However, according to the Principal, Amarillo's latest test scores and reading levels were not reflecting what this program could do to further the

instructional needs of ELLs. Both teachers' comments seem to indicate that they are strongly focused on their students' English language development, which is a common goal of any SEI instructional program. However, the meta-cognitive and meta-linguistic development of their ELL students, whose emergent bilingual skills often go untapped in SEI programs, did not seem to be a matter of importance from what these teachers expressed in their comments.

Instruction of ELLs

To conclude addressing SRQ1, it was necessary to look at how the school's SEI instructional program was incorporating research-based instructional methods that were serving the instructional needs of ELLs. The metric criteria for instruction, which points specifically to what an instructional program, aligned with *Castañeda's* prong 1-test, must entail is listed in Table 13.

Table 13

Instruction of ELLs

Effective Features of Instruction of ELLs	MA	PA	FA	EP
Instruction is derived from research on the development of bilingualism & biliteracy in children, which incorporates a variety of instructional methods that respond to different learning styles & language proficiency levels. Instruction is challenging enough to promote high levels of language proficiency and critical thinking.		X		

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Rating descriptive. A partial alignment rating was assigned to the instruction of ELLs strand. The rubric description for a partial alignment rating was partially derived

from the Guiding Principles of Dual Language Education (Howard et al., 2007) and described as follows:

Explicit language arts instruction is provided only in one language, English, for the duration of the program (p. 68). Yet, instruction may only sporadically, if at all, incorporate the partner language (i.e. Spanish) of ELLs. Some instructional techniques are used for addressing second language learners (ELLs), and native speakers of English (NES), but instruction is still geared to one group or the other (Howard et al., 2007).

Rating premise. To support this partial alignment rating, the following statements from second grade teacher, and first grade teacher, Mrs. Nevada, and Mrs. Compás respectively, substantiated that English is the exclusive language of instruction in which language arts is taught to all Amarillo students. Mrs. Nevada shared:

We follow a variety of programs—instructional approaches—that we incorporate into our instructional program: Lucy Caukens—writing program (Feinberg, 2007), a balanced literacy approach, critical literacy, critical math, *Systematic ELD* (2015), and teach-and-release. A lot of dialogue is practiced throughout the day. We also practice small group instruction, in which we customize the small group instruction to address the literacy skills that the small group needs to work on the most.

Mrs. Compás gave a similar response, “In first grade, we follow pretty much all of the programs that Mrs. Nevada mentioned, except we do not do Lucy Caukens. I focus a lot on teaching reading so I also do a lot of small group instruction.” The researcher then asked, “So do your ELLs get deployed to their specific proficiency levels

during ELD—English language development? Like, deploying ELLs to other classrooms within your grade level during a specific time of the day?” Mrs. Nevada responded, “No, not really. We do our own ELD in the classroom at our own time.” The researcher further asked Mrs. Compás, “How about your grade level, Mrs. Compás? Does it deploy ELLs in an ELD block during the day?” Mrs. Compás responded, “No, we do our own ‘thing’ in our classroom too.”

Despite the fair amount of detail that the two primary grade teachers gave in describing their English literacy instructional approaches (i.e., small group instruction, balanced literacy, and critical literacy), both teachers gave slim detail on how they address ELD in class.

Interview with a kindergarten teacher. In addition to interviewing the two primary grade teachers—Mrs. Compás and Mrs. Nevada—the researcher interviewed a third teacher participant, a Kindergarten teacher, Mrs. Sky, who was fluent in Tagalog and English, and who came to the United States as an ELL at the age of 12. Mrs. Sky shared that she was an ELL when she entered middle school upon immigrating to this country. The researcher was anticipating that she would have a deeper empathy towards the struggles that ELLs contend with in accessing grade level curriculum due to her experiences as an ELL as well. She shared her views regarding ELD instruction that is pertinent to monitoring the progress that ELL students are making in terms of English proficiency attainment. Mrs. Sky stated:

We have to teach English as a specific ELD portion of our day. We are required to do that. I always have ELD in the morning. If I can, I squeeze it in, which is the

first thing that is on my classroom schedule. But since it's Kindergarten, ELD is really all day.

What the researcher discerned from Mrs. Sky's comments, in which she expressed that she addresses ELD instruction when she can "squeeze" it into the class schedule, gives the impression that ELD instruction may not have as high a priority to teach as other curriculum subjects that are required.

After having interviewed these three primary grade teachers, it was necessary to approach the school's Resource Teacher to better understand how ELD instruction was being addressed in terms of the vision and goals of Amarillo's SEI instructional program, and how aligned was their ELD instruction with research-based language acquisition pedagogy.

Thus, the fourth teacher, a specialized bilingual resource teacher, Mrs. Integra, was interviewed, and asked for her views on how teachers at Amarillo were addressing language development for ELL students. When asked about how the school addresses language development for ELLs, Mrs. Integra responded:

Teachers use *Systematic ELD* (2015). They use small group instruction when it is their designated ELD time in their schedule. And they use integrated ELD in the instructional content across the grade level curriculum. Teachers here implement ELD strategies across the curriculum and throughout the entire school day pretty much.

When further asked how the school addresses the primary language development of ELLs, Mrs. Integra responded, “No, the school’s focus is on their English language development and raising their proficiency levels so that they can be reclassified.”

Although Mrs. Integra was able to provide a detailed description of what teachers at Amarillo do to address ELD instruction, she mistook the term *language development* to mean *English language development* in responding to the researcher’s first question. The researcher had used the term language development referring to the language development of two languages, Spanish and English, which Latino children often come equipped with, at various stages of development, when they first enter school.

When the researcher posed a second question inquiring how “primary language development” for ELLs is addressed, Mrs. Integra’s definitive “No” response and her emphasis on reclassification left little room for discussion about BE/DLE programs.

At this point in the case study, it was essential to attend an ELAC meeting to find out first-hand how the school’s ELLs were fairing towards reclassification.

Parent ELAC meeting attended. The researcher attended an ELAC meeting in the May of 2016 in which the prime topic of discussion was reclassification of ELLs. It was there that the researcher heard an ELAC parent, Mrs. Clavel, expressed her concerns about how some teachers neglect to inform parents with enough notice if their children’s prospects for reclassification are poor. Mrs. Clavel stated in Spanish:

¡Como padres, nos frustra que con la instrucción que dan aquí en Amarillo que hay niños que todavía no están listos para ser reclasificados ya para entrar a quinto grado! ¡Los maestros nos dicen que nuestros niños van bien en la clase,

pero ya casi al final del año nos informan que no se van a poder reclasificar porque no han progresado lo suficiente en inglés! ¿Porqué se nos avisa tan tarde en el año?

In English, per researcher's translation, Mrs. Clavel said:

As parents, it frustrates us that with the instruction that is given here at Amarillo, that there are children that are still not ready to be reclassified when they are just about ready to enter into the fifth grade! The teachers tell us that are children are doing fine in class, but then almost at the end of the year they [teachers] tell us that our children cannot be reclassified yet because they [ELLs] have not progressed sufficiently enough in English! Why are we informed so late in the school year?

Mrs. Clavel's comments seem to encapsulate the frustration that Latino parents feel when they are told that their child has not progressed sufficiently to be designated to the next level of English proficiency. This frustration is understandable when parents enroll their child with the expectation that their child will make the required yearly progress in attaining English so that she/he, particularly when the only instructional program choice that Latino parents are given is the SEI program. Thus, at this point of the study, it was necessary to address the second sub-research question, SRQ2, to assess how well staffed and how well supplied the school was to meet the instructional biliteracy needs of ELLs through its SEI program.

Resources and Qualified Staff (*Castañeda* Guideline 2)

To address the second sub-research question, rubric ratings were compiled to assess how Amarillo’s instructional program was meeting the biliteracy needs of its ELLs within the four strands of (a) *Castañeda*’s resource principle, also referred to in the research literature as *Castañeda*’s prong 2-test (Gándara et al., 2010), concerning additive biliteracy instructional programs, (b) curriculum, (c) qualified staffing and teacher ideology, and (d) professional development and staff program support. These four strands frame the critical components necessary for establishing an effective additive BE program. All four of these strands, which address the provision of well-trained qualified staff and equitable accessibility to curricular materials, resources and support for all students, are aligned with *Castañeda*’s prong 2-test.

***Castañeda*’s Resources Principle for Implementing Billiteracy Programs**

The fourth strand, - *Castañeda*’s Resource Principle for Implementing Additive Biliteracy Instructional Programs—encompasses *Castañeda*’s resource principle that addresses the provision of appropriate instructional materials and resources, along with well-trained, qualified instructors for the effective execution of a research-based instructional program that meets the instructional needs and biliteracy skills of ELLs. It was necessary to divide the fourth strand into two components, provision of instructional materials and certified biliteracy teachers, due to the different dimensions of what these two components consist. Descriptive criteria for the fourth strand, which aligns with *Castañeda*’s Resource Principle, were listed in Table 14.

Table 14

Castañeda’s Resources Principle for Implementing Additive Bilingual Programs

Effective features of <i>Castañeda’s Resources Principle for Implementing Additive Bilingual Instructional Programs</i>	MA	PA	FA	EP
<i>Provision of Instructional Materials:</i> Instructional materials & resources that are aligned with the instructional program are equitably accessible to all students to promote additive bilinguality in both the ELL’s primary language (e.g. Spanish) and their second language, English.	X			
<i>Certified Bilingual Teachers:</i> Well-trained certified bilingual teachers are on staff to teach in an Additive Bilingual program that can be readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.	X			

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Provision of instructional materials. According to the metric criteria of *Strand 4 - Castañeda’s Resources Principle for Implementing Additive Bilingual Programs*—as specified within Table 14, under the *Provision of Instructional Materials* subsection, instructional materials and resources need to be equitably accessible to all students in support of their primary language (L1) and their secondary language (L2). These criteria served as a basis for determining how Amarillo’s provision of instructional materials has met the instructional bilinguality needs of ELLs within the context of *Castañeda’s* prong 2-test of resources needed to support pedagogical approach to additive bilingual programs.

Rating descriptive. Based on anecdotal field notes and participant interviews, a minimal alignment rating was assigned to this subsection, which was partially derived from the *Guiding Principles of Dual Language Education* (Howard et al., 2007) and described as follows:

Instructional materials & resources that are aligned with the instructional program are overwhelmingly accessible for only one language group, which typically is the language group of the mainstream (Howard et al., 2007, p.84).

A portion of the data that contributed to assigning a minimal alignment rating to this strand involved acquiring access to classrooms in order to assess the type of support materials that were available to ELLs within classrooms. The following sections, classroom access and observations and library observations contain narrative data that support a minimal alignment rating.

Classroom Access and Observations

In order to determine the level of *Castañeda's* prong 2-test of resources alignment, within the context of the school's provision and accessibility of instructional materials, a series of classroom visits were required. Unfortunately, access to classrooms was quite limited during the course of this case study. The teachers, who agreed to be interviewed in their classrooms, had a last-minute "change of heart" and consequently declined to hold the interviews in their classrooms. Ultimately, their interviews were held in a conference room within the school office, which barred the researcher from assessing if they had on hand any Spanish classroom resource materials. The only classroom that was visited was a Kindergarten classroom. Due to a pending change in school leadership that was occurring during the later part of the school year, access to other classrooms was not forthcoming.

Thus, due to the limited number of classroom visits, it was difficult to discern if supplemental materials to support ELLs in their L1 (i.e., Spanish) development were on

hand in other classrooms. In the three classrooms that were visited, supplemental Spanish materials were not apparent. The instructional resource room in particular did not appear to contain any supplemental Spanish materials in spite of its significant amount of supplemental English texts that were on hand for teachers to access for their classrooms.

However, during the second grade teacher's interview, Mrs. Nevada shared the following information, "In our classrooms, we do not have any Spanish text, but our school library has some books in Spanish that parents can check out to read to their kids." Thus, with that bit of useful information, the researcher visited the school's library to assess how substantial and accessible was the collection of Spanish library books for parents to check out to read to their children at home.

Library observations. In reviewing the Spanish book collection within the school library, it was quite apparent that the collection of fictional and nonfictional books, both in Spanish and bilingual—Spanish-English books—was relatively small in comparison to the collection of books in English. Aside from the small quantity of Spanish books that was noted, the quality and variety of this collection was also noted to be limited. From what was noted, the collection contained some popular children's classics. A portion of the collection consisted of some outdated nonfictional Spanish texts. Yet, for the most part, the collection of Spanish children's books consisted of a moderate variety of classics that the researcher was quite familiar with, having been a biliteracy teacher herself for over 20 years.

In addition, the location of the Spanish book collection within the library was also observed for student and parent access. It was noted that the collection was situated at

some distance from the vast collection of English children's books, which can unintentionally send the wrong message to students that Spanish literature is of less importance and value. Nonetheless, the Spanish book collection was accessible to parents and students to check out. In short, the compilation of field notes of the library and classroom visits contributed to the assignment of a minimal alignment rating for the provision of instructional materials.

Certified Biliteracy Teachers

The second subsection of the fourth strand's criteria, *Certified Biliteracy Teachers*, specifies that, *Well-trained certified bilingual teachers are on staff to teach in an additive biliteracy program that can be readily offered at the school site*. This descriptive was partially obtained from the language used in *Guiding Principles of Dual Language Education* (Howard et al., 2007).

Based on what two teachers participants shared about their background as biliteracy teachers, a "minimal alignment" rating was again assigned to this subsection, which stresses that well-trained certified bilingual teachers are on staff, but their skills are only used to promote English Language Mainstream (ELM) and SEI modes of instruction.

Rating premise. Undoubtedly, a teacher with a background in BE is an asset to any school that has ELLs. However, when well-trained biliteracy teachers are hired at a school that lacks a BE/ DLE, much of the teacher's pedagogical expertise and instructional skills in biliteracy instruction are often underused.

Another reason for assigning a minimal alignment rating was due to the uncertainty of the total number of teachers on staff that held a BCLAD (i.e., biliteracy education) certification. Although the researcher was not able to determine how many teachers on staff were BCLAD certified, the school appeared to have the potential for beginning an additive BE program when considering that 67% of the school's enrollment was composed of emergent bilingual ELLs.

Curriculum for ELL Support

To continue addressing the second research question, the availability of classroom curriculum materials, required review as well. The classroom visits gave some indication of how to rate Amarillo's instructional program according to the curriculum metric criteria listed in Table 15 as follows:

Table 15

Curriculum for ELL Support

Effective Features of Curriculum for ELL Support	MA	PA	FA	EP
Curriculum is aligned with district & state content standards that promote the primary language development of ELLs' in conjunction with English language development through research-based pedagogy of second language acquisition.	X			
Curriculum is also aligned with the vision and goals of bilingualism, biliteracy & multiculturalism and includes language & literature across the curriculum that reflects and values diverse cultures of students.	X			

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

A minimal alignment rating was assigned to this category based on observations made when visiting classrooms during pre-arranged visits. The rubric description for a

minimal alignment rating was partially derived from the *Guiding Principles of Dual Language Education* (Howard et al., 2007, p.63) and described as follows:

There is little indication of research-based principles of language acquisition being incorporated during curriculum development. All academic subjects (math, science, and language arts) and specials (i.e., art, music, etc.) are taught overwhelmingly in English with little to no attempt to teach any curriculum in the primary language of ELLs. There is little indication that the curriculum is culturally relevant or supports students' prior knowledge and home language.

Rating premise. The classrooms that were visited seemed to be well provisioned with curriculum materials, the minimal alignment rating that was assigned was attributed to the apparent absence of curriculum materials that could serve to support the development and enrichment of the primary language of ELLs within classrooms. A more detailed rendition of the researcher's observations of classroom curriculum materials is offered as follows.

Classroom curricular materials. The minimal alignment rating for the curriculum strand was based on observations noted during three classrooms visits. The researcher's access to classrooms was limited due to a change in school leadership that occurred at the end of the school year, which may have contributed to other teachers' reluctance to be interviewed or visited. In spite of the limited access to classrooms, the researcher was able to visit a current Kindergarten classroom that was sufficiently supplied with a variety of English leveled-reading text that were designated for reading groups according to students' reading levels. The classroom seemed to be well equipped

with interactive Smart Board technology that the teacher could use for wide-screen illustrations of English language arts lessons and interactive math activities.

The researcher visited two vacant classrooms that were being used as resource rooms, which held vast collections of English leveled reading books that teachers could check out for their classrooms. One room contained the overflow of grade level curriculum materials, which consisted exclusively of English text. These resource rooms were also used for parent meetings, grade level planning, and professional development.

Overall, it was assumed that classrooms were well equipped with grade appropriate English text and instructional materials. Yet, with the limited number of classrooms that the researcher gained access to, it could only be speculated that English literacy materials were distributed equitably among all grade levels. However, when addressing the issue of providing ELLs with equitable access to literacy resources in the primary language (i.e., Spanish) of ELLs, evidence of supplemental Spanish materials did not seem to be present in either of the resource rooms, which held the overflow of curriculum and supplemental materials and multiple sets of leveled reading text for classroom use.

Mrs. Ave de Paraíso's personal communication. Coincidentally, a parent participant privately shared with the researcher on one of the researcher's visits that ELL students are not the only ones impacted by the lack of Spanish materials in the classroom. According to this parent, Mrs. Ave de Paraíso, an active ELAC member, the lack of Spanish text in the classrooms affects Latino parents who do not read or speak English when they come to school on Family Reading Day. She explained that when she comes to

school once a month in the morning to read with her child on Family Reading Day, she, like other immigrant Latino parents, often felt embarrassed since she struggles to read in English. Mrs. Ave de Paraíso shared in Spanish:

Cuando venimos a la escuela para leer con nuestros niños, nunca ha habido libros en español en los salones para poderles leer. Según cuando la escuela nos avisa del día para leer con los niños, se supone que nos van a dar libros para poderles leer a los niños. Pero nunca sucede así. ¡Mas bien los niños nos leen a nosotros los padres, como yo, en inglés y pues, muchos padres, nada mas se sientan un lado de su niño y lo escuchan sin entender lo que acabó el niño de leer!

In English, per researcher's translation, Mrs. Ave de Paraíso shared:

When we come to the school to read with our children, there have never been any books in Spanish in the classrooms to be able to read to them. Supposedly the school lets us know the day to read with our children and it is assumed that the school is going to provide us books to read to the kids. But it never happens that way. What ends up happening is that the children read to us, the parents, like myself, in English and, well, many parents just sit there at the side of their child and listen without understanding what the child just finished reading!

Although having Spanish reading text in classrooms may not be part of the vision and goals of a school's instructional program, the act of providing Spanish text in classrooms can promote not only literacy support for both ELLs and provide literacy

resources for their parents, it can also promote feelings of inclusion and a sign of respect towards someone's language and culture that may not be that of the mainstream.

Pedagogically Conscientious Staffing

Recruiting well-trained teachers, who are committed to the vision and goals of a program such as an additive BE program, is critical to the program's maintenance. Similarly, recruiting teachers, who adhere to a researched-based pedagogical ideology that fuels an additive BE program, is also essential for the program to flourish. For this reason, strand six was subdivided into two components: recruiting pedagogically conscientious teachers and pedagogical ideology, which together contribute to an integral part of the *Castañeda's* prong 2-test alignment. Partial and minimal alignment ratings were assigned respectively to these two components of strand six. The metric criterion that was established for both components is listed in Table 16 as follows:

Table 16

Pedagogically Conscientious Staffing

Effective Features of Pedagogically Conscientious Staffing	MA	PA	FA	EP
<i>Recruiting conscientious teachers:</i> The program selects and trains high quality teachers who are fully credentialed as BCLAD bilingual & CLAD teachers, who have knowledge of biliteracy education and second language acquisition.		X		
<i>Pedagogical ideology:</i> Teachers and support staff are regularly encouraged to maintain and inform their pedagogical ideology of second language acquisition, bilingual / biliteracy development in congruence with the school's vision and goals.	X			

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Rating premise. Regarding the sixth strand's first component, *recruiting conscientious teachers*, as listed in Table 16, staffing at Amarillo was adequate for a school that has a SEI focus. Teacher participants, who were interviewed for the study, seemed highly knowledgeable about basic pedagogical theories applicable to native English speakers (NES), who have the academic advantage of being educated in their primary language. Yet, regarding pedagogical practices targeting English language acquisition for ELLs, the instruction plan that Amarillo's teachers appeared to follow was still better suited in meeting the instructional needs of NES students than those of ELLs.

The second component of the sixth strand, pedagogical ideology, it was deemed necessary to assign a minimal alignment rating to this strand component, due to the apprehensive reactions/comments that the teacher participants gave in response to questions posed to them concerning BE programs.

Bilingual skills and biliteracy training. An interesting point about the four teachers interviewed for this study was that all four were fluently bilingual and grew up speaking at least two languages. What was particularly interesting about Mrs. Nevada's background was that she grew up speaking three languages at home, English, Spanish and some Tagalog. During the interview, the researcher tried to ask Mrs. Nevada if she had ever considered becoming a certified biliteracy teacher since she already had bilingual skills. However, Mrs. Nevada requested to pass on that question, which was an option that the researcher gave her from the start of the interview. Later on in the interview, she shared that she held firmly to the belief that students at Amarillo needed to

learn English first, and that she did not believe in Biliteracy instruction was in the best interest of the school's ELLs.

Another interesting fact was that the two highly experienced BCLAD teachers that were interviewed shared over 20 years of classroom experience teaching in BE/Dual Language programs prior to transferring to Amarillo.

Mrs. Compás shared:

I have been teaching for over 35 years here in this city. The last eight years I have been at this school since it was opened... So I've taught in biliteracy programs, for a good part of the time before coming to this school.

The researcher asked Mrs. Compás, "How do you feel about working at a school that does not have a biliteracy program?" Mrs. Compás shrugged her shoulders in response.

In another interview, the resource teacher responded similarly. Mrs. Integra shared:

Before becoming a specialized resource teacher, I taught in biliteracy and dual immersion programs for over 20 years. I've never taught before in a SEI classroom. After I left the classroom, I've been a specialized resource teacher at this school. So this is my first experience working at a school with a SEI program.

The researcher asked, "Do you miss working at a school that has a biliteracy program?"

Mrs. Integra gesticulated and shook her head indicating "no."

What was found to be somewhat concerning about the comments from these highly experienced biliteracy teachers, was that the teachers did not appear to express any degree of despondency for the fact that Amarillo did not offer a biliteracy program. For example, when the researcher asked both teachers how they felt about working at a

school that did not have a biliteracy program, they both were silent. One shook her head. The other shrugged her shoulders in response to the question.

Undoubtedly, more interview-time would be required to have these teachers elaborate more about this apparent disconnect in their professional backgrounds and current teaching positions in order to more accurately portray what their professional pedagogical ideology is regarding first and second language acquisition for ELLs.

However, when the resource teacher was asked about what she deemed to be the best practices for working with ELLs, her comments pointed to her current ideology about second language acquisition for ELLs. Mrs. Integra shared:

In my opinion, the most important thing that ELLs need to succeed academically is to raise their reading levels in English and improve their writing. By third, fourth and fifth grade, what holds ELLs back the most is their reading levels. In third grade, they are already speaking English fluently, but their reading comprehension and their writing skills are often below grade level and that is what keeps them from getting reclassified.

Despite Mrs. Integra's vast experience in teaching biliteracy, her comments appeared to indicate that she favored following a straight English immersion approach to instructing ELLs. It was hard to discern if she still maintained a pedagogical ideology of second language acquisition from having taught for so many years in biliteracy / DLE programs prior to joining the staff at Amarillo.

What was also concerning was her emphasis on ELLs attaining reclassification without any mention of the development of an ELL's proficiency skills in both English

and Spanish. According to the California Department of Education, schools are required to follow an approved evaluation protocol in determining if reclassifying an ELL is warranted per CDOE parameters (CSDE, 2014a). It remained to be determined if the case study school was experiencing extra pressure from district upper management to increase percentages of reclassifying ELLs.

Program Maintenance and Staff Program Support

The data addressing the professional development that is provided to the Amarillo teachers was slim at best to assign a well-substantiated rating for the professional development component of this strand. A partial alignment rating was assigned to this component of the strand as indicated in Table 17 as follows:

Table 17

Program Maintenance & Staff Program Support

Effective Features of Program Maintenance & Staff Program-Support	MA	PA	FA	EP
<i>Professional development:</i> Professional development is aligned with goals and strategies of the program that specifically focuses on second language acquisition and biliteracy development.		X		
<i>Staff Program-Support:</i> The program is adequately funded in that sufficient staff, equipment and materials acquired through funding allocations match the goals & objectives of the program.		X		

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Professional development. According to the Kindergarten teacher, Mrs. Sky, some teachers at Amarillo had received a training called Quality Teaching for English Learners, also known as QTEL, a WestEd research-based professional development

initiative that was offered through the district as a supplemental approach to meeting the instructional needs of ELLs (WestEd, 2016). Mrs. Sky commented:

Yeah, we had the training. It's about having students be aware of what is going to happen and what is going to be discussed. Like a preview of what's going to happen as far as the topic, the language, the vocabulary, so that they can be successful for when they are actually doing in the learning. So QTEL is like a preview of what's going to come up. I still use it in my classroom.

However, after asking the resource teacher, Mrs. Integra, if QTEL strategies were still being practiced among teachers at all grade levels, Mrs. Integra responded, "No, I don't think so. QTEL was a long time ago! QTEL is not talked about anymore." Aside from Mrs. Sky's account of the QTEL training she received several years ago, the other teacher participants were not specific about the type of training that they typically receive other than mentioning professional development about balanced-literacy approaches. For that reason, a Partial Alignment rating was the most reasonable rating to be applied to the professional development component of this strand.

Staff program-support. In reference to the second component, staff program-support, all four teachers substantiated that grade level teacher-teams were regularly released from classroom instruction for a monthly grade level meeting, in which the grade-leveled team would analyze their students' work in order to plan the next instructional steps to take. The provision of teacher-release time from classroom instruction is a common method of providing support for teachers to plan and focus on the school's instructional program. This particular method of staff support is typically

financed with funding allocations that each school acquires pertinent to the level of supplemental funding support that the school may require to meet the instructional needs of its ELLs and low-income students.

Again, according to Mrs. Sky, teachers were often supported in developing their instructional approaches that they applied when working with ELLs. Mrs. Sky shared:

The support from our resource teachers is always there. You can always email them. They are always available. Now that they are divided up in three schools it's kind of hard. Our resource teacher is always here at our grade level meetings.

Again, a partial alignment rating was applied to the staff program support component, which was based on consistent, but limited narrative data that was acquired from the four teacher participants.

Overall, it was reassuring to know that specialized resource teachers were assisting teachers, especially helping teachers in supporting their ELLs. More case study work is required to appraise more accurately how funding allocations were being used to address the instructional needs of Amarillo's students, and how effective has been the instructional support for ELLs that teachers have been implementing.

At this point in the study, it was necessary to address *Castañeda's* effectiveness principle, concerning instructional programs for ELLs, to complete the alignment of data within the crucial dimension of *Castañeda's* prong 3-test, which mandates that instructional programs serving ELLs must show evidence of effectiveness (Gándara et al., 2010).

Program Effectiveness (*Castañeda* Guideline 3)

Castañeda's prong 3-test was utilized to address the importance of determining the effectiveness of a school's instructional program for ELLs, along with how well the school is communicating information on its program's effectiveness to parents and all essential stakeholders. A program's effectiveness has been traditionally measured by the results of its standardized test, but there are also other indicators of academic success, such as how well a school is addressing and developing 21st century skills that are crucial for students to attain, such as communication skills, which entail multilingualism and multiculturalism for global participation that were established by a professional coalition referred to as the Partnership for 21st Century Learning (2015).

Effective additive BE/DLE programs encapsulate 21st century bilingual and multilingual communication skills. Mainstream middle class parents across the U.S. have been showing a growing interest in BE/DLE programs and actively pursuing these programs for their children (Lindholm-Leary & Hernández, 2011). However, the question still remains if schools in marginalized Latino-majority communities have been making Latino parents aware of the importance of 21st century bilingual/multilingual communication skills for their children to attain.

In conjunction with informing Latino parents about 21st century learning, it is also essential that parents fully understand what the school's instructional program(s) entails and how effective the program has been each year. Subsequently, in sharing information about a program's level of progress, also requires offering parents information about alternative instructional programs, such as additive biliteracy programs, as well. Thus, it

was essential that an eighth strand addressing *Castañeda's* prong 3-test of instructional program effectiveness be incorporated to examine assessment and accountability.

Thus, the following table lists the metric criteria of the eighth strand, *Castañeda's* effectiveness principle, which emphasizes the cornerstones of assessment and accountability. The research literature suggests that parents of ELLs have often been marginalized in terms of how information is presented and made available to them (Olivos, et al., 2011)

Additive Biliteracy Programs

The metric criteria, upon which *Castañeda's* effectiveness principle was established, was divided into two critical components: assessment and accountability of program effectiveness and parent access to additive biliteracy program information. Both components address the core research questions that spurred this study. The criteria for this strand, which is aligned with the *Castañeda's* prong 3 - effectiveness test is displayed in Table 18 as follows:

Table 18

Castañeda's Effectiveness Principle for Additive Biliteracy Programs

<i>Castañeda's Effectiveness Principle of Additive Biliteracy Programs for ELLs</i>	MA	PA	FA	EP
<i>(1st) Assessment and Accountability of Program Effectiveness:</i> Instructional program, based on sound pedagogical theory of language acquisition that promotes additive Biliteracy, is assessed systematically throughout the school year to determine program effectiveness in developing both the L1 (i.e., Spanish) and the L2 (i.e., English) of the ELL for his/her attainment of bilingual/biliteracy proficiency in both languages.	X			
<i>(2nd) Parent access to additive Biliteracy Program information:</i> Information about the effectiveness of the instructional program	X			

is made readily available to all essential stakeholders. Information about additive Biliteracy Programs is readily available to parents of ELLs at the school site without restrictions or limitations.

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Assessment and Accountability of Program Effectiveness

While gathering qualitative data from participant interviews to determine how effective was Amarillo’s SEI program, it was found that determining an instructional program’s effectiveness, based on differing viewpoints of administrators, teachers and parents, was a far more complex endeavor. Aside from standardized test results, the regularity with which student data and instructional practices are assessed is critical to determining program effectiveness. A minimal alignment rating, partially derived from the *Guiding Principles of Dual Language Education* (Howard et al., 2007) and as described below, was assigned to this subcategory of the strand as follows:

Instructional program is minimally based on sound pedagogical theory of language acquisition. The program, which exclusively promotes English instruction without utilizing ELLs’ primary home language or cultural background, is systematically assessed throughout the school year to determine program effectiveness in developing solely English fluency in ELLs (Howard et al., 2007).

Rating premise. Evidence of assessments, occurring on a regular basis, was obtained from the school’s test reports posted on the CDOE website, which is linked to DataQuest (CSDE, 2016e), and the Smarter Balance Assessment System (CSDE, 2016h). In addition to these website links, the California English Language Development Test

(CELDT) data on ELLS, has also been available online (CSDE, 2016a). The CELDT profile that assesses the annual English proficiency test results of ELLs is listed in Table 19. In addition, the number and percent of students at each overall CELDT performance level per grades K-5 for the 2015 - 2016 school year are also displayed in Table 19 as follows:

Table 19

CELDT Performance Levels (2015-2016) per Amarillo Elementary ELL

Performance Level	Number and Percentage of Students by Grade Level						
	K	1	2	3	4	5	Total
Advanced	1 (6.0%)	4 (6.0%)	1 (1.0%)	1 (1.0%)	2 (3.0%)	7 (9.0%)	16 (4.0%)
Early Advanced	3 (18.0%)	13 (20.0%)	10 (12.0%)	9 (12.0%)	12 (18.0%)	40 (53.0%)	87 (23.0%)
Intermediate	6 (35.0%)	26 (40.0%)	34 (40.0%)	36 (47.0%)	30 (45.0%)	25 (33.0%)	157 (41.0%)
Early Intermediate	4 (24.0%)	17 (26.0%)	30 (35.0%)	16 (21.0%)	12 (18.0%)	2 (3.0%)	81 (21.0%)
Beginning	3 (18.0%)	5 (8.0%)	10 (12.0%)	14 (18.0%)	10 (15.0%)	1 (1.0%)	43 (11.0%)
Number Tested	116167 (100.0%)	65 (100.0%)	85 (100.0%)	76 (100.0%)	66 (100.0%)	75 (100.0%)	384 (100.0%)

Source. CELDT scores for 2015-2016 school year (CSDE, 2016a).

Another data source that added to the minimal alignment rating with regards to *Castañeda's* effectiveness principle stemmed from selected comments that teacher participants shared. Mrs. Sky, the Kindergarten teacher commented:

At our school we do grade level planning. All the grade-level teachers, we all meet once a month at least to plan what we are going to teach. Wanting to know what are all of their students' strengths, and their weaknesses depending upon results of assessments. What would it look like if we push our below basic-

students. We're planning based on the results of our kids' English language assessments and looking at what the kids produce.

Mrs. Nevada stated:

Our grade levels meet about once a month in which we plan and reflect on what's working for our students and what we need to do to get better results. But one of our greatest challenges is that our parents often times do not follow through with making sure that their children do their homework and that is a challenge because the only time that our students can practice what they are learning in class is when they are in class, but not at home.

However, Mrs. Sky held a slightly different perspective, "Most of our parents in this community have to work. Some have to work two jobs to be able to take care of their families. They can't work with their kids at home like we would like them to."

Unfortunately, aside from the teachers' accounts of grade level assessment and planning, the qualitative data acquired, regarding the school's system of assessment and accountability, was quite limited in scope. However, during the course of the case study, more information regarding the effectiveness of Amarillo's instructional program was obtained from attending a public PTA meeting at the school site that took place in the school's auditorium.

Public PTA meeting in May 2016. Towards the conclusion of the public PTA meeting, the principal shared his concerns with parents about the school's magnet program and the overall academic performances of students under the current instructional program. His statements were noted during the PTA meeting and

reconfirmed in his interview that was held following the PTA meeting. Principal Kay stated:

It is a hard decision to make whether to keep maintaining the magnet program structure while a significant percentage of our students are reading far below grade level and are in need of more additional support in literacy and math. I find it very disconcerting that our school is among the group of elementary schools in the area whose fifth graders go onto our local middle school reading at a third grade level.

The researcher commented to Mr. Kay, “During the PTA meeting, I noticed that one parent asked about the possibility of having a biliteracy program at the school. Have parents ever asked about having a biliteracy program here at Amarillo?” Mr. Kay responded, “No, this is the first time that I have ever had a parent raise that question?” The researcher proceeded to ask, “Would you ever consider having a biliteracy program here?” Mr. Kay, then responded, “Yes, I don’t see why not... If there were enough interest in it I would be open to having it.”

By all accounts, the researcher felt that Mr. Kay was sincere in saying that he would be open to having a biliteracy program at Amarillo. His apparent openness to the idea of having a biliteracy program was important, especially in light of the fact that he publicly admitted to parents at the PTA meeting that the school’s instructional programs were not producing acceptable results, with so many students reading at a third grade level at the end of fifth grade when passing on to middle school.

Weeks later, Mrs. Gardenia, who was one of the school's most outspoken ELAC parents, shared her views that confirmed what the principal had stated at the PTA meeting about the effectiveness of the school's instructional program. Mrs. Gardenia shared in Spanish:

Nos preocupa mucho lo bajo que han salido los resultados de las pruebas de los estudiantes. Mi hijo ha salido bajo en matemáticas junto con muchos de sus compañeros y los resultados de los niveles de lectura también han estado bajos por lo que tengo entendido. Lo bueno es que mi hijo se va poder reclasificar éste año, pero no me da gusto saber que muchos de sus compañeros de clase están bajo de nivel de lectura.

In English per researcher's translation, Mrs. Gardenia shared:

We worry a lot about how low the test results have been of our students. My son has come out low in math along with many of his classmates and the results of the reading levels have also been low of what I understand. What's good is that my son will be able to be reclassified this year, but it does not give me pleasure to know that many of his classmates are below reading level.

Thus, the array of concerns participants expressed ultimately pointed to the relative ineffectiveness of the school's instructional program that was not sufficiently meeting the instructional needs of ELLs, who live in a low socio-economic community where parents struggle to earn a living.

Parent Access to Information About Additive BE Programs.

Two of the study's most critical issues to be examined are also addressed under this subcomponent of Strand 8. These two issues are (a) how *accessible* is school-site biliteracy program information for parents of ELLs and (b) how *attainable* is parent access to due process to attain the alternate/BE program option and initiate the necessary steps to have their children placed in a BE/DLE program (CSDE, 2016f). For a parent program option to be truly attainable, superfluous restrictions, and limitations placed on parents of ELLs at a school site runs counter to respecting parents' right of due process. As was listed in Table 18, *Castañeda's* effectiveness principle, a minimal alignment rating was assigned under this subcategory based on the following rubric description, that was partially derived from the *Guided Principles of Dual Language Education* (Howard et al., 2007): Information about additive biliteracy programs is not readily available to parents of ELLs at the school site and when requested, the information is met with restrictions and limitations.

Prior to assigning a minimal alignment rating to the parent, it was necessary to inquire if the biliteracy program option had ever been discussed or proposed to ELAC parents at Amarillo. Two ELAC mothers, Mrs. Hortensia and Mrs. Gardenia, who had been very active volunteering in the school since six years ago when their respective sons were enrolled in Kindergarten, gave insight into the availability of information about biliteracy programs at Amarillo. Their narratives strongly indicate that they were highly interested in having a biliteracy program established at the school site, but their efforts were met with little assistance and insufficient information. The researcher asked Mrs.

Hortensia the following question in Spanish, “*Y en los años que Usted ha estado de voluntaria, ha habido programa de ‘Bilectoescritura’ o lo que le llaman Doble Inmersión?*” In English, the researcher had asked Mrs. Hortensia, “And in the years that you have been volunteering [for over five years] has there been a biliteracy program or what is called dual [language] immersion?” Mrs. Hortensia moved her head indicating, “No.” Then Mrs. Gardenia responded in Spanish:

Desde que mi niño ha estado aquí no ha habido ningún programa Bilingüe. Anteriormente, teníamos una Maestra de ELAC que nos informó que teníamos que tener las firmas de 20 padres para poder pedir el programa y yo me puse a juntar las firmas de padres. Y conseguimos unas 23 firmas en la lista pero nos dijeron que tenía que haber 20 firmas de un solo grado y las firmas que juntamos eran de varios grados pero no lo suficiente para hacer una clase Bilingüe.

In English, per researcher’s translation, Mrs. Gardenia responded:

Since my son has been here there has been no bilingual program. Previously, we use to have an ELAC teacher [ELL resource teacher] who informed us that we needed to have the signatures of 20 parents in order to be able to request the [biliteracy] program, and I put myself to collect the signatures of parents. And we were able to collect the signatures of some 23 parents on the list. But then we were told that there needed to be 20 signatures of one grade level and the signatures that we collected were of various grades, but not the sufficient number to make a Bilingual class.

Mrs. Hortensia added to the conversation in Spanish:

Estaba considerando cambiarlo [a su hijo] de escuela a una que tuviera el programa como en la otra escuela que está por aquí cercas pero luego era un lio para poder cambiarlo de escuela de ir al distrito y pedir el cambio en la oficina del CHOICE y final de cuentas no lo cambié.

In English, per researcher's translation, Mrs. Hortensia added:

I was considering changing him [her son] from this school to one that would have the program like in the other school that is close around here, but then it was a hassle to change him from school, having to go to the district and ask for the change in the *CHOICE* Office and so finally I didn't change him.

After listening to the accounts of these two ELAC mothers, who had children at Amarillo Elementary for over six years and who wanted a biliteracy program for their respective sons, it was obvious that these two mothers were not given sufficient information about their right to request that a biliteracy program be established at their children's school. It was also concerning that these two parents felt that they had no other option than to do the footwork within the school community in order to collect parent signatures to acquire an additive biliteracy program. Their accounts also indicated that they had been faced with institutional structures and obstacles that made the procurement of an additive biliteracy program labor-intensive, time-consuming and fraught with bureaucratic red tape that can dissuade even the most determined of parents.

Another example of compromising parents' access to information regarding biliteracy Programs was obtained from a second ELAC meeting that the researcher had attended in October 2016. At the meeting, another active ELAC parent, Mrs. Amapola,

asked the resource teacher why Amarillo did not have a biliteracy program. Mrs.

Amapola posed her question in Spanish as such:

El otro día en la junta del Concilio Escolar, una mamá preguntó por qué la escuela no tenía un Programa Bilingüe y le dijeron que era porque, cuando recién abrieron la escuela, que estaba ya la escuela designada para tener el Programa Magnet. Y pues yo quisiera saber si eso es cierto que ya no se puede tener el programa.

In English per researcher's translation, Mrs. Amapola stated:

The other day at the school council meeting, a mother asked why does the school not have a bilingual program and she was told that it was because, when the school was originally opened, the school was already designated to have the magnet program. And so I want to know if that is true that we can no longer have the program.

The resource teacher, Mrs. Integra, responded in Spanish:

Pues la razón por el cual no tiene la escuela el programa de bilingüismo es un poco complicado y se tendría que tener mas tiempo para explicarlo. ¿Qué tal si asignamos una de las siguientes juntas de ELAC que ya están en el calendario para poder tocar ese tema? ¿Qué Tal, si asignamos el tema de bilingüismo para el mes de marzo? Están todos de acuerdo? Okay, hay que seguir nuestro agenda de hoy.

In English, per researcher's translation, Mrs. Integra responded:

Well, the reason for why the school does not have the biliteracy program is a bit complicated and it would require more time to explain it. What if we assign one of the next ELAC meetings that are already on the calendar so that this topic can be touched upon?

At this point, the resource teacher showed on the Document Camera the dates already assigned for ELAC meetings for the 2016-2017 school year. Mrs. Integra proceeded to ask, “What if we assign the topic of biliteracy for the month of March? Is everyone in agreement? Okay, let’s proceed with our agenda of today.”

Reflecting on the previous excerpts from Mrs. Amapola’s exchange with the resource teacher, it was concerning that Mrs. Amapola could not acquire a more detailed response from the resource teacher regarding the prospects of having a biliteracy program at Amarillo. The resource teacher’s response to Mrs. Amapola demonstrated how piecemeal has been the information given to parents of ELLs regarding additive biliteracy programs. In addition, the resource teacher’s request to parents, to postpone addressing the topic of biliteracy programs for a future ELAC meeting to occur five months later, illustrated how the act of postponing discussion on this topic further added to the inertia, inconsistency and ultimately, the “denial of information by default” to parents and of their right to information about additive biliteracy programs.

Subsequently, Mrs. Amapola, along with all the other 14 parents in attendance at the ELAC meeting, quietly conceded to the resource teacher’s request to postpone the discussion of biliteracy programs till five months later. It was obvious that these ELAC parents were not aware of their right to obtain information about alternative/biliteracy

programs in an expediently and substantial manner that will be emphasized in the next strand.

Family and Community Engagement

The last strand, in the series of thematic rubrics that were compiled to better understand how a school's instructional program is effectively meeting the instructional biliteracy needs of ELLs, was adapted to include the importance of offering ongoing parent information sessions so that parents can be well informed decision makers in their children's education. Under Strand 9, two components—empowering parents about instructional program and family and community support—address how an effective school facilitates parent information, which is a critical dimension of the *Castañeda's* prong-three effectiveness test. Parents and community members should be recognized as important stakeholders who are to be regularly informed on how a school's program is meeting its goals and vision, and be given ongoing access to information regarding alternative program options (i.e., additive BE programs) that can more effectively meet the instructional biliteracy needs of students.

The ninth strand was subdivided into two components subtitled empowering parents about instructional program and family and community support. The empowering parents about instructional program component emphasized the importance of having a welcoming school climate in which all parents and community members are encouraged to learn about how the school's instructional program is implemented to meet its vision and goals. The family and community support component highlighted how critical it is for parents and community members to be well informed about the program so that they

can advocate for the program on its behalf due to the open communication and outreach that the program has with its entire school community, as was specified in the rubric criteria of this strand's component. The set of metric criteria for the ninth strand was listed in Table 20 as follows:

Table 20

Family and Community Engagement

Effective Features of Family and Community Engagement	MA	PA	FA	EP
<i>Empowering parents about instructional program:</i> The program offers parent education that is reflective of the school's instructional program, and of its bilingual and multicultural goals of the program. The parent education classes help parents understand how the program works so that parents can act as empowered advocates for the program.	X			
<i>Family & community support:</i> The program is supported by all essential school community stakeholders and is seen by all as a permanent and enriching part of the school. Families are knowledgeable about the program and can advocate on its behalf due to the open communication and outreach that the program has with its entire school community.		X		

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Rating premise. The rationale for assigning minimal alignment ratings to the components of this strand was based on data obtained from focus group activities that a group of ELAC parents (n = 8) participated in a focus group setting that the researcher facilitated at the school site.

Focus group meeting held at Amarillo. During the discussions at the start of the focus group meeting that were primarily conducted in Spanish, it was highly apparent that focus group parents were very confused and unfamiliar with what instructional

program(s) existed at the school. Of the eight parents that participated in the focus group, five parents shared statements that illustrate the vast confusion that they had regarding their understanding of what constituted an instructional program.

The researcher began the conversation asking the focus group parents in Spanish, “What instructional program is offered here for ELLs?” Mrs. Gladiola responded in Spanish, “The program that was offered to show parents how to help the children at home. The one called ‘Success for Life’!”

The confusion among the parents persisted with these following responses that were translated from Spanish to English: Mrs. Iris responded, “Music? Physical education?” Mrs. Orquídea stated, “ELAC! Because it helps the children to learn English!”

Focus Group Activities

Due to the extensive level of confusion and uncertainty that the focus group parents exhibited with regards to instructional programs, the researcher discussed with parents the three types of instructional programs (i.e., SEI, ELM, BE/DLE programs) that are recognized by the California Department of Education for public school education (CSDE, 2016f).

Following a brief description of the three types of instructional programs that can be offered at an elementary school, the researcher proceeded to assess how well informed the focus group parents deemed themselves to be about SEI and BE/DLE instructional programs with the aid of a manual pie chart tool made of intersecting paper plates.

In order to determine parental level of knowledge of SEI and additive biliteracy programs, parents were provided with a visual tool for representing their responses that they could gauge more closely to graphically and visually represent their opinion. A pie chart tool was introduced to parents, so that they could manually rotate the pie chart to represent their responses, and adjust their responses accordingly to each question posed to them.

After arranging their manual pie charts to represent how well informed they felt, parents were also asked to hand color a 12-sectioned pie graphic to match their manual pie chart setting, in order to confirm on paper their responses to the question posed to them. Digital photos of a paper plate pie chart and a 12-sectioned pie graphic are displayed in Figure 1 (See p.106).

The purpose of providing a 12-sectioned pie graphic that parents could subsequently hand-color was to establish a range of arbitrary scores that could be applied to each participant's pie chart response to the question posed. By subdividing the 12-sectioned pie graphic into four quadrants (three sections per quadrant), a score was applied to each quadrant of the pie graphic. According to the number of pie sections that focus group parents hand-colored yellow, determined the score given to the parent's overall pie chart response. The score of one to four were attributed to the number of pie sections colored yellow as follows:

- (a) Score of one = one to three pie sections colored yellow;
- (b) Score of two = four to six pie sections colored yellow;
- (c) Score of three = seven to nine pie sections colored yellow;

(d) Score of four = ten to twelve pie sections colored yellow.

Each score of one to four was also indicative of how well informed focus group parents deemed themselves to be in regards to instructional programs:

- (a) Score of one = poorly informed;
- (b) Score of two = somewhat informed;
- (c) Score of three = moderately informed; and
- (d) Score of four = well informed.

Accessory Scoring Tools

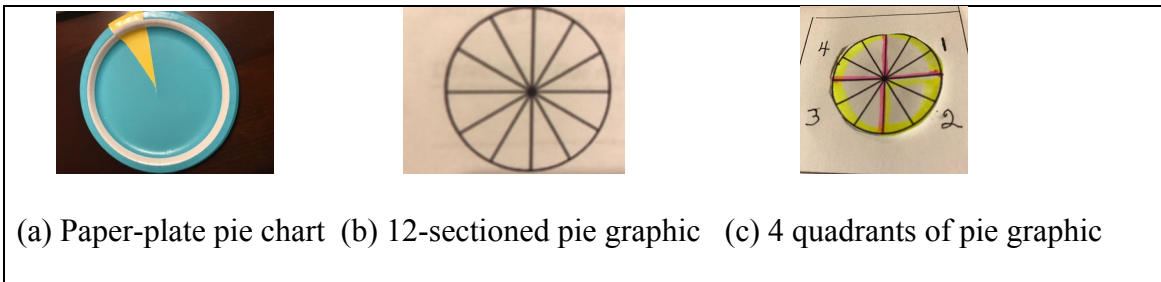


Figure 1. (a) Manual pie chart tool made of two paper plates intersected. (b) Graphic of a 12-sectioned circle. (c) Hand-drawn illustration of four quadrants within a 12-sectioned circle.

An example of the range of focus group parents' responses, using pie-chart tool paired with the pie graphic they hand-colored, are displayed in Figure 2 as follows:

Attributing Scores to Parents' Pie Chart Responses

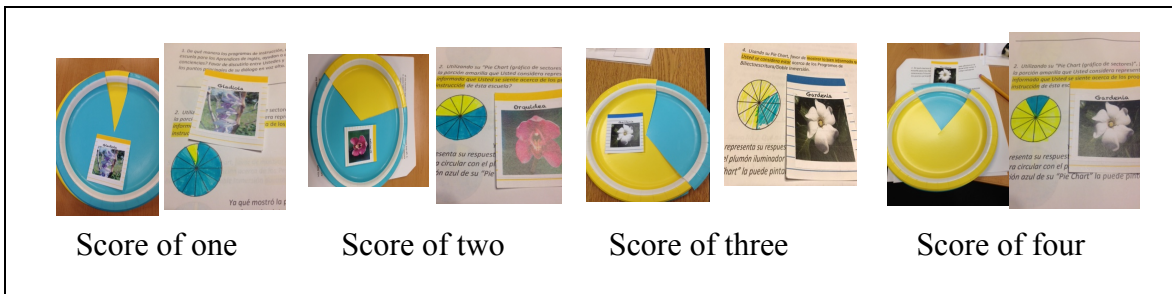


Figure 2. Digital photographic examples of range of FG responses given in response to the question of how well informed they deemed themselves to be regarding instructional programs for ELLs. Scores from one to four were attributed to the range of pie chart responses that parents gave.

Parent knowledge about SEI program. Parents' pie chart responses were digitally photographed in response to the question of how well informed they deemed themselves to be with regards to the school's SEI program. All eight focus group parents demonstrated both their pie chart responses, and matching pie chart graphics that they hand-colored with blue and yellow markers to confirm the final representation of their pie chart responses. The range of parent responses were scored and displayed in Figure 3 with a focus group of (n = 8), the parents responded accordingly:

- (1) 50% deemed themselves to be poorly informed;
- (2) 37.5% deemed themselves to be somewhat informed;
- (3) 0% deemed themselves to be moderately informed;
- (4) 12.5% deemed themselves to be well informed.

Parent Knowledge About Amarillo's SEI Program

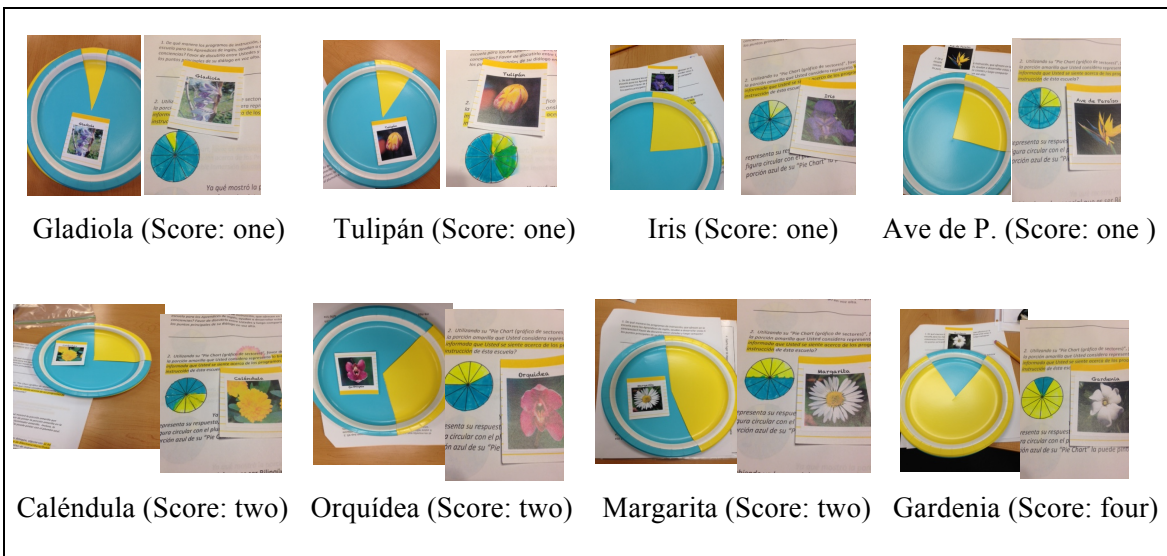


Figure 3. Amarillo focus group response patterns indicating how well informed each parent felt about SEI programs.

Parent responses, as shown in Figure 3, were scored and tabulated in Table 21 as follows:

Table 21

Focus Group Responses About Knowledge of Amarillo's SEI Program

	Poorly Informed (Score: 1)	Somewhat informed (Score: 2)	Moderately informed (Score: 3)	Well Informed (Score: 4)
Mrs. Gardenia				X
Mrs. Margarita		X		
Mrs. Caléndula		X		
Mrs. Orquídea		X		
Mrs. Ave de P.	X			
Mrs. Gladiola	X			
Mrs. Iris	X			
Mrs. Tulipán	X			
Total (n = 8)	4	3	0	1
Percentage	50%	37.5%	0%	12.5%

With a focus group of (n = 8), the parents responded accordingly:

- (5) 50% deemed themselves to be poorly informed;
- (6) 37.5% deemed themselves to be somewhat informed;
- (7) 0% deemed themselves to be moderately informed;
- (8) 12.5% deemed themselves to be well informed.

Parent knowledge about biliteracy programs. A second focus group question was posed to parents, asking them to represent how well informed they felt about biliteracy/DLE programs, using their manual pie chart and hand-colored pie graphic. Figure 4 illustrates how parents represented their responses, and the score attributed to their responses as follows:

Parent Knowledge About Biliteracy Programs

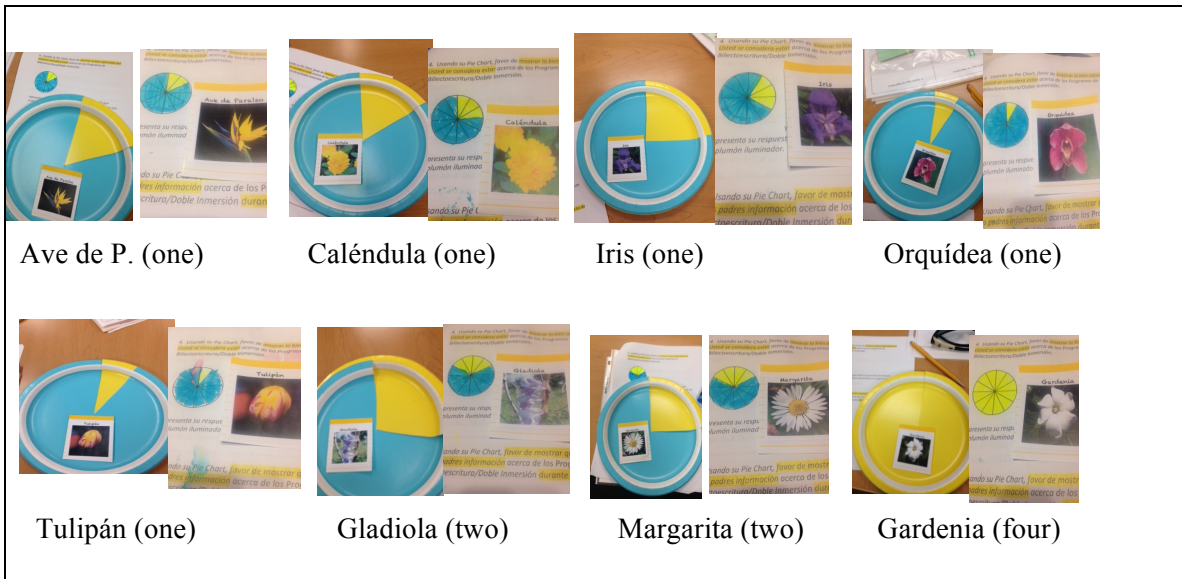


Figure 4. Scores of one to four were applied to each parent’s response that was represented with a pie chart tool and a 12-sectioned circle each parent hand colored to match her pie chart.

The focus group responses indicate that the majority of the focus group parents deemed themselves to be poorly informed to somewhat informed about biliteracy programs. Only one parent, Mrs. Gardenia, who was a highly involved ELAC parent for many years and had attended various parent classes in which the topic of biliteracy education was covered, felt knowledgeable about biliteracy. These focus group parent responses that were scored accordingly to how they represented their pie charts in the 12-sectioned graphic were also displayed in Table 22.

Table 22

Focus Group Responses About Their Knowledge of Biliteracy Programs

How well informed parents felt about additive biliteracy programs	Poorly Informed (1)	Somewhat informed (2)	Moderately informed (3)	Well Informed (4)
Mrs. Gardenia				X
Mrs. Gladiola		X		
Mrs. Margarita		X		
Mrs. Ave de Paraíso	X			
Mrs. Caléndula	X			
Mrs. Iris	X			
Mrs. Orquídea	X			
Mrs. Tulipán	X			
Total (n = 8)	5	2	0	1
Percentages	62.5%	25%	0%	12.5%

As illustrated in Table 22, the majority of parents (five out of eight) indicated that they deemed themselves to be poorly informed, where only two parents indicated that they felt that they were somewhat informed about BE/DLE programs as follows:

- (1) 62.5% deemed themselves to be poorly informed;
- (2) 25% deemed themselves to be somewhat informed;
- (3) 0% deemed themselves to be moderately informed;
- (4) 12.5% deemed themselves to be well informed

Frequency of school information provided to parents regarding biliteracy program option. A final focus group question was posed to discern how often are parents given information about biliteracy programs. Schools are required on an annual basis to make information about research-based biliteracy programs known to parents, as an alternate program option (CSDE, 2015b). In posing to Amarillo parents the question

of *how often* does the school inform parents of biliteracy programs as an alternate instructional program option, a critical question of due process central to the study was asked of parents. The parents' responses to this critical focus group question were also digitally photographed, indicating how frequently parents were informed of the alternate program option. The estimated frequency of how often parents have been informed at Amarillo about the biliteracy program option was represented in Figure 5 as follows:

Parent Responses About Being Annually Informed of the Biliteracy Program Option

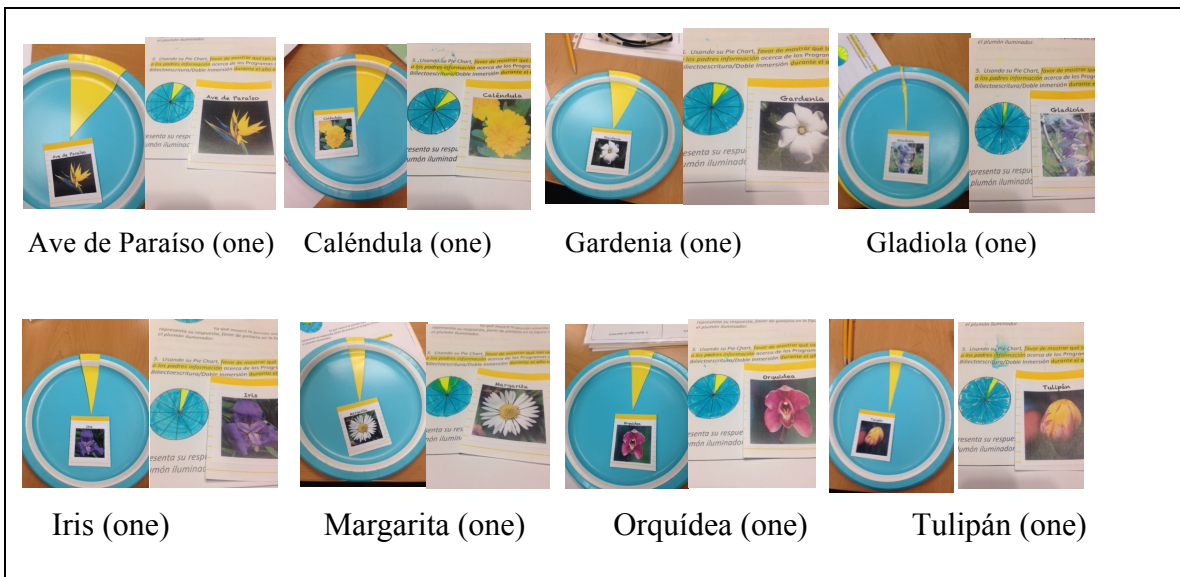


Figure 5. A score of one was indicative of parents being rarely informed about the biliteracy program option that schools are to annually inform parents about.

As shown in Figure 5, all eight parents indicated with their paper-plate pie charts and hand-colored pie chart graphics, that Amarillo parents have rarely been informed about biliteracy programs. As focus group parents were working on the pie chart responses, there were various comments sprung out among them, in which comments such as Mrs. Orquídea's comment, "I can't remember if there has ever been a meeting

about Bilingual programs in the years that my child has been here,” to which Mrs. Gardenia added, “In the seven years that my son has been here at this school since preschool, the program option has never been discussed, nor that parents could request the bilingual program!” Mrs. Iris joined in saying, “At ELAC meetings, it has never been touched upon the theme/topic that we, as parents, have a program option, at least I can’t remember.”

Parents’ pie chart responses were also tabulated in Table 23 as follows:

Table 23

Parent Responses Regarding Biliteracy Program Option

How often are parents informed about the biliteracy program option?	Never to Rarely (1)	Once a year (2)	Twice a year (3)	Three or more times a year (4)
Mrs. Gardenia	X			
Mrs. Gladiola	X			
Mrs. Margarita	X			
Mrs. Ave de Paraíso	X			
Mrs. Caléndula	X			
Mrs. Iris	X			
Mrs. Orquídea	X			
Mrs. Tulipán	X			
Total (n = 8)	8	0	0	0
Percentage	100%			

Lack of Addressing the Biliteracy Program Option

Without a doubt, the focus group parents seemed to be in unanimous agreement that the topic of biliteracy programs had never been raised at the school from what they were able to recall. Comments shared also indicated that they had not known that additive biliteracy programs represent the alternate instructional program option that parents of

ELLs have the right to solicit for their children’s education. In order for a school to meet the state’s minimum requirement of compliance, the school must inform parents of the alternate/biliteracy program option for ELLs on an annual basis at the very least.

The fact that these eight focus group parents, who have been active in ELAC over several years, could not remember if information about biliteracy programs had ever been formally presented to them, as ELAC representatives, or to any number of parents on a school-wide basis, was a strong indication that the school was not offering due process to parents as required by the California’s Department of Education (CSDE, 2015b).

Parent responses to key focus group questions. In order to be able to see the entire pattern of Amarillo parents’ focus group pie chart responses, it was essential to tabulate the results for purposes of clearer analysis.

Table 24

Amarillo Parent Responses to Key Focus Group Questions

Three Key Focus Group Questions:	Number and Percentage of Parent Responses			
	Poorly informed	Somewhat informed	Moderately informed	Well informed
Question 1: How well informed are you regarding SEI programs?	4 50 %	3 37.5%	0 0%	1 12.5%
Question 2: How well informed are you regarding biliteracy/DLI programs?	5 62.5%	2 25%	0 0%	1 12.5%
	Never to Rarely	Once a year	Twice a year	Three or more times a year

Question 3: How often are parents informed regarding Biliteracy/DLI programs?	8	0	0	0
	100%	0%	0%	0%

The data displayed in Table 24 indicates how often were parents informed about the alternative biliteracy/DLE program option and overwhelmingly indicates parents at Amarillo were not informed about programs, nor of their right to information about the alternate program option. Although it is to be acknowledged that the number of focus group parents (n = 8) that took part in this exercise was only about 2% of the parents of Amarillo’s 460 ELLs, these eight ELAC parents, nevertheless, represented some of the most active and involved parents of the school’s ELL students.

More research is needed to verify how far back in years were parents ever given information about biliteracy programs at Amarillo, to fully substantiate that the recurring practice of not providing to Latino parents of ELLs information about additive BE/DLE instructional programs was at best due to negligence, or at worst was intentionally systematic, marginalizing further Latino parents’ choice for their children’s education. Along with insufficient access to information about biliteracy programs, LME schools like Amarillo seem to also disregard instilling in students and parents an awareness of how important it is for today’s students to develop multi-lingual skills for participation in a pluralistic global society. For that reason, the focus group parents were also surveyed to see if the concept of global awareness was an area of emphasis in the education that their children were acquiring at their school.

Parents' familiarity with the concept of global awareness. In order to explore how well parents at Amarillo have been briefed about the 21st century skills and global learning standards that have become more talked about in today's educational circles, a hands-on activity involving the ranking of global learning standards was explored with the focus group parents. The global learning standards presented to them were based on 21st century interdisciplinary themes that a non-profit organization Partnership for 21st Century Learning (2015), or P21 for short, has identified as essential for 21st century learning and student participation in today's global society. According to P21's framework, K-12 schools should be embedding these interdisciplinary themes, identified as global awareness/literacy—which includes striving for multilingualism—economic /entrepreneurial literacy, civic literacy, health literacy and environmental literacy, into key curricular subjects and incorporated into a school's learning goals.

Thus, in order to assess if the topics of bilingualism and multilingualism have been emphasized at Amarillo in terms of student participation in a global society, these five 21st century interdisciplinary themes were shared with the focus group parents at the very start of the focus group meeting. After a brief discussion of these 21st century learning themes, parents were instructed to rank these themes in importance – in order of highest to lowest ranking – that they would want their children to embrace the most in their learning. As with the manual pie chart activities that the focus group parents performed, this hands-on activity was digitally photographed to determine how the parents ranked these five 21st century learning standards in terms of importance for their children to attain.

Figure 6 displays how the focus group parents arranged the global educational themes, represented in thematic picture cards in the order of highest to lowest priority, that they would want their children to embrace through their studies at school.

21st Century Theme Cards



Figure 6. Focus group parents ranked in order of importance, from highest (top left quadrant), to lowest (bottom right quadrant oriented laterally). The global literacy theme card (violet-colored card) encompasses the concept of bilingualism.

Global literacy theme cards. The digital photos depicted in Figure 6, in which parents (n = 8) were asked to rank the five 21st Century global educational literacy theme cards—global literacy, economic/entrepreneurial literacy, civic literacy, health literacy and environmental literacy—in terms of importance. The digital photo results seem to indicate that four out of eight parents (50%) ranked the global literacy card (violet-colored card) in fifth (last) place, three out of eight parents (37%) ranked it in fourth place, while four out of eight parents (50%) ranked the health literacy card (pink-colored card) in first place of importance.

Although an important component of global literacy is bilingualism, it was unclear if focus group parents had enough time to discuss and reflect upon the concept of global literacy as a symbolism of bilingualism. The fact that global literacy was not given a high rating of importance may be more a reflection of the lack of information given to parents regarding additive biliteracy programs on the campus of the case study school. What the results also seem to indicate is that the Amarillo parents have not been made sufficiently aware of how important it is for today's students to be proficiently bilingual for them to be participants in an increasingly global-minded society.

Towards the conclusion of the Amarillo exploratory case study, it was necessary to commence researching three field study LME schools to see if they shared any commonalities with the data obtained from Amarillo. Thus, the following field-study accounts of Blue Hills Elementary, Rubio Academy, and Blackstone Elementary were compiled, in Part II of Chapter 4, to further address if access to BE/DLE programs continues to have its challenges for Latino parents of ELLs who attend LME schools.

Part 2 - Field Studies

Following the exploratory case study of Amarillo Elementary, three field studies were conducted at three LME schools that were aligned within the north, south and east inland regions of San Diego County. The three sub-research questions were applied accordingly to the data compiled from each field study school:

- Are LME schools providing parents with due process to research-based instructional programs?

- Are LME schools providing adequate resources and personnel in addressing the instructional needs and biliteracy skills of ELLs?
- Are LME schools providing effective instructional programs that are meeting the instructional needs and biliteracy skills of ELLs?

In addition to the three sub-research questions, which are respectively aligned with the three *Castañeda's* guidelines (Gándara et al., 2010), the most salient themes that arose from the case study data of Amarillo Elementary were also compared to the thematic patterns that were noted at each field study school. The first field study school to be incorporated into the study was a LME school located within the southern regional area of San Diego County.

Blue Hills Elementary

The first field study that was conducted was at Blue Hills Elementary of the South Valley School District, located in one of the southern-most communities within San Diego County. Like the case-study school that was overwhelmingly Latino, Blue Hills had a predominately Latino student body of which over 90% were primarily of Mexican heritage, 4% were African-Americans, about 2% were Filipino and almost 1.5% were White (CSDE, 2016e). The ethnic group profile for Blue Hills for the 2015-2016 year was listed in Table 25 as follows:

Table 25

Blue Hills Student Enrollment per Ethnic Group (2015 - 2016)

Ethnic Group	Students	% Enrollment	Teachers
African American	16	4.3	0
Asian	2	0.5	3
Filipino	8	2.2	0
Latino	336	90.8	14
Native American	0	0.0	0
Pacific Islander	2	0.5	0
White	5	1.4	4
2 or more races, not Latino	1	0.3	0
Declined to report ethnicity	-	-	1
Low Socioeconomic	292	79%	-
English Learners	234	63%	-
Students with Disabilities	54	14.6	-
Total	370	100	22

Note: The rows in bold indicate how the school's enrollment of Latino students and English Learners met and exceeded the criteria that was established for the selection of a LME school (CSDE, 2016e).

Aside from the significant percentage (90.8%) of Latino students enrolled at Blue Hills, 63% of its students were classified as ELLs, of which 61% were primarily of Latino/Mexican heritage who were Spanish-dominant (CSDE, 2016e). With such a high percentage of ELLs, the CELDT testing results required to be examined in order to obtain a more informed perspective of the challenges that the school faces in serving its population of ELLs (CSDE, 2016a). Table 26 lists the range of CELDT performance levels of Blue Hills' ELLs as follows:

Table 26

Number and Percent of Blue Hills Elementary Students at Each CELDT Performance Level (2015-2-16)

Performance Level	Numbers and Percentages by Grade Level							Total
	K	1	2	3	4	5	6	
Advanced			1 (5.0%)		2 (8.0%)		6 (19.0%)	9 (5.0%)
Early Advanced	4 (40.0%)	8 (32.0%)	6 (32.0%)	7 (23.0%)	6 (23.0%)	19 (59.0%)	13 (42.0%)	63 (36.0%)
Intermediate	2 (20.0%)	6 (24.0%)	5 (26.0%)	18 (60.0%)	13 (50.0%)	6 (19.0%)	8 (26.0%)	58 (34.0%)
Early Intermediate	1 (10.0%)	4 (16.0%)	4 (21.0%)	2 (7.0%)	2 (8.0%)	3 (9.0%)	3 (10.0%)	19 (11.0%)
Beginning	3 (30.0%)	7 (28.0%)	3 (16.0%)	3 (10.0%)	3 (12.0%)	4 (13.0%)	1 (3.0%)	24 (14.0%)
Number Tested	10 (100.0%)	25 (100.0%)	19 (100.0%)	30 (100.0%)	26 (100.0%)	32 (100.0%)	31 (100.0%)	173 (100.0%)

Source. CELDT scores for 2015-2016 school year (CSDE, 2016a).

According to its School Accountability Report Card (CSDE, 2016g), Blue Hills Elementary is situated in a residential, multi-ethnic and multi-racial community. The school offers a 50/50 dual language immersion (DLI) program, as well as a SEI program. The language and culture of all students is valued at Blue Hills where students are prepared for world job market by being technologically proficient and multilingual. It is important to note that the vast majority of students that attend Blue Hills Elementary qualify for the federal government's Free-and-Reduced Lunch program, especially since nearly 80% of the students come from low-income homes where families are financially compromised and limited in resources.

Over the years, Blue Hills has had its challenges in improving student academic performance. During the No Child Left Behind era, Blue Hills was identified as a program improvement school. After the state standardized test, CAASPP, was put into

effect in the 2014-2015 school year, Blue Hills’ test results, like those of many other schools that year, were not outstanding to say the least (CSDE, 2016h). However, in the following 2015-2016 school year, Blue Hills test performance did improve as follows:

Table 27

Blue Hills’s CAASPP (2014 – 2015) and (2015-2016) ELA Test Results

CAASPP Test results in English language arts (Grades 3-5)	Students meeting and exceeding content standard at School level	Students meeting and exceeding content standard at District level	Students meeting and exceeding content standard at State level
CAASPP (2014-2015)	24%	55%	44%
CAASPP (2015-2016)	33%	62%	49%

Source. CAASPP test results within the school-year spans of 2014 – 2015, and 2015 - 2016 (CSDE, 2016h).

It must be noted that only in the last few years has Blue Hills been offering a BE/DLE program that follows a primary language maintenance and late exit model. Prior to that, Blue Hills had a type of biliteracy program that was structured more as a transitional/early exit model, which various DLE experts have considered the early exit model to be one of the least effective program models for biliteracy instruction (Baker, 2011; Lindholm-Leary, 2011).

It also must be emphasized that test results of schools that have both SEI and biliteracy/DL instructional programs are not segregated by program. Thus, the Blue Hills’ CAASPP test results from the past two test cycles, 2014-2015 and 2015-2016, do not facilitate a comparison of how well Blue Hills students in the DL program performed in contrast to the students in the school’s SEI program (CSDE, 2016h). However, some of

the best indicators of student academic performance, per Blue Hills' DL and SEI programs, were obtained through facilitating parent focus group discussions, and interviewing the school principal and teachers, along with visiting classrooms. Thus, taking a field study approach to understanding Blue Hills' program effectiveness widens the possibilities of citing key commonalities with the Amarillo case study school.

Data-Collection Timeline

The Blue Hills school site was visited eight times during the first half of 2016. The purpose of the school visits was to interview the school principal (n = 1), teachers (n = 4), and parents (n = 8), from which a parent focus group was derived. The dates and purposes of each school visit made to Blue Hills were listed.

Table 28

Schedule of School Visits to Blue Hills Elementary

School Site Visits	Date	Focus	Outcome
Visit #1	Jan 21	Administrator interview	Interviewed principal
Visit #2	Feb. 3	Resource Teacher interview	Interviewed DLI resource teacher
Visit #3	Feb 23	Teacher interview, classroom visit	Interviewed fifth grade DLI teacher, classroom visit
Visit #4	April 21	Parent interview Teacher interview Classroom visit	Interviewed noon duty parent, and second grade DLI teacher. Classroom visit
Visit #5	May 6	First parent focus group meeting	Focus group (n = 4)
Visit #6	July 21	Parent presentation to recruit parents for focus group	Parent presentation as part of Coffee with the Principal meeting.
Visit #7	July 26	Second parent focus group meeting	Focus group (n = 4)
Visit #8	Sept. 19	Teacher interview, and classroom visit	Interviewed third grade DLI teacher, classroom visit.

Similar to the format that was taken in the case study of Amarillo Elementary, the Blue Hills participants' contributions to the data were matched with the study's three sub-research questions in conjunction with the study's overarching research question: How are the instructional programs in LME schools preparing Latino ELLs to fully participate in a multilingual global society, from the perspective of ELL parents?

Blue Hills' Dual Language Program & Access (*Castañeda's* Guideline 1)

In order to determine if due process to the biliteracy/dual language program at Blue Hills Elementary was being provided to Latino parents, the qualitative data collected from interviewing parents and teachers was closely reviewed for that item. But in order to have a clearer understanding of how the school's DL program was structured, interviews with the school's principal and a prominent resource teacher were acquired early on in the field study at Blue Hills.

Parental Interest and Misperceptions Regarding Dual Language Program

The following transcripts of an interview obtained with the school's resource teacher, Mrs. Den, a highly intelligent Latina educator, well versed in DL programs, with over 11 years of working at Blue Hills, allowed some insight into how the school's 50-50 DL program was designed and executed. Mrs. Den shared:

Our DI—dual language immersion—model was started four years ago under the previous administrator in which we started the DI [Dual Language] model in Kindergarten and first grade and gradually have increased the DI [Dual Language] model each year with each, consecutive grade so that now we have it

all the way up to fifth grade. In the 2016 - 2017 school year, we will have it all the way up to sixth grade and then we will be a complete DI [Dual Language] school. However, Mrs. Den also shared some challenges that the DL program has had:

Because of our decrease in enrollment we only have enough students to fill one DI [Dual Language] class per grade level with the exception of 3rd grade. We are all adhering to the 50/50 model when you have enough kids you can have at least 2 full classes per grade level.

The researcher proceeded to ask her, “And do you get students who are native English speakers whose parents want them to learn Spanish, and in two languages even if their children don’t know any Spanish?” Mrs. Den responded:

The challenge that we as a school are facing is that many parents seem to suggest that the main purpose of the DI [Dual Language] Program is just to learn Spanish. And so our challenge is to reach the majority of parents with the correct information of what our goals for our DI [Dual Language] Program are and what we want our students to attain through the program, which is academic proficiency in both languages.

The researcher further inquired, “So would it be fair to say that the majority of Spanish-speaking parents feel this way about the DI [Dual Language] Program?” From there, Ms. Den gave a detailed description of the parents, whose children attend Blue Hills Elementary:

In reality, there exist several sub-groups of parents that have their own interpretation of the main purpose of the DI [Dual Language] Program. Sub-

Group 1 are parents who speak both Spanish and English at home, but often their level of language proficiency in both languages is not very high. And so their children's level of English and/or Spanish is also neither high or at grade level. Sub-Group 2 are parents that know about the DI [Dual Language] Program and have actively advocated for the program to be launched at their child's school, and if necessary they will often place their child's name on a waiting list in order to get their child into the program. These parents tend to be better educated, often of a higher socio-economic level. Some are fluently bilingual, and some parents only speak English but see the value of their child becoming bilingual. Sub-Group 3 are parents who speak primarily Spanish at home and that are open to their child receiving instruction in Spanish in the early primary years, but only if their child can be transitioned into English-only early on by second or third grade at the latest. These are parents whose main interest in the DI [Dual Language] program is that their children learn English as quickly as possible.

It was quite obvious that Mrs. Den was well versed in knowledge of biliteracy program models and what pedagogically sound programs entail. It was also interesting that Mrs. Den's described three sociolinguistic parent profiles specific to Blue Hills school community that often determined how well parents interpreted the purpose of the school's DL program. Yet, in spite of the administration's efforts to communicate and clarify to parents that the purpose of the school's 50/50 DL program was to develop its students – whether English learners or Spanish learners—into competent bilingual/biliterate students throughout the K-6 grades, there were strong indications that

much confusion and misinformation persisted among parents with regards to the school's DL program.

Principal's insight into parent misperceptions about DL programs. An interview obtained with the Blue Hills principal, Mrs. Quan, clarified why some of the parents were still holding onto misperceptions about the school's DLI program. According to Principal Quan, an experienced Latina administrator who was well versed in BE/DLE and language acquisition pedagogy, the school's office staff under the previous administration had not been thoroughly informed about the purpose of the DLI program. In order to better comprehend how parents perceived the school's DLI program, the researcher asked the principal "Did this school have a biliteracy program prior to the DI [Dual Language] program that started in 2011 with the previous administration?" Mrs. Quan proceeded to explain in extensive detail,

Yes, it had a biliteracy program that was the type that went only up to the 2nd grade. It was a transitional program that research says does not produce the best results. The ELLs here struggle far more academically because they do not come to school as well prepared and do not have sufficient access to resources that children of affluent families have. And because of the prior transitional program that this school had that was of the subtractive type, many parents here probably still think that the DI [Dual Language] program is the same as the transitional program that only serves to transition students into English.

What the principal shared regarding the lingering misperception among some parents that the DLI program was no different than the school's former Transitional

program, made it apparent that the issues of *parent out-reach* and *parent education* were of vital importance and in need of attention within this school community.

After having interviewed Mrs. Quan and Mrs. Den, the school's foremost authority figures of Blue Hills 50-50 DL program, it was obvious that it was imperative to seek parent perspectives' about the program and its access. The following set of transcripts shed some light in this area.

Focus Group Input about DL Program Access

In the course of conducting the first focus group session that was held in May of 2016 in which four parents attended (n = 4), two highly involved Mexican-American parents, Mrs. Calla and Mrs. Daisy, had shared some interesting anecdotes that they as Latina parents experienced when they sought access five years ago to the school's BE/DLI program for both their sons who were ready to enter Kindergarten.

In a personal communication that was noted but not recorded, the bilingual parent, Mrs. Calla who was also the school's PTO president, shared that both her and Mrs. Daisy, who grew up only speaking English, inquired about enrolling their sons in the Blue Hills Kindergarten DL program that was starting that year. This is how the content of Mrs. Calla's personal communication flowed:

About five years ago, we both [Mrs. Calla and Mrs. Daisy] tried to register our sons in the DI [Dual Language] program that was starting that year. Neither my son, nor her son, spoke Spanish so we wanted them both to enter the program starting in Kindergarten. But the office person, who was doing the registration, told us that it would be too hard for our kids to be in the dual language immersion

program if our kids didn't know any Spanish. So I decided not to enroll my son in the program.

Mrs. Daisy proceeded to share her personal account:

But I did enroll my son any way in the program at first, but then I saw that he could not handle the Spanish instruction because he was too restless at the time and so I decided to pull him out of the dual language immersion class and placed him in regular English Kindergarten.

The following statements that were recorded come from Mrs. Calla, Mrs. Daisy and from another well-involved focus group parent, Mrs. Azucena, add to the evidence of the confusion that parents have regarding the process of accessing the school's DL program.

Mrs. Azucena shared in Spanish:

Ahorita me acabo de decepcionar! No tienen en la escuela un "waiver" que deberían de tenerlo al alcance de los papás! Esta forma es la que utiliza aquí la escuela que viene en el paquete de inscripción. Dependiendo de lo que tú contestas en las primeras cuatro preguntas.

In English per researcher's translation, Mrs. Azucena shared:

Right now I'm disappointed! They don't have in the school a "waiver" that they should have at the reach of parents. This form [she held up a sample of the waiver to access the school's DI [Dual Language] program is the one that is used here at the school that comes in the registration packet. Depending on what you answer in these first four questions, questions pertaining to the student's home language that are posed in the enrollment application.

Mrs. Calla added to the conversation in English, “This is the one we have [get] for Kindergarten!” Mrs. Azucena joined in and said, “The first time you come here and register your child, they follow this form and this four questions decide if your child is English-only or double immersion, dual language immersion, but the whole school and the whole school district, they need to have a waiver. This is the type of document when you decide if you want your child bilingual, double immersion, English ‘Struc-ture-ry’ [Structured English] or only English.”

Mrs. Calla responded in both Spanish and English, “*No te dan de escoger!* They don’t let you choose!” Mrs. Azucena strongly responded with an affirmative, “No!” Mrs. Calla added, “So when you come to bring your kid to sign up, and they speak only English, they get English classes only.”

The focus group discussion became increasingly lively as Mrs. Azucena said, “They decide for you!!! But if you want DI... That is why I am frustrated! That one is *wrong*, because we have the power! And we decide!” Mrs. Daisy, a fluent English speaker, chimed in saying, “And we don’t know that. The “Average-Joe-Schmo” doesn’t know it.” Mrs. Azucena responded, “They give the child a test and to the parents depend the results of this exam they recommend to English only or DI, but if I want DI or bilingual, they need to give me option.”

Following this lively exchange among the focus group parents, Mrs. Calla shared an interesting perspective about the dilemma that some parents face when they delay to register their children in the school’s DI program. Mrs. Calla said:

I also know parents who have switched their kids into DI. Like if I wanted to switch my son to DI, and if he's good enough to catch-up, they will do that. But the longer they are in the English, the harder it is for them to go into DI. But then, there are parents like me who say, I'll wait till my son is in middle school [referring to when she would have her son begin to learn Spanish].

This particular set of focus group discussions was quite interesting in that it strongly indicated that the school's front office personnel were in need of updating their knowledge of the correct protocol to follow when parents inquire about the school's BE/DL program. Apparently, the office staff had unknowingly misinformed both Mrs. Calla and Mrs. Daisy telling them that their respective sons had to know Spanish to be enrolled in the DL program. This clerical misstep was most likely due to incomplete information and/or lack of training provided to the office staff at the time that the DL program was initiated. Ironically, what these two Latina mothers had experienced in being discouraged to enroll their sons in the DL program was almost parallel to what the non-English speaking Latino parents at Amarillo Elementary experienced when inquiring and petitioning for a BE/DL program at the school.

Principal's efforts to train office staff. When Principal Quan was interviewed, she shared some insight into the very problem that, Mrs. Calla and Mrs. Daisy had experienced when intending to enroll their sons in the DL program. The researcher inquired, "Do many of the ELLs here participate in the DI program?" from which Principal Quan responded as follows:

Yes, but in the past before I came on board, the office staff would just automatically enroll Newcomer Latino students in the DI program because they also thought that the program was mainly for newcomers and for the sole purpose of learning English. I've had to train the office staff and explain to them that the purpose of the DI program is not just for learning English, but also for students to become proficient in both English and Spanish. Therefore we have been growing our program to exist up to our highest grade, sixth grade.

The researcher proceeded to ask her, "How do parents get informed about the waiver? Do you hold an informational meeting each year in the auditorium for instance?" from which Principal Quan answered in detail:

Oh, we really don't keep track of waivers because we have parents sign the waiver when they first enroll their children in Kindergarten and then their children just continue in the DI program because to be in the program parents need to make the commitment to have their child in the program till they finish here. One year we tried getting all the parents to come to a special school night DI information meeting in which each DI teacher of each grade level held a meeting in the auditorium to explain to parents about how the DI program works and their goals for their students. But not a lot of parents came to these meetings. It was very frustrating and so we haven't done it again.

It was quite apparent that Principal Quan was highly knowledgeable about what is essential for establishing the appropriate vision and goals for an effective additive biliteracy/DL program. It was also reassuring that Principal Quan had taken active steps

to address the clerical missteps and misinformation that the Office Staff had been providing to parents in regards to the 50/50 DL program.

Among parents of ELLs, it is a common misperception that biliteracy/DL programs exist only for the purpose of transitioning ELLs into full-day English instruction as quickly as possible. The confusion may be compounded even more when parents are informed about the process of reclassification for ELLs, where ELLs are considered to have acquired sufficient English proficiency to have the classification of ELL be removed from their academic record. Whatever the prime source for the persistent confusion among parents about the purpose and vision of Blue Hills' DLI program, the memory of the school's former transitional bilingual program, that was subtractive in its instructional approach, may possibly take a few years to erase especially if parents are not sufficiently re-educated about what an effective, additive BE/DL program can accomplish.

Parent waivers. When considering the first sub-research question, which asks if parents are given due process to biliteracy programs, it was a bit surprising to learn that issuing annual parent waivers was not a common practice at Blue Hills since it was assumed that parents who had enrolled their children in the DL program were automatically committed to the program. From what the researcher was able to discern, the administrative practice of not issuing annual waivers at Blue Hills was not due to any disregard for parents' right of access to the DL program. However, the practice of not issuing annual waivers may have lessen the opportunities of holding informational forums for parents with regards to Blue Hills' new DL program.

It was apparent that Blue Hills Elementary was an interesting LME school that housed both an alternate DL program as well as a SEI program. Although data obtained from the Blue Hills field study, was focused primarily on the school's DL program, it was obvious that there were some amount of tensions and misconceptions among parents about how an effective instructional program should address the biliteracy instructional needs of their children.

As with any change in the implementation of an instructional program, changes in perceptions towards an additive BE program may take time to filter through all the essential actors of a school community. With Mrs. Quan's focused leadership, the BE/DL program at Blue Hills Elementary may possibly stand a better chance of soliciting a more widespread parent response towards the DL program. Nonetheless, strengthening parent out-reach efforts is never in short order when bringing about a paradigm shift in perceptions and attitudes towards biliteracy education in a school community such as that of Blue Hills.

Provision of Resources & Qualified Staff (*Castañeda's* Guideline 2)

In addressing how Blue Hills Elementary has provided resources and the appropriate personnel to meet the instructional biliteracy needs of ELLs, the field study's focus was directed towards the school's DLI program since it was a relatively younger program initiated about five years ago, in contrast to Blue Hills' SEI program that has persisted far longer. Thus, the following anecdotes were based on field notes taken when visiting DL classrooms and interviewing respective teachers.

Classroom Visits and Interviewing DL Teachers

During the course of the field study, three DL classrooms were visited where interviews with the respective classroom teachers (n = 3) were held after class. All three DL teachers, Mrs. Frecos, Mr. Tijeras, and Mr. Greenland, whose second grade, third grade, and fifth grade classrooms were respectively visited, shared that they desired to have on hand more Spanish literacy materials. In addition, they each individually shared that they were accustomed to supplementing their classrooms with Spanish literacy materials that they have invested in over the years, which sadly is a common practice that elementary teachers seem too often resort to. When asked what they contributed the shortage of Spanish classroom materials to, they responded according that it was mostly due to district bureaucracy and the financial shortfalls that the school has often experienced from lost of state revenue due to high student absenteeism.

However, all three teachers spoke highly of Principal Quan's efforts to support the DL program, students and teachers alike. Yet, as Mr. Greenland, the DL fifth grade teacher, had expressed, the social and economic challenges with which Blue Hills' students come to school were a source of greater concern to him than the issues of classroom resources.

Prospects of acquiring more Spanish & English text. In a Coffee with the Principal meeting that took place in September 2016, in which parents were invited to attend an informational meeting that Principal Quan held, an array of textbooks in both English and Spanish were on display in the school's auditorium. Parents, who attended

the meeting, were quite pleased with the quality and variety of text that was there for their review.

The resource teacher, Mrs. Den, shared that the sets of books would be piloted in the 2016-2017 school year within various classrooms at each grade level in order for both teachers and parents to determine which texts were the most enriching and effective to have in the classrooms for fortifying both the BE/DLI program and ELD instruction for ELLs. Although the text would be used that year as pilot school materials, it still offered the school's DL program better prospects for securing more current instructional materials of higher quality for the near future.

From this Coffee with the Principal meeting, the researcher was able to acquire three more parent participants to conduct another focus group meeting at Blue Hills. With these three parent participants combined with the four participants that took part in the focus group meeting held in May, a total of seven parent participants were surveyed for this field study.

Qualified Staff and Professional Development

Without a doubt, all three teachers seemed to be highly dedicated to their students and to their profession as biliteracy teachers, and all three teachers seemed to be well versed in the pedagogy of BE/DLE. The principal, Mrs. Quan, shared that she was having all her teachers re-trained in guided reading strategies, which requires the acquisition of multiple sets of leveled reading text for students throughout each grade level. She also sadly admitted that the school had far more text in English than in Spanish and that teachers were making due with what text were available to use in small group instruction.

However, Mrs. Quan, also shared that she was having her teachers re-trained in guided language acquisition design (GLAD) strategies (Project GLAD, 2014), which serve to help both the ELL and the SLL students in processing contextual information using classroom made text and charts that support student learning.

Mrs. Frescos, the Latina second grade teacher who was interviewed, was highly experienced in GLAD instructional strategies. When visiting her classroom, it was apparent that she put her GLAD strategies to extensive use in her classroom for her classroom walls were rich with Spanish and English text that were co-constructed by her students and her.

In spite of the fact that Blue Hills was located in a low socioeconomic area in which family households were impacted with the rising cost-of-living, the teachers for the most part seemed quite satisfied with being part of the Blue Hills staff and seemed highly dedicated to their students as well. However, in terms of Spanish resource materials with regards to the school's 50/50 DL program, it was somewhat obvious that the school was in need of more Spanish literacy resources to have on hand in order to secure the success of the instructional program. However, with the serendipitous "Coffee with the Principal" meeting that the researcher was fortunate to attend in September of 2016, in which new bilingual/biliteracy literacy materials that the Southern Valley School District was prospecting to purchase, there was at least some hope that the acquirement of biliteracy materials for the DL program at Blue Hills Elementary would alleviate its biliteracy resource needs within the coming school year.

Participants' Perspectives on Program Effectiveness (*Castañeda* Guideline 3)

In determining the effectiveness of the school's DL program it was necessary to acquire participant perspectives on the effectiveness of the school's DL program. Input was procured particularly from DL teachers, who were able to find time in their busy schedules to share their perspectives about how the program was flourishing. Input from parents was acquired through the two focus group meetings held at Blue Hills, which shed light on the importance of providing parents with more extensive education and knowledge about the school's DL program in order to solidify parents' support for it.

DL teacher-input about program effectiveness. According to Mrs. Frescos, the second grade DLI teacher, and Mr. Tijeras, the third grade DL teacher, who were interviewed separately, they both have seen much improvement in their students' academic performance in both Spanish and English in recent years. Ever since the focus of the school's biliteracy program shifted from a subtractive transitional model that it had been from years past, to a more progressive additive BE/DL model that has evolved at Blue Hills under Principal Quan's leadership within the past few years.

Evidence of the effectiveness of Blue Hills DL program was quite apparent when visiting Mrs. Frescos' 2nd grade classroom, which was rich with biliteracy displays of students' writing in both languages. What was extremely apparent and also sobering was that her second graders' level of expressive sophistication with which they wrote and their use of academic language in samples of their Spanish and English writing was quite impressive and seemed to be far above grade level. However, the SEI students from another classroom that came to her room for English literacy were far below second

grade level and extremely limited in their use of English academic language and their level of expression with which they wrote. The contrast in writing abilities that were apparent between the DL second grade ELLs and the SEI second grade ELLs was a far more substantial indicator of program effectiveness than what can be measured on a standardized tests that only measure student performance in a narrow venue of assessment. Yet, due to the recent introduction of Blue Hills' DL program, it was important to meet with an upper grade Blue Hills teacher, whose students had not had the full benefit of being in an additive DL program in their primary grades. The discussions that ensued in meeting with a fifth grade DL teacher were quite inspiring and unsettling to say the least.

According to Mr. Greenland, a fifth grade DL teacher who grew up in Mexico despite his Irish-American background, has seen up close the harsh socioeconomic challenges that his students have grown up with, such as one-parent households, family ties to gang members, vulnerable living arrangements, that can often take their toll by the time students reach fifth grade. From what Mr. Greenland shared, Blue Hills has been a school in program improvement status for several years in spite of the fact that close to half of the schools in the South Valley School District that have biliteracy/DL programs have been schools that have been recognized with academic distinction. However, Mr. Greenland also recognized that his fifth graders had not received the full benefits of the revised 50/50 DLI program, which began to take hold by the time that Mr. Greenland's students were in fourth grade.

Another point of contention that Mr. Greenland felt has affected the academic results of the school was that families in the Blue Hills' school community tend to be quite transient, which only compounds the challenges of supporting the instructional needs of Blue Hills' students. Yet, aside from these socioeconomic pressures, which afflict the majority of urban schools located in high poverty communities, Mr. Greenland shared that his classroom and the school itself provide some semblance of stability and emotional support that his fifth graders seem to appreciate. He expressed that he strives to inculcate in his students a sense of pride in their bilingual/bicultural heritage and in their capacity, although somewhat varied among his students, to read, write, and speak in both languages.

Overall, Mr. Greenland's candor in his discussion pointed to the paradigm shift that Blue Hills was still undergoing from its recent transition from a low-performing LME school with both a substandard SEI program and an antiquated transitional bilingual program, to a school whose instructional programs were being seriously examined. Although Blue Hills was still considered as an underperforming school standardized test-wise, the students in the DL program were showing signs of much improvement in their academic performance now that the school within just the last two years was implementing a more progressive and additive BE/DL program.

Aside from seeking the perspectives of Blue Hills' teachers regarding the effectiveness of the school's DL program, the parent perspective regarding the effectiveness of the DL program was crucial to obtain as well. After having met with the

first focus group (n = 4), an attempt was made to meet with more potential focus group parents, which led to a second focus group (n = 3) session.

Parent concerns regarding English competency. During the second focus group meeting, three highly involved Latina parents whose children were participating in the school's DL program shared a variety of perspectives and their desire for their children to become competently bilingual and biliterate. One bilingual parent, Mrs. Rosa, who was a biracial Latina of Central American heritage and the mother of two Blue Hills students, shared her preoccupations with the DL program, while another Latina parent, Mrs. Jamaica, and the mother of a fourth grader, shared her pleasure and satisfaction with the program.

The researcher asked the group of parents in Spanish, "Can you show me with your hands how many of you have your children in dual immersion here? Oh, well the three of you!" Mrs. Rosa, who was quite charming and forth coming, shared details of her son's challenges in the school's DL program. In order to preserve the cultural and colloquial tones of what Mrs. Rosa said, the following excerpt was maintained in Spanish as follows:

Tengo a mi hija y mi hijo. Mi hijo lo puse en el primer grado,cuando apenas lo (el programa) tenían aquí. El primer año que lo tuvieron lo puse a mi hijo. Con mi hijo siento que nocomo que no.... siento que le falta en los dos. en inglés, y en español. Siempre le digo a la maestra, "Oh, está (él) bien porque no quiero que se vaya atrasando en ningún lenguaje porque lo quiero tenerlo en los dos? Y le digo a la maestra, "Lo quito de Doble Inmersión así para que no se me

atrás en inglés?” Pero me dice que va bien. Pero la chiquita la puse desde kínder y ella desde kínder ya sabe muy bien, no sé porque si ya saben los maestros la programa y saben como hacerlo bien. ¡Mi hija lo puede escribir y me lo puede hablar, no “super” bien pero si sabe más que mi hijo! ¡Pero mi hijo habla mucho más inglés y el español lo habla “bien-pocho” y le digo a mi hijo, “Ya tienes como 3 años en Doble Inmersión!”

In English per researcher’s translation, Mrs. Rosa had said,

I have my daughter and my son in the program. My son, I placed him in first grade when they barely had the program here. The first year that they had it, I placed him in it. With my son, I feel that *no*.... like *no* (as she shook her head in disapproval).... I feel that he is lacking in both.... in English and Spanish. I always say to the teacher “Oh, is he doing fine because I don’t want him to get behind in any language because I want to have him in both – languages of instructions. But she says to me that he’s doing fine. But the little one – her daughter – I put her since Kinder and since Kinder she is doing very well. My daughter can write and talk – in Spanish – not super well, but she does know more than my son! But my son speaks a lot more English, but speaks Spanish “very broken” and I tell my son “You already have been in the dual immersion for three years!”

Another parent in the focus group, Mrs. Jamaica, shared in Spanish, “My son entered/started bilingual instruction since Head Start. And since Kinder, he speaks

excellently Spanish and English, very well. I think that the dual immersion program is better now. I am very happy with the school.”

Taking both these parents’ perspectives into consideration, it was obvious that both parents saw their children have different academic outcomes with the DL program at Blue Hills. It is important to reiterate that the DL program had barely been launched the first year when Mrs. Rosa placed her son in it, can partially explain why her son may not have had done as well academically as she would have wanted. But one aspect of Mrs. Rosa’s statement that stood out as a point of concern was the statement where she had asked her son’s teacher, “Should I take him out of dual immersion that way so that he doesn’t get behind in English?”

The effect of English language hegemony on parent concerns. Mrs. Rosa’s preoccupation with her son “getting behind in English” is a common misconception and fear that many Spanish-dominant parents tend to have about biliteracy education. Her admission of fearing that her son would get behind in English versus Spanish, even though it seemed from her statements that her son was more dominant in English than in Spanish, is unfortunately a common side effect of the dominance and hegemony that the English language has had over the home language of first generation children of immigrants.

Challenges to DL program effectiveness. In summary, determining the effectiveness of Blue Hills DL program may have been too premature to measure due to the fact that it had only been in place for two years and the school was still undergoing a period of transition in resetting its vision and focus. It is entirely possible that if the focus

and hard work of the school’s administration and staff continues as it was witnessed, the school’s DL program will most likely continue to have success. Yet, parent outreach and parent re-education, regarding Blue Hills new additive BE/DL program and the academic success that DL programs have been having nation-wide, are two areas of great urgency for the school to attend to in order to “get the word out” to parents. Hopefully, the efforts that have been underway to bring about a paradigm shift in Blue Hills’ renewed BE/DL program will give impetus to parents’ understanding of the value that BE holds for their children’s future.

Parents’ Pie Chart Responses to Focus Group Questions

Unlike Amarillo Elementary, the case study school that offered only one instructional program option (SEI) for ELLs, Blue Hills offered two instructional program options, (SEI and DL) to its ELLs. Thus, it would be expected that parents at Blue Hills would be more informed regarding Biliteracy/DL programs than parents that were surveyed at Amarillo. The percentages of parent responses to the three key focus group questions were listed in in Table 29 as follows:

Table 29

Blue Hills’ Parent Responses to Key Focus Group Questions

Three Key Focus Group Questions:	Number and Percentages of Parent Responses			
	Poorly informed	Somewhat informed	Moderately informed	Well informed
Question 1: How well informed are you regarding SEI programs?	4 57 %	3 43%	0	0
Question 2: How well informed are you regarding biliteracy/DLI programs?	2 29%	0	3 43%	2 29%

	Never to Rarely	Once a year	Twice a year	Three or more times a year
Question 3: How often are parents informed at school about the biliteracy program option?	4 57%	3 43%	0	0

Note: n = 7

The results listed in Table 29 appear to indicate that with regards to the focus group parents, which were considered to be some of the most involved parents of Blue Hills. Regarding the school's DL program, about 72% or about two thirds of the parents felt *moderately to well informed* about the DL program, especially since five of the seven FG parents had their children enrolled in the DL program. Yet, regarding the third FG question of how often are parents given information about biliteracy programs, especially regarding the school's DL program, only three parents responded that information is given once a year, while four parents or more than half responded that information about biliteracy/DL programs is never or rarely given to parents on a school-wide level. How parents responded to the third pie chart question was somewhat surprising given that the school already has a DL program and the need to dispel old misperceptions about biliteracy education continue to linger among parents.

Concluding Thoughts on Blue Hills Elementary Field Study

The results listed in Table 29, on p. 144, appear to indicate that with regards to the parents, which were considered to be some of the most involved parents of Blue Hills. Regarding the school's DL program, about 72% or about two thirds of the parents felt moderately to well informed about the DL program, especially since five of the seven FG

parents had their children enrolled in the DL program. Yet, regarding the third FG question of how often are parents given information about biliteracy programs, particularly the school's DL program, only three parents responded that information is given once a year, while four parents or more than half responded that information about biliteracy/DL programs is never or rarely given to parents on a school-wide level. The responses given to the third pie chart question was somewhat surprising given that the school already has a DL program and the need to dispel old misconceptions about biliteracy education continue to linger among parents.

What the researcher found to be more concerning was that the school faced the dichotomy of being in great need of assuring that its DL program be successful, while being challenged with low parent involvement and persistent misperceptions about biliteracy programs among parents. It is plausible that the school's limited Spanish resources or the relative shortage of certified biliteracy teachers may be factors that have tempered school efforts to increase parent interest in the program; or perhaps it just takes a few years to sufficiently inform and re-educate parents about how powerful and successful additive biliteracy programs can be. Whatever the reason(s) for the struggles that Blue Hills Elementary faces in terms of maintaining parent interest in its DL program, the need for stronger parent out-reach to better inform parents about biliteracy programs can only help to put to rest the fear and misperceptions that surround topics of biliteracy education.

Following the conclusion of the Blue Hills field study, a second field study was commenced at another LME school in the East Inland School District, one of the

county's eastern-most school districts. An overview of the Rubio Academy field study is provided in the next section of the study.

Rubio Academy

Rubio Academy, a K-4 Latino majority school situated in one of the most eastern urban sections of San Diego County, was quite unique as a Latino majority school in that it was a complete additive BE/DL school in which all students enrolled there participate in its DL instructional program. Unlike the additive DL program offered at Blue Hills Elementary, Rubio Academy's DL program did not offer a SEI program for its ELLs.

According to the Principal of Rubio Academy, Mrs. Biculta, the East Inland School District held the philosophy that all public schools in its jurisdiction should promote a specialty educational focus (i.e., DL focus, a science focus, math focus, etc.). In essence, Rubio Academy was about the only school in its district that offered a DL program model that was completely implemented throughout the school's grade levels from Kindergarten to fourth grade, with plans to add on each year a successive upper grade till the school attains an eighth grade level, to make it a K-8, DL school.

Campus Environment and Student Ethnic Group Profile

Aside from its exclusive distinction of being a complete DL school, Rubio Academy also had a highly attractive and impeccably clean campus with brightly colorful murals, and global thematic displays of flags from countries where Spanish is the main language spoken. But the displays that the researcher found to be of critical importance was that on the school's front office door and inside the front office along its walls, were attractive proclamations in large print that the school was a language-focused school with

a global perspective where bilingualism, multilingualism, and multiculturalism were celebrated and promoted. Undoubtedly, the school's vision was made well known to parents, students and to who ever visited the school.

Student ethnic group profile. Another interesting set of facts about Rubio Academy was that, despite its predominately 69.5% Latino student enrollment, about 30% of its enrollment was quite ethnically diverse. Enrollment consisted of about 14% White, 7% African-American, 3% biracial, 1% Asian, 0.3% Filipino, 0.3%, Native American and 4.5% of students whose ethnicity was not reported. Although the ethnicity of the unreported group could not be ascertained, it is nonetheless interesting that the school has a small, but growing number of students of Middle Eastern heritage who come from homes where Arabic and Farsi are spoken (CSDE, 2016e; CSDE, 2016g). Table 30 illustrates its ethnic group profile of students enrolled in the (2015 – 2016) school year.

Table 30

Rubio Academy Student Enrollment per Ethnic Group (2015 - 2016)

Ethnic Group	Students	% Enrollment	Teachers
African American	26	7.3	0
Asian	4	1.1	0
Filipino	1	0.3	0
Latino	246	69.5	14
Native American	1	0.3	0
Pacific Islander	0	0	0
White	50	14.1	5
2 or more races, not Latino	10	2.8	0
Declined to report ethnicity	-	4.5	-
Low Socioeconomic	240	68.1	-
English Learners	184	52.3	-
Students with Disabilities	15	4.2	
Total	354	100	19

Note: The rows in bold indicate how the school's enrollment of Latino students and

English Learners met and exceeded the criteria that was established for the selection of a LME school (CSDE, 2016e).

In addition to being an ethnically diverse Latino majority school, 52% of Rubio Academy’s enrollment was classified as ELLs of which, 92% were Latino, 3% were White, 4% were of unreported ethnicity and 1% was Asian. Table 31 lists the CELDT test scores of its ELLs for the (2015-2016) school year (CSDE, 2016a) as follows:

Table 31

CELDT Performance Levels (2015-2016) per Rubio Academy ELL

Performance level	Number and Percentage of Students by Grade Level				
	K	1	2	3	Total
Advanced	0 (0.0%)	3 (6.0%)	6 (13.0%)	2 (6.0%)	11 (9.0%)
Early advanced	1 (25.0%)	16 (33.0%)	8 (18.0%)	11 (34.0%)	36 (28.0%)
Intermediate	2 (50.0%)	15 (31.0%)	17 (38.0%)	13 (41.0%)	47 (36.0%)
Early intermediate	0 (0.0%)	12 (25.0%)	10 (22.0%)	6 (19.0%)	28 (22.0%)
Beginning	1 (25.0%)	2 (4.0%)	4 (9.0%)	0 (0.0%)	7 (5.0%)
Number tested	4 (100.0%)	48 (100.0%)	45 (100.0%)	32 (100.0%)	129 (100.0%)

Source. CELDT scores for 2015-2016 school year (CSDE, 2016a).

Yet, in spite of the fact that Rubio Academy was, by all measures, a Latino majority school situated in a low socioeconomic urban community, in which 68% of its students were considered socioeconomically disadvantaged it did not meet the federal government’s general 75% Title 1 funding requirement for schools to be eligible for Title I federal funding (CSDE, 2016e; USDE, 2003a). Thus, this meant that Rubio Academy had the added challenge of seeking extra funding even though Rubio Academy was not

on par with wealthier schools situated in upper middle class communities within the district's boundaries.

Subsequently, unexpected parent tensions developed at Rubio Academy when the school was barely in session in its first year, when a few individuals from the group of upper middle class parents began a campaign of finding fault with the school. However, what was far more disturbing about this particular parent scenario was that these same individuals objected to having their gifted children mixed in the same classroom with socioeconomically disadvantaged students – the majority of students who obviously were Latino.

Fortunately for the Rubio school community, these few individuals decided that Rubio was not a good fit for their children and did not re-enroll their children at the school for the following school year. Nevertheless, the implications of this sad event where a few privileged parents were uncomfortable with their children being mixed with poverty students, speaks volumes about the propensity for unforeseen overt racism or classism that can pop up when an urban school crosses paths with an upper middle class population that is more use to its own sense of social order.

What was also ironic about the outcome of this particular event was that at the end of the school's first school year, the standardized test results that the school attained were quite remarkable for a school's first year in which almost 70% of the students enrolled were Latino, over 52% of the students were English Learners and over 68% of the students enrolled were considered as socio-economically disadvantaged (CSDE, 2016e) as was previously indicated in Table 30 on page 148. Rubio Academy's first

year’s English Language Arts test results, which substantiate the school’s academic outcome for that year, are listed in the following paragraph.

Rubio’s first year academic test results. Since Rubio Academy had compiled only one year’s worth of standardized test scores from the 2015-2016 school year by the summer of 2016, the only other baseline that it could compare its test results to was to the average test scores of graders at the district and state level as well. Thus, the Rubio Academy’s 3rd grade (2015-2016) CAASPP English Language Arts test score percentage was listed along with the average grade ELA test score percentages at both the district and state level.

Table 32

Rubio Academy’s CAASPP Third Grade ELA Test Results (2015-2016)

CAASPP (2015-2016) Grade 3 English language arts test results	Students meeting and exceeding content ELA standards at School level	Students meeting and exceeding content ELA standards at District level	Students meeting and exceeding content ELA standards at State level
Rubio Academy	53%	35%	43%

Source. CAASPP test results for the (2015 -2016) school year (CSDE, 2016h).

With the caveat that one school year’s worth of standardized test results does not necessarily predict the following school year test results, the fact that Rubio third graders were able to test at a rate (53%), where they met and exceeded content ELA standards that was significantly higher than third graders at both the Eastland School District and the state level, is by all measures quite remarkable.

Data-Collection Timeline

In initiating the field study at Rubio Academy, it was important to solicit as many potential interviews as possible while being respectful and mindful of the extremely busy schedules that both the principal and teachers had at the start of their second school year. The Rubio school staff, which had weathered many challenges during their first year when Rubio Academy opened its doors in the summer of 2015, seemed to be in good spirits when the researcher began introducing herself to staff members. Throughout the 2016 fall semester, the researcher acquired opportunities to meet with the school's administrator and a few key DL teachers to interview. Some of Rubio's most active ELAC parents were also recruited to participate in focus groups that were held at the school's campus. A schedule of school visits to Rubio Academy's campus is provided:

Table 33

Schedule of School Visits to Rubio Elementary

School Site Visits	Date	Focus	Outcome
Visit #1	Aug 9	Administrator interview	Interviewed principal
Visit #2	Sept 29	ELAC meeting, parent presentation to recruit parents for focus group	Recruited close to nine parents for 1 st focus group
Visit #3	Oct 10	Classroom walk-throughs	Three classroom visits
Visit #4	Oct 12	1 st focus group	Focus group (n = 7)
Visit #5	Nov 10	ELAC meeting	Recruited close to 5 parents for a 2 nd focus group
Visit #6	Nov 17	2 nd focus group	Focus group (n = 6)
Visit #7	Nov 28	Teacher interviews	Interviewed 2 nd grade DLI teacher and 1 st grade DLI teacher
Visit #8	Dec 2	Teacher interview	Interviewed 3 rd grade DLI teacher
Visit #9	Dec 13	Interview with PTA president	Interviewed PTA president

Thus, with having set the groundwork to conduct a field study at Rubio, the study's three sub-research questions were applied to the body of qualitative data, obtained from meetings with participants and field notes taken, that reflect the three *Castañeda's* Guidelines upon which this study was established.

Pedagogically Sound Programs & Practice (*Castañeda's* Guideline 1)

In order to begin addressing the study's first sub-research question in regards to parent due process, it was essential to approach the foremost expert on Rubio Academy's DL program, which undoubtedly was the school's principal. What was worth noting about the meeting with the principal was that she graciously expressed that she was willing to share, with other schools wishing to launch a DL program, whatever accomplishments and challenges that the Rubio staff experienced in the school's first year of its DL program launch, that could help those schools improve upon getting their own DL program off the ground. Needless to say, the Rubio principal had all the markings of an authentic school leader, who was far more interested in contributing to the science of Dual Language education, than in guarding the knowledge of how her school began their DL program to make it excel.

Model of Dual Language School Leadership

When interviewing Mrs. Biculta, an energetic and highly intelligent Latina administrator, who had been a District Director of Second Language Acquisition, it was evident that Mrs. Biculta was highly experienced in biliteracy program design and implementation. According to Mrs. Biculta, having the district's support and independence to execute a plan for implementing an effective DL program as how she

envisioned it to be was a dream come true for her and needless to say, she expressed that she was determined to make her school's DL program a model for the East Inland School District.

Undoubtedly, Mrs. Biculta had a clear trajectory in mind upon which she was determined to launch Rubio's DL program that was research-based and followed sound pedagogical practices for language acquisition. Since BE/DLE was the school's specialty focus that distinguished it from other schools in its district, Mrs. Biculta made it a school policy that all parents who enroll their children at Rubio Academy have to be committed to having their children be educated in the school's Spanish/English instructional setting that is co-taught by teams of biliterate/bicultural teachers who share the curriculum instruction of two or three classrooms within the same grade level.

Ensuring all parents will be informed about Rubio's DLI program. Another interesting detail that Mrs. Biculta shared about Rubio's enrollment policy was that all parents had to attend an informational meeting about the school's DL program, in which the program's vision and goals would be clearly stated and explained to parents prior to the start of the school year. But what was also quite a novel idea was that Mrs. Biculta has made it a policy to meet individually with parents, who are not able to attend the start-of-the-school-year informational meeting, in order to fully explain to parents how the DL program is structured, its goals, vision and what is expected of both students and parents who are seen as the most important stakeholders of the Rubio school community.

Thus, a parent's due process to acquire access to a biliteracy program at Rubio is automatically addressed since all students who are enrolled at Rubio are immediately

immersed in a dual language instructional setting within Rubio's current K-4th grade trajectory that will be adding on a new grade level each year until it becomes a fully implemented DL program K-8th grade school by 2020.

Rubio Academy's DL program setting the standard within the district. An interesting fact that Mrs. Biculta shared about Rubio Academy was that currently it was the only school in the Eastland School District that could be considered as a complete DL program school, for it offered BE/DLE to all of its students who are enrolled there. She also shared that there had been a few schools in the district that offered transitional/early exit bilingual programs, which were subtractive in nature and subsequently were scrapped for the small academic gains that most ELLs were achieving under it. Supposedly there may be one or two more schools in the district that are considering launching a similar DL program model yet it may be some time before their plans are well formulated. Since most of the schools in the district have developed a specialty educational focus of some type, Rubio Academy's DL program has become the model school for DL programs within the Eastland School District and in many respects the only school within the district that offers such a program.

Thus, the researcher was left wondering that if this remarkable school was the only LME school within its district that offered BE/DLE, then that meant that the vast majority of Latino ELLs residing in other school communities within this district were not having access to DL programs like that of Rubio Academy.

Focus Group Recruitment

After having attended an ELAC meeting that took place at the end of September, the researcher was quite impressed with the parents in attendance, who primarily were Latino parents with one Middle Eastern Chaldean parent who was interested in her child learning Spanish. Principal Biculta skillfully reviewed highlights of the summer presentation that is given to parents who first enroll their children at Rubio Academy regarding the school's 90/10 DL program, along with making agenda plans for addressing the prime duties that ELACs are federally required to perform throughout the school year (CSDE, 2015a).

After giving parents an entertaining and insightful presentation on the virtues of primary language maintenance in adolescence, a group of parents were recruited for a focus group, which was scheduled within the next few weeks.

First focus group meeting. At the first focus group parent meeting (n = 8), parents were quite congenial in participating in the focus group activities. The focus group parents' pie chart responses, that indicated how well informed they deemed themselves to be regarding both SEI and biliteracy programs, and how often are parents informed at school of the biliteracy program option, were quite varied. Parent responses to the three key focus group questions posed to them were listed in Table 34.

After reviewing the results of the parents' pie chart responses, it seemed that there was a wide spread of responses regarding what parents consider to be SEI programs versus DL programs. It is highly possible that some focus group parents may be familiar with SEI programs that their older children may have attended at other school sites, while

for some focus group parents the DL program at Rubio Academy may be the only instructional program that they have known. However, regarding the third focus group question inquiring about how often are parents informed about biliteracy/DL programs at Rubio, the responses were far more definitive with 57% responding that parents at Rubio are often informed about the school's DL program throughout the school year.

Table 34

Rubio Academy Parent Responses to Key Focus Group Questions

Three Key Focus Group Questions:	Number and Percentage of Parent Responses			
	Poorly informed	Somewhat informed	Moderately informed	Well informed
Question 1: How well informed are you regarding SEI programs?	3 43%	1 14%	2 29%	1 14%
Question 2: How well informed are you regarding biliteracy/DLI programs?	0 0%	4 57%	1 14%	2 29%
	Never to Rarely	Once a year	Twice a year	Three or more times a year
Question 3: How often are parents informed regarding biliteracy/DLI programs?	2 29%	1 14%	0 0%	4 57%

Note: n = 7

After reviewing the results of the parents' pie chart responses, it seemed that there was a wide spread of responses regarding what parents consider to be SEI programs versus DL programs. It is highly possible that some parents may be familiar with SEI programs that their older children may have attended at other school sites, while, for some parents, the DL program at Rubio Academy may be the only instructional program that they have known. However, regarding the third question inquiring about how often

are parents informed about biliteracy/DL programs at Rubio, the responses were far more definitive with 57% responding that parents at Rubio are often informed about the school's DL program throughout the school year.

Students declining to speak Spanish at home. One interesting topic that surfaced following the focus group pie chart activities was that one ELAC parent, Mrs. Begonia, shared with the group her concerns about her son not wanting to speak Spanish at home:

Me preocupa mucho que mi hijo que está en cuarto año no quiere hablar en español cuando llega a la casa después de clase. Y no entiendo porque él es así porque saca muy buenas calificaciones en la escuela en ambos idiomas. ¡Y sabe hablar en español porque en la casa es todo lo que yo y su padre le hablamos pero se reúsa a hablar lo contestándome en inglés nada más para hacerme renegar!

In English, per researcher's translation, Mrs. Begonia shared:

It worries me a lot that my son, who's in fourth grade does not want to talk in Spanish when he gets home after class. And I do not understand why he is that way because he gets good grades at school in both languages. And he knows how to speak in Spanish because at home that is all that I, and his father speak to him, but he refuses to speak it, answering me in English just to make me gripe!

Mrs. Begonia also shared that part of the reason why she enrolled him at Rubio Academy last year was due to the very fact that he seemed to not want to speak Spanish, despite of the fact that at home the family holds onto a strict rule to speak Spanish exclusively. Mrs. Begonia, who was competently bilingual, spoke eloquent Spanish and

seemed well educated, expressed an interest in exploring this topic further. The researcher informed her that she would be delighted to meet with her and the focus group again to discuss her concerns that seemed to be related to issues of perceived language status that emergent bilingual children sometimes tend to struggle.

Provision of Resources and Qualified Staff (*Castañeda* Guideline 2)

Without a doubt, the theoretical foundation upon which Rubio Academy's DL program was initiated seemed to have all the pedagogical and theoretical talking points needed to launch the program. So in order to visit classrooms, (n = 3) were pre-arranged with principal and teacher consent, which took place through out the fall semester of 2016. The following accounts denote the main observations made during the classroom visits and teacher interviews.

Classroom Visits

Throughout the course of the Rubio Academy field study, classrooms were visited at times of the day when it was most appropriate to come in without drawing too much attention away from the instruction or student work. The majority of classrooms that were visited were quite attractive and rich with evidence of lesson units that displayed student work suspended from the ceilings and on the classroom walls. Artwork that was thematically connected with lesson units was proudly displayed on classroom windows. An account of one classroom visit that was quite memorable was as follows.

Description of a second grade classroom engaged in learning. During an early morning classroom visit, several cooperative groups of second graders, consisting of both English learners and Spanish learners, were observed participating in a hands-on science

activity in which students were actively engaged in using Spanish science terminology (i.e., hipótesis/hypothesis; fricción/friction; resistencia/resistance) in their efforts to explain to each other what they were observing regarding the effect that the angle of a slope had on a toy car's trajectory. Although like many typical second graders, who joke around as they work, these ethno-linguistically diverse students consisting mostly of Latino ELLs with a spattering of White, Black, and Latino Spanish learners were engaging in academic Spanish dialog with a level of sophistication that was quite impressive.

The second grade teacher modeled fluent academic Spanish as she encouraged students to ask each other critical questions about what they were observing and writing down their observations on make-shift lab books. The walls of the classroom were also quite rich with student-generated charts that incorporated GLAD strategies that the teacher was obviously well versed in.

In addition the level of technology that seen in classrooms was also an eye-opener since most classroom instruction was facilitated by Power Point presentations, while students responded through Google documents on their Chrome Book tablets.

Need for classroom supplemental reading text and leveled text. What was not as highly visible within the classroom was a classroom library of text that students could browse through. Although curriculum materials were well supplied and on hand for students to access, the classroom seemed to lack supplemental fiction and nonfiction text that students could retrieve to reinforce their reading and vocabulary skills in either language.

Interviews with Key Dual Language Teachers

After meeting with the classroom teacher, Mrs. Serena, at the end of class, Mrs. Serena, shared that Rubio's DL program was in most need of leveled reading text, as well as extra classroom books for students to read in class and take home. Although she recognized that literacy at the elementary school level is becoming more geared towards online reading, she firmly believed that students still needed to be exposed to a balance of book-in-hand reading experiences as well as online reading.

Mrs. Serena also expressed that she did not completely understand the reasons why her school district did not consider Rubio Academy to be a Title I school that could qualify for much-needed funding, despite the fact that the school was located in a high poverty urban area. She shared that the school's PTA was one of the school's few funding sources that is striving to acquire more supplemental reading materials for each classroom. Without explicitly saying it, she alluded to the idea that since the school had more mainstream students who were more economically solvent than students at other LME schools within the district, she wondered if that could explain why the district's extra funding was not as widely extended to Rubio Academy.

After interviewing Mrs. Serena, a highly experienced Latina biliteracy program teacher, who joined the team of teachers at Rubio Academy to partake in a full 90/10 DL program, it was quite apparent that she brought to the school team a well established biliteracy education ideology that she has cultivated in her 17-year career as a biliteracy teacher.

Interview with first grade teacher. Another highly experienced biliteracy teacher who was interviewed was Ms. Wise, an energetic Euro-American first grade teacher, who brought to the Rubio teaching staff close to 15 years of DL teaching experience from LME schools in California. Ms. Wise, who seemed highly dedicated to promoting dual language education, was also quite passionate about strengthening her Latino ELL students' appreciation of their Mexican cultural heritage, as well as celebrating the multicultural heritages that other students brought to her class. Like many teachers who have worked in urban school communities, Ms. Wise seemed accustomed to supplementing some of her classroom resources with her own money. Like Mrs. Serena's viewpoint of the need for more biliteracy materials, Ms. Wise was also of the opinion that classrooms needed more literacy resources in Spanish so that students could take them home to reinforce their Spanish literacy.

Interview with third grade teacher. A third highly competent teacher who was interviewed, Mrs. Cancionera, a third grade teacher, who had taught in various school settings, as a high school Spanish teacher, and as an elementary biliteracy teacher at another LME school site, was well-versed in BE/DLE pedagogy. She shared that before coming to Rubio Academy she had taught at another LME school that offered an early exit dual language type of program that in reality was more liken to a subtractive transitional bilingual program, which gave her a much greater appreciation for the additive DL program that was being implemented at Rubio Academy. She also seemed to have a strong ideology with regards to affording all students the tools to become competently biliterate and multicultural as well.

Much like her other Rubio colleagues, Mrs. Cancionera expressed that the resource that their DLI program was in most need was more both literacy resources in both languages. Although she and her colleagues have become quite efficient in creating lesson units for their classroom instruction and utilizing GLAD strategies and the Internet to garnish literacy resources, she shared that Rubio's DL program could be made more powerful if more supplemental curriculum materials were on hand for teachers to access.

In asking Mrs. Cancionera about what she contributed the shortage of literacy materials to, she suggested that the researcher speak to their PTA President who was a highly involved parent that could better inform me about the school's challenges with acquiring supplemental literacy materials. Thus, an interview with the PTA President was sought for the purpose of understanding how supplemental materials are acquired.

PTA as Support for School Resources

The meeting with the PTA President, Mrs. Rojas, a highly intelligent Latina parent, who had business experience working for nonprofit organizations, and foundations, was quite informative in that she was well informed about the Eastland School District's school funding policies. She explained that Rubio Academy has been considered eligible for certain federal funding under certain criteria, and that the federal funds—often accompanied by a string of restrictions—that it does qualify for, may take months for the funding to get processed and cleared before it reaches Rubio. She further explained that delays in school funding are a harsh reality that school administrations regularly experience and often have to plan for. Thus, while Rubio has had to wait for

much needed federal funding, the PTA has had to step in to raise funds to help with supplementing literacy materials for the school.

School's struggles with underfunding. Mrs. Rojas further explained that the delay in funding, that the school experienced during its first year, ignited complaints among a handful of upper middle class parents who were finding fault with almost everything that they could think of regarding the school. What these upper middle class individuals did not seem to grasp was that schools like Rubio did not have a foundation that could provide immediate monetary aide when needed, such as the convenience of a foundation they were accustomed to at their children's former school.

Sadly, the one complaint that came from this small group of upper middle class parents that was highly unacceptable was their objection to the school not having exclusive classes and classrooms for gifted children, such as their children. It seemed that these parents were implying that they did not want urban Latino students to be in the same classroom with their children because of the erroneous perception that urban Latino children would only lower the standard of excellence. Whether their argument and attitudes were fueled by racism or classism is difficult to discern with total certainty. However, what seemed to be quite apparent was that welcoming schools like Rubio Academy are not insulated from issues of racism and classism.

In spite of the fact that the account of this particular parent scenario became a past memory ever since these elitist parents moved their children to another school site, this regrettable incident was a challenging and an unnecessary pressure that the Rubio administration and staff did not need to encounter during their first school year.

From a sociolinguistic and critical race theory perspective, this regrettable incident was an interesting example of the irony seen today's educational trend where upper middle class parents, who actively seek out the benefits and advantages that a DL program can afford their children, are uncomfortable with the thought of their children being taught with *those other students* that would only – according to these elitist parents – slow down the pace of instruction for their upper middle class children. Among certain school communities and among certain social circles, whenever the status quo playbook for students of color begins to change or acquire some type of an educational edge that is not as available to those accustomed to their children having all the socio-educational advantages over economically disadvantaged students and students of color.

At least on the campus of Rubio Academy, the playbook for underprivileged students of color is being re-written with the academic gains that the Rubio's DL program seemed to be making in a relatively short amount of time that its doors have been opened. With Rubio's promising DL program scenario in mind, the field study proceeded to look at the third sub-research question that addresses the effectiveness of an instructional program serving ELLs.

Program Effectiveness (*Castañeda's* Guideline 3)

In order to more thoroughly address how effective has Rubio's DLE program has been, it is necessary to address program effectiveness from the perspective of teachers, parents and ideally with at least two or three years of standardized data. In spite of the fact, that Rubio Academy had only been opened for one full school year when the field study was first conducted there, Rubio's dual language program, none the less, had great

promise and potential to be quite successful with what was observed to be in place at the school site as what had been noted in the interviews with the first two teachers participants. A third teacher participant, who was interviewed for this study, gave an interesting perspective on how she measures program effectiveness, which was noted as follows.

Participant's Input About Program Effectiveness

In addressing the third Sub-research question in this field study, the teacher interview that quickly came to mind was that of Mrs. Cancionera, the third grade Latina teacher, who transferred to Rubio from having taught at a LME school that held a subtractive DL type of program that in many ways was an early exit transitional bilingual program. Mrs. Cancionera expressed that she was really participating for the first time in an authentic DL program that was additive and rigorous.

When asked what she felt was contributing the most to Rubio's DLI program showing academic promise, she contributed it to the structure of their grade level team-teaching that has been operating far more smoothly since the school's second year was underway. Apparently, Mrs. Cancionera felt that with all the ambitious BE/DLI goals that teachers at Rubio were aiming to address, team-teaching was the only viable means of attaining their rigorous agenda.

In having visited with some key DL teachers and seen some of their classrooms engaged in active learning, it was quite obvious that the hard work that Rubio teachers were accomplishing in meeting the high standards of their school's Biliteracy/DL program was reflective in the school's standardized test scores as well. Thus, in spite of

Rubio Academy's relatively young age since its doors were opened in the summer of 2015, its first year's English language arts standardized test scores merit examination.

Standardized test scores. Undoubtedly, the 2015- 2016 CAASPP standardized test scores that Rubio Academy attained within its first year of being in operation were impressive for a school that had barely opened its doors in the summer of 2015 and had somewhat of a "rocky start" to its first school year. By the summer of 2016, the CASSPP test results showed that 53% of Rubio Academy's third graders had tested as proficient and advanced in English Language Arts in comparison to the average results of 3rd graders who tested at 43% at the state level and at 35% at the district level (CSDE, 2016h).

It is important to reiterate that Rubio Academy's impressive third grade test results were representative of only one grade level since Rubio had only grades K-3 in its first year as a school. It also is must be emphasized that a year's worth of standardized test scores is not necessarily a secure predictor of future academic gains, since some experts recommend that it takes about three consecutive years of testing to be able to establish an academic profile for a school with more certainty. However, as a LME school, where over 60% of students are Latino and about 53% are ELLs, whose primary language is Spanish, and over 68% are socioeconomically disadvantaged, its test results were nevertheless a good indicator of the promise that Rubio Academy's DL program may hold for its students who typically would not have access to a an effective DL program at another LME school site.

In order to further attain more evidence of the effectiveness of Rubio's DL program, the next source of input to be sought came from another focus group meeting with ELAC parents took place later in the fall semester.

Focus group participants' input about program effectiveness. The second meeting that was scheduled a about a month and a half after the first focus group meeting was held was also attended by a few parents from the first focus group meeting along with a few new faces. Unfortunately, the one parent, Mrs. Margarita, who had attended the first focus group meeting and had expressed the concern for why her fourth grader son was so reluctant to speak in Spanish when at home with family members. The purpose of the second focus group meeting was just to garnish more discussions among parents regarding the issue of bilingual Latino children favoring English over Spanish and to gather more parent input about the DL program.

Since the discussions were slow to start during the first focus group meeting, the researcher introduced to the second focus group her personal narrative skit of how she grew up as an emergent bilingual child, whose bilingual journey took many twists, turns and detours in her life. The discussions that ensued were primarily along the lines of how they as parents were very proud to have their children enrolled in Rubio's DLI program, despite some of the pressures and criticism that some extended family members place on them for having their children continuing their elementary school instruction in Spanish while they are attaining English. Due to the constraints of time on the FG meeting that started 15 minutes late and was to end before the bell rang, the discussions among parents were not able to delve deeper. But what was noted were three salient points made.

1. Focus group parents were overall very pleased with the school's program, the quality of instruction and the academic gains that their children have been making in both languages.
2. Of six parents in attendance, three parents signaled that their children were also reluctant to speak in Spanish at home.
3. As pleased as they seemed to be with the school's program, two parents shared that they at times still worry about how well their children will learn English as their Spanish instruction continues across the grades.

Within these three informative main points of discussion that emerged out of this relatively short focus group session were two themes that had popped up among some of the other FG parents at the Amarillo Elementary and Blue Hills Elementary. These two themes can be described as perceptions of (a) language status and language biases and (b) the effects that English language hegemony has on bilingual/bicultural communities, which can elicit misguided fears among Spanish-dominant parents regarding how well their children will learn English versus Spanish. In spite of these two themes materializing in the focus group discussions, they do not translate into an ineffective DL program, especially since the focus group parents' comments were highly complimentary of the program and of the academic progress that they see their children are making.

An Example of Parent Leadership

The views about the school's DLI program of one parent in particular that the researcher found to be quite impressive were those of the PTA president, Mrs. Rojas, who was a both a Latina parent and a strong advocate for the program. In her interview,

Mrs. Rojas shared that she was very pleased that her youngest daughter was enrolled in the program, especially since she witnessed her older daughter lose the little Spanish skills that she had from having only attended schools that did not offer BE/DLE programs.

Above all, what most impressed the researcher was that Mrs. Rojas expressed that she was committed to spreading the word among parents about the advantages that a DL program like that of Rubio Academy can afford their children in becoming proficiently bilingual and biliterate.

Unlike her older daughter who has lost her ability to speak in Spanish, Mrs. Rojas was able to hold onto her Spanish as she grew up as a child in San Diego. She was gracious enough to share that as a child, who grew up in the “barrio,” she had been bused-in to schools in an affluent area of San Diego, where she recalled mainstream students calling her “beaner” and other offensive remarks with racist undertones. She claimed that those memories were what made her determined to hold onto her Spanish skills and further her education.

In addition, she impressed the researcher with sharing that she believed in being a “foot soldier” for the school and for school parents by approaching parents on foot to talk to them individually on a friendly, and more personal basis if a project or cause needed to be addressed. She shared that approaching parents cordially was the best way to communicate with Latino parents and to attract parents to lend their support to a cause. She also recognized the importance of sending home fliers and holding parent meetings in the auditorium. Yet, she also stressed that a variety of methods need to be taken in

order to acquire parents' attention, support and follow-through in any project or process that is in need of carrying through.

Needless to say, the researcher was quite impressed with Mrs. Rojas wisdom and insight on these matters of parent outreach. Since Mrs. Rojas had prior experience in working for non-profit organizations and foundations, it is highly possible that that could explain her broader insight into what is required to garnish parent support. Nevertheless, parents like Mrs. Rojas can undoubtedly make a difference in a school like Rubio Academy and help with assuring that a BE/DLI program can be successful.

Closing Thoughts on Rubio Academy Field Study

Regarding the effectiveness of Rubio's DLE program, there were several indicators that seemed to point to the program's academic success. To recap, the school's first year standardized test results were a good indicator of its program's potential to gain academic distinction. But apart from the standardized test scores, witnessing the level of academic language that both teachers and students engaged in during classroom instruction, and the abundance in classroom evidence displaying higher level thinking skills that students co-created with teachers were even stronger indicators of the school's program effectiveness.

The greatest concern that the researcher was left with in doing this field study was that more DLI programs like that of Rubio's would not be duplicated in the East Inland School District due to it being considered as a school whose educational specialty is languages and not because it should be offered in schools district-wide, particularly where the critical masses of ethno-linguistic students are concentrated. Thus, in doing this field

study, the question of Latino parent access to biliteracy programs took on a different dimension in that it indirectly brought attention to the lack of access that is most likely occurring at other schools in this regional area of San Diego County.

With this somber thought in mind, the third and last field study was attempted to see how parent access to biliteracy programs was being addressed as well within the northern region of the county.

Blackstone Elementary

Blackstone Elementary, a K-5 Latino majority school situated in one of the most northeastern urban sections of San Diego County, was also another interesting LME school, which had an additive biliteracy/DL program, along with a SEI program, in which one student strand was enrolled in its DL program, while another student strand was enrolled in the SEI program. Both program strands were implemented from Kindergarten to fifth grade, at Blackstone Elementary, much like the DL program offered at Blue Hills Elementary of the South Valley School District.

What was different about the DL program offered at Blackstone Elementary was that the DL program was restricted to one grade per grade level, while the majority of ELLs were situated in the SEI classrooms. What was also different about Blackstone's DL program was that it was beginning to attract the enrollment of White mainstream students as well as a wide spectrum of students from other ethnic groups to the school, especially since it was the only school within its district that offered a DL program.

Blackstone's student ethnic group profile. During the 2015–2016 school year, Blackstone Elementary had a significantly high Latino student enrollment of about 83%

with about 17% of its enrollment consisting of a wide range of diverse ethnic groups. Of the 17% non-Latino students, about 7% were White, 2% were African-American, 3% were Biracial, 2% were Asian, 1.6% was Filipino, 0.7% was Pacific Islander, and 0.3% was Native American (CSDE, 2016e). Table 35 illustrates the ethnic group profile of Blackstone Elementary student enrollment during the 2015–2016 school year (CSDE, 2016e; CSDE, 2016g).

Table 35

Blackstone Student Enrollment (2015 – 2016) per Ethnic Group

Ethnic Group	Students	% Enrollment
African American	14	2.0
Asian	14	2.0
Filipino	11	1.6
Latino	577	83
Native American	2	0.3
Pacific Islander	5	0.7
White	50	7.2
2 or more races, not Latino	21	3.0
Declined to report ethnicity	3	0.4
Low Socioeconomic	555	80
English Learners	371	53.2
Total	697	100

Note: The rows in bold indicate how the school’s enrollment of Latino students and English Learners met and exceeded the criteria that was established for the selection of a LME school (CSDE, 2016e).

Another compelling fact of Blackstone’s student enrollment was that with a total student enrollment of 697, about half of its students (53.2%) were ELLs, of which the vast majority of its ELLs (95%) came from homes where Spanish was the primary language spoken. Table 36 lists the range of CELDT performance levels that the Blackstone’s ELLs scored in the 2015 - 2016 school year as follows

Table 36

CELDT Performance Levels (2015-2016) per Blackstone ELL

Performance Level K	Number and percentage of students by grade level					Total
	1	2	3	4	5	
Advanced	7 (0.0%)	5 (11.0%)	8 (7.0%)	9 (15.0%)	4 (19.0%)	33 (11.0%)
Early advanced	6 (40.0%)	25 (40.0%)	32 (45.0%)	20 (37.0%)	26 (55.0%)	134 (44.0%)
Intermediate	2 (13.0%)	20 (32.0%)	22 (31.0%)	16 (30.0%)	5 (11.0%)	14 (26.0%)
Early intermediate	6 (40.0%)	5 (8.0%)	8 (11.0%)	6 (11.0%)	3 (6.0%)	5 (9.0%)
Beginning	1 (7.0%)	5 (8.0%)	4 (6.0%)	4 (7.0%)	4 (9.0%)	6 (11.0%)
Number tested	15 (100.0%)	62 (100.0%)	71 (100.0%)	54 (100.0%)	47 (100.0%)	54 (100.0%)

Source. CELDT scores for 2015-2016 school year (CSDE, 2016a).

Blackstone’s standardized English language arts test results. Blackstone’s CAASPP English language arts combined test results of its third, fourth, and fifth graders who tested proficient and advanced were quite critically low for both the (2014 – 2015) and (2015 – 2016) school years. When compared with the North Basin School District’s average ELA test results of all the district’s third, fourth, and fifth graders who tested proficient and advanced, Blackstone’s results closely matched those of the district. However, when both Blackstone Elementary and the North Basin School District test results for both school years were compared to the same criteria at the state level, the difference was quite disturbing as indicated in Table 37 as follows:

Table 37

Blackstone’s CAASPP (2014 – 2015) and (2015-2016) ELA Test Results

Test results in English language arts (Grades 3-5)	Students meeting and exceeding content standard at School level	Students meeting and exceeding content standard at District level	Students meeting and exceeding content standard at State level
CAASPP (2014-2015)	28%	28%	44%
CAASPP (2015-2016)	38%	36%	49%

Source. CAASPP test results pertaining to the 2014 – 2015 and 2015 -2016 school years (CSDE, 2016h).

Although these ELA test results should be seen as only a snap shot of Blackstone’s overall academic profile, the test results, nonetheless, are a strong indication of challenges that Blackstone has faced in meeting the instructional needs of its students, particularly those of its ELLs. It also must be emphasized that during these two school year time periods, Blackstone underwent a change in school leadership as well as a change in the structure of its instructional programs that it offered to its ELLs.

Prior to the passing of Proposition 227, Blackstone had a subtractive transitional/early exit bilingual program that was met with a great deal of resistance within the school community for being one of the few schools within the district that offered any form of BE. However, with the relatively recent hiring of a highly focused and progressively-minded Latino principal, Blackstone Elementary established an additive biliteracy/DL program model with plans to make Blackstone’s DL program expand across all its grades, similar to the DL program model that was established two years ago at Blue Hills Elementary of the South Valley School District.

Data-Collection Timeline

Due to a variety of time scheduling challenges, such as the winter holiday school break, and special school projects that were occurring simultaneously at Blackstone Elementary, the researcher was not able to schedule the same amount of visits in surveying this field study school, as was attained at the field study schools of Blue Hills Elementary and Rubio Academy. However, in spite of extraneous time conflicts that arose when procuring appointments with school staff, each visit to the Blackstone campus was highly valuable and informative. Table 38 lists the schedule of school visits that were accomplished throughout the Blackstone field study as follows:

Table 38

Schedule of School Visits to Blackstone Elementary

School Site Visits	Date	Focus	Outcome
Visit #1	Dec 1	To visit campus to gather general information about school	Spoke briefly to office staff to acquire appointment with principal
Visit #2	Dec 5	To meet with school administrator	Informal interview with principal. Brief Classroom visits. Brief Parent Room visit.
Visit #3	Dec 7	Attended Parent-class to get to know parents.	Began interaction in parent discussions.
Visit #4	Dec 14	Present 1 st interactive parent presentation	Held 1st interactive parent presentation; parent discussions
Visit #5	Jan 25	Present 2 nd interactive parent presentation in the parent room and visit classrooms	2 nd parent presentation had to be rescheduled that day. Spoke with parent liaison
Visit #6	Mar 22	Present 2 nd interactive parent presentation in the parent room, 1 st parent focus group meeting	Held 2nd interactive parent presentation, focus group held, informal discussions with resource teacher and ELAC president

Meeting with the school principal. In spite of the time scheduling challenges that the researcher faced, the researcher was able to schedule an informal meeting with the school principal, who was highly gracious in fitting her into his tight schedule. When the researcher first arrived to the Blackstone campus, she was pleased to see a welcoming environment far different in tone than the previous school of the North Basin school district where the principal did not allow the researcher to enter the campus to visit the school's parent room.

When the researcher met with Blackstone principal, Mr. Ladrillo, she was greatly appreciative of his openness to meet with her and discuss his plans for improving Blackstone's overall academic profile. Mr. Ladrillo shared his leadership philosophy, which included engaging his entire staff in a rigorous professional development schedule that occurred every month in which teachers from both the SEI program and the DLI program would coordinate their lesson planning, within each grade level, to be reflective of research-based studies, such as Quality Teaching for English Learners (QTEL) strategies, and higher critical-thinking skills. He also seemed highly committed in moving forward the school's additive DL program to be focused on sound language acquisition pedagogy and on promoting academic biliteracy proficiency in both English and Spanish.

Campus tour. After having held an informal discussion in which Mr. Ladrillo allowed the researcher to take hand-written notes, he escorted the researcher on a tour of his school, which included visiting a Kindergarten DL classroom and a first grade DL classroom that were taught by experienced DL teachers. He also took the researcher to

see the *Parent Room* that was well organized and managed by a parent resource teacher, which was quite indicative of the school's welcoming environment to parents.

The campus was also impeccably clean and projected a calm learning environment for its K-5 students. During the campus tour, one ethnically diverse third grade DL class walked by with their teacher as she simultaneously walked and spoke to them in academically styled Spanish, and asked them lesson-related questions, which they responded to her in kind. Overall, the researcher was quite impressed with what she saw within her 30-minute tour of the school, and was looking forward to more opportunities to learn more about the school.

Parental Access to School's DL Program (*Castañeda* Guideline 1)

Although the researcher's timeline to adequately assess Blackstone's DL program was limited, a moderate amount of information regarding parental access to the school's Dual Language program was acquired in talking to parents, who occasionally participated in parent classes that took place in the school's Parent Room. Yet, it took several visits to the Parent Room before parents at Blackstone were willing to share what they knew about the school's DL program and about what was involved in procuring the program for their children. By the third month, the researcher was able to attain acquire participants for a focus group, from which some insight into the parents' experiences in accessing the school's DL program was acquired.

Profile of Focus Group Parents

Prior to commencing the focus group meeting, the researcher surveyed the focus group to see how many of them had their children participating in Blackstone's DL

program. Of the seven Latina focus group parents who were surveyed, three indicated that they had their children in the school's DL program, which was almost half the group. In addition, the parents were also surveyed to see what was the spread of grades that their children were attending at Blackstone. From what was surveyed, the parents' students were attending the Preschool, Kindergarten, first grade, third grade, and fifth grade.

However, it wasn't until after the focus group meeting that the researcher realized that the three focus group parents who shared that their children were participating in the school's DL program, were also the parents whose children were in Preschool, which offered Bilingual instruction. What was a bit concerning about the fact that these three parents who had their children preschool was that the school had a policy which did not guarantee that all preschoolers would be able to have a spot in the school's DL program once that they were ready to move onto Kindergarten.

It was not clear what the restrictions were for advancing preschoolers into the school's DL program. Yet, what it did mean was that none of the seven focus group parents actually had their children enrolled in the school's DL program, which would explain the results of the focus group activities that were acquired. The results of the focus group activities were a bit varied, but overall were indicative of questions surrounding how well informed parents were regarding due process and the types of instructional programs offered to ELLs, which were reflected in Table 39 as follows:

Table 39

Blackstone Parent Responses to Key Focus Group Questions

Three Key Focus Group Questions:	Number and Percentages of Parent Responses			
	Poorly informed	Somewhat informed	Moderately informed	Well informed
Q 1: How well informed are you about SEI programs?	6 86%	1 14%	0	0
Q 2: How well informed are you about biliteracy/DL programs?	4 57%	1 14%	0	2 29%
	Never to Rarely	Once a year	Twice a year	Three or more times a year
Q 3: How often are parents informed about biliteracy/DL programs?	5 72%	1 14%	0	1 14%

Focus group discussions. Before interpreting the results of the focus group parents responses, a few interesting comments ensued following the focus group activities. One parent, Mrs. Crisantemo, a mother of a fifth grader and a first grader, shared that in the summer when parents are getting ready to enroll their children or find out who the teachers of their children will be, the school holds a parent meeting in which parents often hear for the first time about the DL program.

Parent account of lack of due process. However, Mrs. Pensamiento, the mother of a preschool student who was highly interested in her son continuing onto Kindergarten in the school's DL program, shared that when she inquired at the school office about enrolling her son in the DL Kindergarten class for the following school year, she was informed that there was no room for her son because all of the slots were full. In addition, she was advised to put her son's name on a waiting list if she really wanted him in the

program, but she shared that she felt discouraged and just left the office. But at the focus group meeting, Mrs. Pensamiento raised the question in Spanish, “¿Pues, no sé cuando dieron la información o el aviso para poder apuntar a los niños en el programa?” In English, per researcher’s translation, Mrs. Pensamiento asked, “Well, I don’t know when they gave us the information or the notice to be able to sign up kids in the program?”

Undoubtedly, Mrs. Pensamiento’s question lies at the core of the first sub-research question that was applied to the field study data. The results attained from the focus group meeting, in which the three pie chart questions were posed to the focus group parents, indicated that parents did not feel well informed about either the school’s DL program or the SEI program, in which the majority of focus group parents had their children enrolled in. But what was more concerning about the focus group parents’ pie chart responses, as was shown in Table 39 on p. 179, was that 72% of the focus group parents indicated through their pie chart responses that information about BE/DL programs is not given to parents on a school-wide basis in any manner that they could recall.

What the researcher also found perplexing was that if the school was to have a successful program for parents to seek out after learning about the academic success that DL programs have been having nation-wide, then it would stand to reason that the program would be advertised widely, and be show-cased often. Thus, in order to better understand the disconnect between a LME school having a DL program, while taking only measured steps to inform parents about the program, the field study research must address the next sub-research question.

Resources and Qualified Staff (*Castañeda* Guideline 2)

A moderate amount of relevant information that had been attained throughout this study was attained serendipitously just from being present at parent meetings, and listening to their side conversations and comments. What the researcher found out later at the focus group meeting might possibly explain why a cap apparently seemed to be placed on information about the school's DL program. Thus, the following personal communications may partially be relevant to addressing how the second sub-research question is applicable to the data collected at the focus group meeting.

The Need for Additional Spanish Materials

A few minutes after the focus group meeting had concluded and most of the focus group parents had left, two parent volunteers came into the parent room to work on a special school project. One parent who overheard the focus group parent, Mrs. Pensamiento expressing her frustration with not having been able to enroll her son in the Kindergarten DL program, dipped into the conversation and shared that she had heard that the reason why information about the DL program had been so guarded was due to the school's resources that were rather limited to open another DL classroom per grade level. Another parent volunteer also shared in the conversation saying that she had heard that two or more DL teachers no longer wanted to teach in the program because of the shortage of classroom Spanish materials. Although these two personal accounts were based on hearsay and therefore could not be fully substantiated, these types of accounts when circulated among parents could begin to erode parent confidence in the program.

Insufficient Spanish materials as a common theme. Insufficient classroom Spanish materials was a common theme that emerged in the other two field study schools that had BE/DL programs, as well as in the case study school, where only in the school library could Spanish text be found. Thus, it is entirely possible that what both parent volunteers shared about the shortage of Spanish materials may be an issue that has tempered school-wide parent encouragement to enroll their children in the school's DL program.

Classroom visits. Regarding the two classroom visits that were made the day that the principal took the researcher on a walking tour of the school, the visits made to a Kindergarten, and a first grade DL classroom. In visiting both classrooms, there was ample evidence of student learning from viewing the multiple displays of classroom charts and student work. Spanish curricular materials were evident as well, although classroom libraries, which are a much-needed resource to enhance reading, were not visible from what could be discerned.

Undoubtedly, the classrooms that were visited displayed a variety of student work, and graphic charts depicting literacy focal points and student input. However, the need for more Spanish classroom supplemental materials, such as having on a well-stocked classroom library with Spanish and English texts for students to explore during their independent time, seemed to be a persistent theme reoccurring at the other field study LME schools that were visited.

Teacher Commitment to DL Program

After meeting with two key parent representatives, the issue of certified biliteracy teachers not wanting to teach in a biliteracy program due to a shortage of Spanish resources emerged in the conversations. Both parent representatives shared that it was understandable how biliteracy teachers would be reluctant to teach in DL program if Spanish resources were in short supply. They also spoke highly of the teachers at Blackstone saying that they all work diligently to raise the level of students' academic performance.

The topic of teacher ideological clarity emerged within the conversations in relation to the need for more Spanish materials is a critical area to delve into since an insufficient supply of classroom resources can be a factor that could make or break a DL program. Teachers with a strong sense of ideological clarity often find ways to supplement some of the materials that may be needed for the short term, but in all fairness to teachers, and even to administrators that care about making their biliteracy/DL program effective, there is also a need for districts to be held to a higher level of commitment to adequately equip schools with the necessary materials required for a DL program to be effectively executed.

Program Effectiveness (*Castañeda* Guideline 3)

When evaluating the effectiveness of a school's instruction program, the parameters of effectiveness can take various forms. According to *Castañeda* Guideline three, instructional programs should be evaluated regularly to discern if the programs are meeting the instructional needs of ELLs. Like Blue Hills Elementary of the South Valley

School District, Blackstone Elementary offered two instructional program tracks, SEI and DL, for their ELLs as well as for native English speakers. However, the percentage of ELLs, participating in the school's DL program, was relatively small (less than 20%) since less than one fourth of the school's student enrollment could participate in the DL program due to there being only one DL classroom per grade level that ran from Kindergarten to fifth grade.

Although Blackstone initiated its DL program two years ago, Blackstone's standardized test results, that point to the estimated academic performances of its 3rd to fifth graders of the past two academic years, should not be taken as the only measure of a program's effectiveness. Much like the DL and the SEI instructional programs that were offered at Blue Hills Elementary in the South Valley School District, any evidence of improved academic performance measured by recent CAASPP test results must be disaggregated to see how students, particularly ELLs have performed within each of the school's instructional program. Interestingly enough, Blue Hills Elementary ELA test scores for the last two years mirror those of Blackstone Elementary ELA test scores.

Parent Room, Parent Outreach, and Parent Classes

Another indicator of program effectiveness that often does not garnish much attention outside of educational circles is parent outreach, which is essential for any school community that is interested in strengthening the home-to-school connection. Having a welcoming parent room, like the one that the researcher frequented on the Blackstone campus, where parents can drop by, participate in parent classes and lend support to special school projects is highly indispensable in making the connection

between parents and the school stronger. Apparently, equipping each school campus with a parent room to facilitate parent outreach seemed to be a priority of the North Basin school district.

Yet, despite the fact that Blackstone's parent room was a conduit for parent outreach, it was still puzzling that the parent room was not being used to get the information out to parents regarding the school's current DL program. In having given two interactive parent presentations at the Blackstone parent room in order to solicit parent participants for a focus group and activate parent discussion, the researcher realized that the parents seemed accustomed to being extremely silent, and unaccustomed to sharing their views, in spite of the fact that they appeared to have enjoyed the interactive parent presentations that the researcher gave as a means of "breaking the ice" and activating discussion.

It is plausible that Blackstone parents were not as accustomed to discussing their feelings or concerns about BE, especially if it was a topic that was minimally discussed at the school. Fortunately, by the third session that the researcher held with the parents in the parent room in which the focus group activities were introduced, the parents were a bit more willing to share their views, yet far limited in scope than what was discussed at the other three schools within the study.

Questions about parent access to school information. One key theme that emerged from their discussions was that they could not remember if informational meetings about the school's DL program were ever held at the school, which in terms of *Castañeda* guideline three, would run counter to an instructional program's overall

success. Parental outreach is indispensable in precipitating the process through which parent can become better-informed consumers of educational information so that ultimately they can be able to appraise the school's instructional program(s) for effectiveness and be stronger educational advocates for their children.

Closing Thoughts on Blackstone Field Study

Blackstone was an interesting LME school to study since it holds the potential for developing a strong DL program that could serve as a model for its district, especially since it was the only school within its district that offered a DL program. What was concerning about the viability of Blackstone's DL program was that the bulk of the student body was concentrated within the SEI track of the school. In spite of Blackstone's K-5 DL program that has attracted a wider sector of White students including a more diverse ethnic tapestry of students, questions of due process for the school's critical mass of Latino students still linger. With a significant percentage of Spanish-dominant ELLs who have represented over 53% of the school's student population, Latino student access to the school's DL program remained unknown.

With regards to improving parental access to critical information about the school's DL program, the school could maximize the use of its parent room by offering to parents a series of talks/presentations in which guest speakers, including some of the Blackstone staff, could give parents more information regarding biliteracy/DL education and how the DL program model at their school works. A parent room is a resource that in reality all schools should be implementing on their campuses in order to serve as a

learning hub where parents can become better informed educational surrogates for their children.

Study's next steps. The next steps to be taken in the study is to cite the most salient themes that have emerged from the exploratory case study data via content analysis in conjunction with the data compiled from the three field study schools. In examining if the case study's most salient themes exist in similar fashion, within the data obtained from all three field schools, it will also be examined to *what degree* are these themes evident within the field study data, and *how congruent* is the case study and field study data with the study's sub-research questions, which reflect *Castañeda* Guidelines in support of biliteracy/dual language education and parental due process to additive biliteracy programs.

CHAPTER 5: ANALYSIS OF FINDINGS

Chapter 5 provides an analysis of the findings using thematic patterns derived from the case study of Amarillo Elementary, that is representative of a Latino majority elementary school, with over 60% Latino, and over 50% ELLs, and over 70% low-income students. In addition, the chapter adds the findings of three (n = 3) additional field study schools to test the identified ten themes and in response to the research question of the study: How are the instructional programs in LME schools preparing Latino ELLs to fully participate in a multilingual global society, from the perspective of ELL parents?

Nine Themes Derived from Case Study Data

Nine themes were identified using coding techniques and content analysis, that suggest existing conditions impacting the instructional programs offered at Amarillo Elementary, with over 79% Latino students of 686 students, 67.1% ELLs, and 95.6 low-income students. To test the nine themes, three additional LME schools, Blue Hills (63% ELLs), Rubio (52.3% ELLs), and Blackstone (53.2% ELLs), of comparable Latino ethnic-group profiles, were examined in three different regions of San Diego County (CSDE, 2016e).

The nine salient themes identified within the case study data of Amarillo Elementary are as follows:

- (1) Lack of access and due process to biliteracy programs
- (2) Resistance to discussion about biliteracy, among the credentialed teachers
- (3) Avoidance and delay tactics in postponing parental access to biliteracy programs

- (4) Teacher lack of ideological clarity in supporting biliteracy programs
- (5) Insufficient pedagogical Spanish classroom materials
- (6) Teachers identifying the practice of reading, as most effective means of meeting academic needs of English learners
- (7) Concern for below-grade level performance in English reading among school's ELLs
- (8) Attributing lack of parent help at home as greatest challenge to instructing ELLs
- (9) Latino parents' interest in their children's education and career potential as a counter narrative unrecognized in schools.

Categorizing Themes in Relation to Sub-Research Questions

The nine salient themes, derived from the case study data, were categorized according to the three sub-research questions that the themes reflected. Table 40 illustrates how the nine salient themes were categorized into three groups per each sub-research question as follows:

Table 40

Themes Categorized According to Sub-Research Questions

Sub-research question (SRQ #)	Themes derived from Case Study Data
SRQ1: Are Latino majority schools providing parents due process to research-based BE programs?	<p>Theme 1: Lack of access and due process to biliteracy programs;</p> <p>Theme 2: Resistance to discussion about biliteracy, among the credentialed teaching staff;</p> <p>Theme 3: Avoidance and delay tactics in postponing parental access to biliteracy programs</p>

<p>SRQ2: Are Latino majority schools providing adequate resources and personnel in addressing the instructional needs and biliteracy skills of ELLs?</p> <p>SRQ3: Are Latino majority schools providing effective instructional programs that address the instructional needs and biliteracy skills of ELLs?</p>	<p>Theme 4: Teacher lack of ideological clarity in supporting biliteracy programs;</p> <p>Theme 5: Insufficient pedagogical Spanish classroom materials</p> <p>Theme 6: Teachers identifying the practice of reading, as most effective means of meeting academic needs of English learners;</p> <p>Theme 7: Concern for below-grade level performance in English reading among school's ELLs;</p> <p>Theme 8: Attributing lack of parent help at home as greatest challenge to instructing ELLs;</p> <p>Theme 9: Latino parents' interest in their children's education and career potential as a counter narrative unrecognized in schools</p>
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Themes Linked to 1st Sub-Research Question (*Castañeda's* Pedagogical Test)

In analyzing the thematic findings pertaining to the first sub-research question (SRQ1), using Amarillo Elementary, the issue of due process lies at the center of this sub-research question and at the core of the entire study as well. For a parent of an ELL to have due process to solicit biliteracy education for her/his child, access to information to enroll her/his child's in a biliteracy program needs to be in clearly in place at the child's school. For authentic due process to be in place, access to information needs to be explicit and easily accessible on site, not hidden or misplaced as the researcher has often seen happen at LME schools. The following section list thematic findings, which sheds light on various factors affecting parental access to information regarding biliteracy programs.

Lack of Access to Due Process to Biliteracy Programs

The qualitative data, gathered from the various interviews with teachers, parents and from focus group discussions, strongly indicated that Amarillo Elementary was not providing Latino parents of ELLs with due process to obtain information regarding research-based biliteracy programs. According to the *English Learner Onsite 2015-2016 Program Instrument* document, which the California Department of Education, issued in April 2015 to all California schools, in which it reminded schools of parents of ELLs of their right to have access to information and opt for an alternate/biliteracy program for their children. Under section VI, subtitled, *Opportunity and Equal Educational Access* (CSDE, 2015b) of this document, it is stated as follows:

VI-EL 18. Parents and guardians of ELs must be notified of the opportunity to apply for a parental exception waiver for their children to participate in an alternative program in which some or all of the instruction is delivered in the pupil's primary language (CSDE, 2015b, p. 21).

Thus, this specified section of this state document substantiates the obligation that schools, like Amarillo, the case study school, have towards providing parents and guardians with information about biliteracy/DL programs and appropriate due process accordingly.

When the Amarillo focus group parents were asked how often they received information regarding biliteracy programs as an alternate program option for ELLs, including due process information about parent waivers, all eight (100%) ELAC parents

unanimously responded that this information had never been mentioned at school meetings or in any capacity that they could recall ever happening at the school site. Representative parent-excerpts indicating that the school had neglected to provide parents with the required alternative program information and explain the waiver process, are listed in Table 41 as follows:

Table 41

Theme 1-Parent Comments of Not Being Informed About Biliteracy Program Option

Parent Participants in Focus Group at Amarillo	Representative Excerpts
Mrs. Orquídea	I don't remember if it's ever been discussed at any time about the bilingual program option. Never has there been a discussion about waivers that I know of here at school.
Mrs. Gardenia	In the seven years that my son has been here at this school since preschool, the program option has never been discussed, nor that parents could request the bilingual program.
Mrs. Iris	At ELAC meetings, it has never ben touched [discussed], nor that we, as parents, have the right to ask for the bilingual program or for waivers from what I am able to remember.

Thus, the content of these excerpts captured during a focus group meeting at the case study school helped to support the conclusion that it was highly unlikely that Latino parents have had access to information about biliteracy programs as an alternative program option for ELLs, as annually required of all California schools (CSDE, 2015b; CSDE, 2016f).

Resistance to Discussing Biliteracy among Credentialed Teaching Staff

Whenever the topic of biliteracy programs was raised in interviews with teacher participants, the muted reactions of some of teachers contributed to the conclusion absence of suggest that biliteracy was not a common topic of discussion at Amarillo Elementary. Given Proposition 227's climate of non-support for an ELL's primary language development that was instituted since 1998, many schools subsequently established a mind-set of overlooking the crucial development of an ELL's primary language that gives way to a more efficient attainment in English proficiency. At the case study school, the climate of non-support for its ELLs' primary language development was quite evident among teachers that were interviewed.

Table 42 points to the pattern of four teachers' responses when asked if biliteracy programs had ever been discussed at their staff meetings or among the teaching staff.

Table 42

Theme 2-Teacher Comments about Lack of Discussion about Biliteracy

Teacher Participant	Representative Excerpt
Mrs. Integra	No, the school's focus is on their English language development and raising their proficiency levels so that they can be reclassified.
Mrs. Compás	Parents can go down the street to the other school if they want their child in biliteracy!
Mrs. Nevada	Would like to pass on that question.
Ms. Sky	No, I don't think that it has ever been discussed here.

Avoidance and Delay

The third thematic pattern that pertains to SRQ1 was that of parents, who directly inquired about biliteracy programs and were provided almost no information or due process to information. At Amarillo Elementary, ELAC parents expressed that school personnel avoided giving parents direct and immediate information about biliteracy programs. The following parent excerpts, listed in Table 43, suggest a pattern of intentional avoidance and delay exhibited in the actions by school authority figures.

Table 43

Theme 3-Parent & Teacher Comments Reflecting Avoidance and Delay of Parental Access to Biliteracy Program Information

Parent & Teacher Participants	Representative Excerpt
Mrs. Orquídea	I remember that I myself asked about the Biliteracy program the day that I had registered her – Mrs. Orquídea’s daughter – in Preschool and they told me that if I wanted to enroll my daughter in a bilingual program, I would have to enroll her in another school that had it.
Mrs. Amapola	The other day at the School Council meeting, a mother asked why does the school not have a Bilingual Program and she was told that it was because, when the school was originally opened, the school was already designated to have the Magnet Program. And so I want to know if that is true that we can no longer have the program.
Resource Teacher conducting ELAC meeting	Well, the reason for why the school does not have the biliteracy program is a bit complicated and it would require more time to explain it... What if we assign the topic of biliteracy for the month of March? Five-month delay to provide ELAC parents with information about biliteracy programs and parents’ right to solicit it.

Based on the researcher's 20-year career as a teacher at LME schools, *avoidance and delay* tactics, as were described previously in Table 43, were a common trend that Latino parents often encountered and became accustomed to, when inquiring about biliteracy programs at their children's school site. Thus, it is entirely possible that some Latino parents at Amarillo have become accustomed to experiencing avoidance and delay tactics when inquiring about biliteracy. It is also possible that by practicing avoidance and delay tactics whenever parents inquired about biliteracy programs, parents would ultimately be denied *due process by default* under the guise of delaying the provision of biliteracy program information. This plausible scenario may explain why, at an ELAC meeting with well over 15 parents in attendance –which the researcher had also attended– ELAC parents quietly consented to the resource teacher's request of postponing discussion of biliteracy programs for the next five months. The lack of providing parental access to biliteracy program information runs contrary to what Proposition 58 has amended, within Education Code 300 under section "k," that calls for schools to provide access to multilingual skills as follows:

Whereas, parents now have the opportunity to participate in building innovative new programs that will offer pupils greater opportunities to acquire 21st century skills, such as multilingualism (CSDE, 2017, n.p.).

Themes Linked to 2nd Sub-Research Question (*Castañeda's Resources Test*)

Thematic patterns identified for answering the second sub-research question (SRQ2) pertain to the provision of adequate qualified staff and resources for meeting the instructional needs of ELLs. Two themes were identified through teachers' responses and

school site observation, namely, the lack of teacher ideological clarity in support for biliteracy education, and the lack of Spanish classroom materials, and instructional support to help ELLs in accessing classroom curriculum.

Lack of Teacher Ideological Clarity in Support for Biliteracy Education

When teachers were asked what instructional school practices were most needed to meet the instructional needs of ELLs, the teachers (n = 4) for the most part indicated SEI instructional strategies, with no mention about developing their ELLs’ primary language and biliteracy skills. A conforming perspective implied among the teacher participants was for teachers to concentrate solely on developing students’ English language skills without addressing, or tapping into the emergent Spanish skills of the school’s ELLs. This conforming perspective was a noticeable omission of teacher ideological clarity, especially since Spanish-dominant ELLs comprised 67% of Amarillo’s student enrollment. Table 44 provides commentary on teacher lack of ideological clarity in support for biliteracy education and the development of ELLs’ primary language.

Table 44

Theme 4-Teacher Comments Expressing their Ideology of Biliteracy Education

Teacher Participants	Representative Excerpt
Mrs. Compás	Parents can go down the street to the other school if they want their child in biliteracy!
Mrs. Nevada	I’ve never wanted to become a biliteracy teacher, even though I grew up speaking three languages at home. I don’t believe in biliteracy because our students need to first learn English!
Ms. Sky	In my classroom, I always encourage my students to speak only

	in complete sentences [in English] because the [Latino] community is guilty of allowing the children to speak in one-word sentences. And that's why they do not develop good speaking skills in English.
Mrs. Integra	No, the school's focus is on their English language development and raising their proficiency levels so that they can be reclassified.

What the researcher found most surprising and disheartening about the teacher participants' comments was that their comments were indicative of viewing their students' primary language from a deficit perspective. Since the vast majority of Amarillo's ELLs (67%) are Spanish-dominant speakers, as are the vast majority of California's Spanish-dominant ELLs (88%) (CSDE, 2016f), these comments suggest a blatant disregard for an ELL's primary language, as an important source of knowledge. According to dual language program experts, the development of a child's primary language is, not only an integral part of acquiring literacy in any language, it is a construct of intelligence that should not be wasted and left undeveloped (Baker, 2011; Genesee et al., 2006). Aside from expressed hints of insensitivity towards primary language development, subtle inferences were made implying that bilingualism is a privilege that educated persons, who already speak English, have the right to pursue.

Yet, what was far more disturbing about these comments were those obtained from the BCLAD certified teachers, whose comments avoided acknowledging basic pedagogical tenets of biliteracy education, and evaded the topic of biliteracy all together. In addition to the lack of ideological clarity noted within the case study data, another

thematic pattern, which spoke directly to *Castañeda's* resource principle, was also noted as a critical component in addressing the study's second sub-research question.

Insufficient Supply of Classroom Pedagogical Materials in Spanish

The second thematic pattern linked to *Castañeda's* Resource Principle was the lack of Spanish classroom materials that was substantiated by both teacher and parent input, and researcher's supplemental field notes on classroom visits. When Amarillo teachers were asked what instructional school materials were the most needed, classroom Spanish materials were not on their list of much needed materials, most likely due to the fact that giving ELLs support in their primary language was not a concern among the staff at Amarillo. However, it was highly apparent to the researcher, that when visiting one classroom and gaining access to two resource rooms on campus, where the overflow of curricular text books and supplemental English materials were stored, that no supplemental Spanish materials were anywhere in sight. Table 45 list participant comments regarding issues of classroom Spanish materials as follows:

Table 45

Theme 5-Accounts of Insufficient Classroom Spanish Materials

Parent & Teacher Participants	Representative Excerpt
<i>Parent:</i> Ave de Paraíso	When we come to the school to read with our children, there have never been any books in Spanish in the classrooms to be able to read to them.
<i>Teacher:</i> Mrs. Nervada	In our classrooms, we do not have any Spanish text, but our school library has some books in Spanish, that parents can check out to read to their kids.

Overall, what the researcher found to be most disturbing about the lack of Spanish pedagogical classroom materials was that parents of ELLs, such as Mrs. Ave de Paraíso, who visit their children's classroom most likely cannot appraise the instruction going on in the classroom, nor partake in the family literacy activities, such as the "Read with Your Child at School" event that once a month takes place in classrooms. Events such as these should remind educators that literacy cannot be viewed as a one way street in which students read in isolation, removed not only from reading in their primary language, but also from sharing their reading experience with their parents in a language that the parents can have access to as well.

Themes Linked to 3rd Sub-Research Question (*Castañeda's Effectiveness Test*)

In addressing the third sub-research question (SRQ3), four additional thematic patterns were that identified dealt with: (a) Identifying English reading as the most effective means in meeting the needs of ELL students; (b) Below-grade level underachievement of ELLs driving the focus on Language/Arts reading in English; (c) Attributing lack of parent support and help at home as the greatest challenge to instructing ELLs; and (d) Parents' interest in their children's education and their career potential is a counter-narrative often unrecognized at schools. Central to SRQ3 was how the academic needs of ELLs were perceived as measures of program effectiveness.

Identifying Reading as Effective Means of Meeting ELLs' Academic Needs

Through teacher and administrator interviews and field notes dealing with the literacy professional development, which was on going at Amarillo, the school's dominant instructional focus was on English reading skills and increasing rates of re-classification

towards English-only proficiency. Table 46 lists comments from teacher participants, reflective of their perspective that the most effective means of meeting the instructional needs of ELLs, is to increase more time on task in reading in English.

Table 46

Theme 6-Teacher Comments about Meeting ELL Instructional Needs

Teacher Participants	Representative Excerpt
Mrs. Compás	I focus a lot on teaching reading so I also do a lot of small group instruction.
Mrs. Integra	In my opinion, the most important thing that ELLs need to succeed academically is to raise their reading levels in English and improve their writing.
Mrs. Nervada	We practice small group instruction, in which we customize the small group instruction to address the literacy (i.e. reading, writing) skills that the small group needs to work on the most.

Implications of teachers citing increasing English reading as most effective means of meeting ELLs’ academic needs. It is indisputable that reading instruction is the cornerstone of academic instruction within the elementary school system and it is also indisputable that part of meeting the academic needs of ELLs is to support ELLs in becoming proficient readers of English literacy. Yet, English reading instruction is an insufficient means of meeting ELLs’ academic needs, particularly if their primary language (i.e., Spanish) has not had sufficient time to develop a stronger foundation upon which English reading proficiency could be attained more effectively. Thus, it seems that the teachers, who cited English reading as the most effective means of meeting ELLs’ academic needs, adhere to the faulty perception that the greater the exposure to on-task

English instruction the better the academic gains, while diminishing any type of Spanish language support (Lindholm-Leary & Hernández, 2011).

Concern for ELLs' Academic Performance in English Reading

Throughout the case study, participant commentary regarding the academic performance of the school's ELLs was noted, along with any commentary regarding the challenges that the school faced in addressing the academic achievement of ELL students. Amarillo school data reported to the CSDE, during the 2015-2016 school year, indicates that 77% of Latino ELL students tested (n = 125 of 162 ELLs tested) in English language arts, from third to fifth grade, in general, were below grade level.

During the execution of the case study at Amarillo Elementary, various participants shared their concern for the below-grade level reading performance of the school's ELLs. Such patterns of underachievement in reading have also been reported in past research, such as reported in the *American Educational Research Journal* (Reardon and Galindo, 2009) documenting the Latino/Hispanic versus White achievement gap in math and reading in the elementary grades. Representative excerpts obtained from Amarillo participants and listed in Table 47, emphasize the underachievement trend in reading of Amarillo's ELLs.

Table 47

Theme 7-Participants' Concerns for ELL Reading Levels

Participants	Representative Excerpt
<i>Teacher:</i> Mrs. Integra	By third, fourth and fifth grade, what holds ELLs back the most is their reading levels. In third grade, they are already speaking English fluently, but their reading comprehension and their writing skills are often below grade level and that is what keeps them from getting reclassified.

Principal:
Mr. Kay It concerns me that many of our Latino students, like our English Learners, are reading as much as two grades below grade level.

Parent:
Mrs. Gardenia We worry a lot about how low the test results have been for our students. My son has come out low in math along with many of his classmates and the results of the reading levels have also been low from what I understand.

The thematic pattern reflected in the representative excerpts listed in Table 47, suggests that the instructional program being used at Amarillo was not meeting the developmental literacy needs of ELLs, especially when considering that both the principal and resource teacher affirmed that Amarillo ELLs were reading well below grade level. It is possible that the persistent pattern of substandard reading levels of ELLs at Amarillo Elementary was due to the questionable effectiveness of the SEI instructional program that has been serving ELLs at this school site for almost a decade. Other factors as outlined in the *Guiding Principles for Dual Language Education* (Howard et al., 2007), without a doubt, contribute to the underachievement of Latino/ELL students, beginning with a lack of a school’s program policy that addresses research-based practices that more efficiently meet the instructional needs of ELLs. In addition for the need to reassess the school’s SEI instructional program, which has neglected to assess students in their first (i.e., Spanish), and second language (i.e., English), the school also is in need of assessing its dominant curriculum in English that is not translating into an acceptable level of student academic performance. The school’s limited level of parent engagement, which—according to the focus group data results —has not effectively

informed parents of how students are being instructed, is also another area in need of growth and reform. A look at the eighth theme emphasizes the need for teachers to have a better understanding of the cultural and socioeconomic tensions that the parents of their students deal with on a daily basis.

Attributing Lack of Parent Help at Home as Greatest Challenge to ELL Instruction

In order to discern what instructional impediments teacher participants have had to deal with in their efforts to try to meet the instructional needs of ELLs, they were asked to identify what was the most challenging factor that they faced in their daily classroom instruction. The dominant thematic pattern that resulted from their responses was that a lack of parental assistance and help at home with homework and language arts/reading help at home with homework that contributes to their low achievement. The following teacher excerpts listed in Table 48 assisted in identifying the thematic pattern expressed within the teacher participants' comments as follows:

Table 48

Theme 8-Teacher Perspectives on Lack of Parent Help at Home as Greatest Challenge to Instructing ELLs

Teacher Participants	Representative Excerpt
Mrs. Nevada	But one of our greatest challenges is that our parents often times do not follow through with making sure that their children do their homework and that is a challenge because the only time that our students can practice what they are learning in class is when they are in class, but not at home.
Mrs. Compás	The majority of my students are English Learners and so they need a lot of help in reading, which they are not getting at home since a lot of our parents do not know English and do not read enough to them at home.

Ms. Sky	Most of our parents in this community have to work. Some have to work two jobs to be able to take care of their families. They can't work with their kids at home like we would like them to.
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When Amarillo teachers were asked to define what they considered to be their greatest challenge in meeting the instructional needs of ELLs, it was assumed that teachers might identify a factor related to grade level curriculum, or the need of more resource materials, or the lack of professional support in supporting students in the ELLs home language. However, their focus of concern was on parental lack of home assistance or help, suggesting a conformist perspective of blame as well as a tendency towards deficit thinking. Researchers (Gándara & Hopkins, 2010; Olivos et al., 2011; Valencia, 2010) affirm that a common association that many teachers make is associating low academic performance of students of color to an ill-perceived notion that parents of color, especially linguistically diverse parents, lack interest in their children's education and are also unable to help their children at home. This thematic pattern participants expressed through their comments of attributing fault to parents, who may lack the ability to speak English fluently, has been persistent in studies that address deficit thinking.

The de fault-excuse that Latino parents are not interested in their children's education has been at the core of deficit thinking, particularly at Latino-majority schools (Valencia, 2010). It is plausible that teachers, who resort to blaming parents for their students' low academic performance, do not intend to disrespect their students' parents. Nonetheless, placing the burden of blame on parents, to explain away the ineffectiveness.

of a school's instructional program, can only prolong the ineffectiveness of an instructional program and maintain the reoccurrence of the program's shortcomings.

Parents' Interest in Children's Education Counter to Deficit Narrative

Another branch of the researcher's theoretical framework, that helped informed this study, is critical race theory (CRT). Delgado (2012), a founder of CRT, has posited the importance of shedding light on counter-narratives, that are research-based cases that provide a counter perspective to the deficit-thinking argument that parents of color tend to be less interested in their children's education.

Magic wand focus group activity. In a focus group magic wand activity, parents were asked to imagine if they had a magic wand, what they would want for their child's education and future. They were presented with five standard "wishes," then were asked to select three wishes and privately write them down. After collecting their three most desired wishes, discussion proceeded for a few minutes in which samples of their responses were noted. The parents' responses were tallied and listed in Table 49:

Table 49

Theme 9-Counter-narratives of Latino Parents on their Children's Education

Theme 9 Magic Wand Wishes	Parent Participants	Representative Excerpt	# Parents who selected a specified wish
To go to the university and attain an academic profession/career.	Ave de P.	I wrote that my children and grandchildren could go to the university and be able to realize their professions.	8
To become whatever he/she desires to be.	Gladiola	I wrote that I wish for my daughter to accomplish all that will lead her to realize her	4

		dreams.	
To be bilingual/ multilingual.	Orquídea	One of my wishes is for my daughter to speak both English and Spanish well and to study two or three languages.	6
To earn good grades.	Tulipán	Yes, I think that to have good grades is very important.	2
To be reclassified.	Gardenia	One of the wishes that I think is very important is for my son to be reclassified so when he goes onto high school he can get the classes that he wants.	2

What was noted during the discussions that focus group parents held following their written magic wand activity, was that the majority of the focus group parents shared out loud a wide range of professions that they wished for their children to attain. The professions that were noted ranged from lawyer, scientist, doctor and teacher. All eight focus group parents privately wrote down on paper that they desired for their child to go onto the university and acquire an academic profession, which goes against the narrative that Latino parents have limited interest in their children's education, which goes against the narrative that Latino parents are not interested in their children's education or in seeking higher education.

Regarding the wish for their child to be bilingual/multilingual, six of eight parents responded that they desired for their child or children to be bilingual. Thus, the overall responses, written and/or expressed, demonstrated strong evidence that Latino parents, like the vast majority of parents of any ethno-linguistic background, desire that their child

seek higher education and are open to the idea of their child being competently bilingual, which goes against the deficit-thinking narrative that Latino parents are not interested in their children's education or that they do not desire their children to be bilingual.

Addressing the Generalizability of Case Study

It is essential to emphasize that the data obtained from conducting an exploratory case study of only one LME school, within a California county as populous as San Diego County, cannot adequately represent the majority of LME schools that do not offer access to BE/DLE programs. Conversely speaking, having conducted only three field studies of LME schools, that offer some type of BE/DLE program, cannot be considered as an exhaustive study of LME schools in a California county comparable to San Diego County.

Since the data compiled was limited to four selected LME schools, a closer analysis of the nine themes, that were first cited within the case study data, was required in order to examine how generalizable were the nine themes to the data obtained from the three field study in discerning the probability and potential for a LME school to offer a biliteracy program.

In essence, a basic assumption of the study is that the more supportive a school is of BE, the less in common a pro-biliteracy education school would have with a school, like the case study school, that was far removed from being supportive of biliteracy education. Thus, in mapping out the level of congruence in support of biliteracy education at each school, the degree of support for ELL parental access to biliteracy program information would also be reflected. Thus, finding compatibility with the case

study's nine themes can also be used to determine how strong would be a school's support for a biliteracy program and how transparent would a school be towards assuring parental access to due process as well.

Compatibility of Case Study Themes with Field Study Data

In order to discern how the nine themes that are all reflective of a LME school's level of congruence of support for biliteracy education, and of the quality of due process afforded to parents of ELLs, a matrix was designed in which to map out the extent of theme compatibility. A basic rubric was developed to score the extent to which the nine themes were reflective of the data obtained from the three field study schools in order to see how generalizable was the case study data, and how a school's compatibility with these nine themes was indicative of the level of support it had for biliteracy. It is important to keep in mind that the higher the compatibility a field study school had with the case study themes, the lower the level of support the field study school would have for biliteracy, since the case study data was strongly indicative of a school that did not support biliteracy education. Three essential features of the rubric were listed in Table 50 as follows:

Table 50

Rubric Rating of School's Thematic Compatibility vs. Support for Biliteracy

Rubric Rating	Definition of the Rubric Rating
High	High thematic compatibility translates into a pronounced lack of congruence in support of biliteracy education yielding a high degree of tension towards biliteracy.
	There is limited and sporadic evidence of emerging biliteracy program structures parent due process and informed engagement.

Medium	Medium thematic compatibility translates into a medium level of emerging congruence in support of biliteracy education yielding a reduced degree of tension towards biliteracy.
Low	<p>There is more than partial evidence of emerging biliteracy program structures and parent due process and informed engagement.</p> <p>Low thematic compatibility translates into a high level of congruence in support of biliteracy education yielding a low degree of tension towards biliteracy.</p> <p>There is more than partial evidence of emerging biliteracy program structures and parent due process and informed engagement.</p>

After having developed the above rubric for determining the level of compatibility of the field study data, obtained from Blue Hills, Rubio, and Blackstone, with nine case study themes that are reflective of a school's lack of support for biliteracy education, the three field study schools were scored for congruence in support of biliteracy education with the rubric ratings of high, medium and low. It was also important to align each of the nine themes with the *Castañeda* three prong-tests that it is reflective of, as well as with the sub-research question (SRQ 1, 2, and 3) that it most closely matched.

A LME school's level of compatibility with the first eight case study themes was discerned to be indicative of how the LME school was supportive of biliteracy programs. In examining how each of the field study LME schools (Blue Hills, Rubio and Blackstone) compared with the case study school, Amarillo, in terms of their level of congruence in support of biliteracy education, as was mapped out in Table 51, it was evident that Rubio Academy had the lowest level of compatibility with the case study

school since it also had the lowest level of compatibility with the nine themes, which meant that Rubio Academy had the highest level of congruence in support of biliteracy education.

It also must be emphasized that eight of the nine themes were strongly indicative of a LME school that was not supportive of biliteracy education. Only the ninth theme, that lent support to the counter-narrative that parents of ELLs care deeply about their children’s education, was independent of whether a school was supportive or not of biliteracy education, which according to Table 51, all four LME schools rated high in terms of the ninth theme.

Table 51

School’s Thematic Compatibility in Inverse Support for Biliteracy

Castañeda 3-Prong Test, SRQ#, Theme #	Amarillo	Blue Hills	Rubio	Blackstone
Prong 1 test, SRQ1, Theme 1: Lack of access to due process to biliteracy program	High	Medium -low	Low	High
Prong 1 test, SRQ1, Theme 2: Resistance to addressing topic of biliteracy programs	High	Medium -low	Low	High
Prong 1 test, SRQ1, Theme 3: Intentional avoidance & delay of due process	High	Medium	Low	High
Prong 2 test, SRQ2, Theme 4: Lack of teacher ideological clarity	High	Medium -low	Low	Medium- high
Prong 2 test, SRQ2, Theme 5: Insufficient supply of Spanish pedagogical materials.	High	High	Medium	High

Prong 3 test, SRQ3, Theme 6: Increasing English reading cited as best practice for ELLs	High	Medium	Low	Medium
Prong 3 test, SRQ3, Theme 7: Under-achievement of ELLs, driving push for increased English reading	High	Medium	Low	High
Prong 3 test, SRQ3, Theme 8: Attributing blame to lack of parental support at home to explain ELL underachievement	High	Low	Low	Low

Note. The ninth theme, counter-narratives of parents caring for their children's education was not included in this table since the ninth theme was discerned to be independent of a LME school's support for biliteracy programs.

The only other theme that rated high among the majority of the LME schools (Amarillo, Blue Hills and Blackstone) was theme five, which was indicative of a school struggling with an insufficient supply of Spanish pedagogical materials. For theme five, Rubio Academy was rated medium since teacher participants at Rubio expressed a need for more supplemental Spanish materials for their classrooms, although their classrooms were well supplied with Spanish curriculum. In spite of the fact that a school with a strong focus on BE does not necessarily translate into a school having an insufficient supply of biliteracy materials, an insufficient supply of biliteracy materials can make or break a BE/DLE program, which would ultimately due away with the school's support for biliteracy education.

Thus, in order to discern if school funding is also a factor in determining a LME school's level of support for VE, a profile of the four LME schools' basic funding sources, such as ADA (average daily attendance) funding, that public schools receive

periodically from the state, in support of the number of students that regularly attend class (CSDE, 2017a). In addition, federal Title 1 funding is also another source of funding for underperforming schools located in low socioeconomic communities (CSDE, 2017b) that will be looked at briefly to see if it would be a factor in increasing a school's potential for having a biliteracy program. The next section of this chapter will briefly examine if school funding is a factor in a school's support for biliteracy and for parental access to due process.

Profile of LME School Funding Linked to Offering Biliteracy Programs

When initiating the selection process of the LME schools, all four schools met and exceeded the study's selection criteria of a LME school, given that all four schools had at least a student enrollment consisting of 70% Latino, of which over 52% were Spanish-dominant ELLs, and being over 68% low income. The schools profile listed in Table 52, as follows, suggest that in 3 of the four schools (Amarillo, Blue Hills and Blackstone), that had higher sources of funding, would also have the potential to launch a biliteracy program. Yet, of the four LME schools, Rubio Academy, which received relatively less government funding than the other three schools, Rubio was the LME school in the study that demonstrated the strongest support for biliteracy education and was the most transparent and consistent in providing due process to parents of ELLs.

Interestingly enough, Rubio is located in east inland region of the San Diego County that is sometimes referred to as East County, and is also considered to be a very conservative urban area, where a model DLE program would not typically be expected. Nonetheless, as varied as the four LME schools were, in terms of the instructional

program they offered (i.e., SEI, DLE programs), the percentages of ELLs having access to biliteracy programs, did not seem to follow any predictable pattern based on school funding as indicated in Table 52 as follows:

Table 52

Profile of LME School Funding During (2015 – 2016) School Year

LME School	Grade Levels	ADA	% Low Income Students	Title 1 Funding?	% Latino Students	% Latino ELLs	% ELLs in Program
Amarillo	K-5	686	95.6%	Yes	79%	67.1%	100% of ELLs in SEI
West Central							
Blue Hills	K-6	370	79%	Yes	90.8%	63%	≈ 50% of ELLs in DLE;
South Valley							≈ 50% of ELLs in SEI
Rubio Academy	K-4	354	68%	No	69.5%	52.3%	100% of ELLs in DLE
East Inland							
Blackstone	K-5	697	80%	Yes	83.1%	53.2%	≈ 75% of ELLs in SEI;
North Basin							≈ 25% of ELLs in DLE

Note. ADA = Average Daily Attendance. Refers to daily average of students in attendance, reflective of state funding school receives. Symbol for an estimated value (≈).

After having examined if school funding was directly related to a LME school's ability to host a biliteracy program, the data listed in Table 52 did not seem to suggest that funding plays a strong part in determining if a LME school would be more inclined

to offer a biliteracy program. The profile of school funding sources of the four LME schools listed in Table 52 indicate that the school, Rubio, receiving the least amount of state and federal funding, was the school offering a biliteracy/DL program to all of its students, both ELLs and non-ELLs.

It stands to reason that if a LME school demonstrates a lack of support for biliteracy education (in spite of having a critical mass of Latino Spanish-dominant students), such a school would also not have wide support for affording due process to parents to have access to biliteracy program information and least of all to having a biliteracy program. Yet, schools, which intentionally do not allow for parents to have access to due process to regarding biliteracy education, are essentially violating a parent's right to due process, which in turn is a violation of a child's right to equal educational opportunity as is specified under the 14th amendment of the constitution (Del Valle, 2003). Thus, the issue of parental due process still requires closer examination, which will be addressed more in depth within the next section

Persistent Signs of Lack of Due Process among Study's LME Schools

Parental due process to biliteracy/DLE programs was a central focus of this study, especially when addressing due process for Latino parents of ELLs, who have often been disenfranchised of due process at LME schools within low socioeconomic communities. An essential part of the study's data that addressed issues of due process was obtained from the parent focus groups that were conducted at each of the four LME schools selected for this study. The results of the focus group activities contributed to an essential part of the analysis of the study's findings.

Results of focus group activities as indicators of parent due process from each of the four LME schools. The lack of due process to biliteracy program information was particularly evident when compiling the FG parents' responses to the following key questions posed to them:

- (a) How well informed are you regarding SEI instructional programs?
- (b) How well informed are you regarding biliteracy instructional programs?
- (c) How often are parents informed at your school about biliteracy program information?

Table 53 combines all focus group parent responses to the three questions posed.

Table 53

Focus Group Parent Responses of All Four LME Schools

Key Focus Group Question	Poorly informed	Somewhat informed	Moderately informed	Well informed
How well informed are you regarding SEI programs?	17 59%	7 25%	3 10%	2 6%
How well informed are you regarding biliteracy/DLI programs?	11 37%	7 25%	4 14%	7 25%
	Never to Rarely	Once a year	Twice a year	Three or more times a year
How often are parents informed at school about biliteracy/DLI programs?	19 66%	5 17%	0 0%	5 17%

Pattern of focus group parent responses filtered for SEI programs. When compiling all the percentages of focus group parent responses related to each question posed, the results were spread across the range of possible responses. However, the

highest percentages of parent responses lied within the *poorly informed* and the *never to rarely* sections of the table. However, the theme of lack of due process was not an issue pertinent to a school, like Rubio Academy, which was a complete DL school where all parents, upon registering their children there, were automatically given due process to its DL program. A more filtered view of the study’s focus group parent responses was sought, which required determining what the other three schools, Amarillo, Blue Hills and Blackstone, had in common.

One important factor that all three had in common was that they offered an SEI instructional program to ELLs, either as a whole school program, such as is the case at Amarillo, or as one of two program tracks within the school, such as is the case at Blue Hills and Blackstone. By compiling the parents’ pie chart responses from Amarillo, Blue Hills and Blackstone, a more streamlined view of the pattern of parent responses could be obtained. Table 54 illustrates the focus group pie chart responses of the three LME schools that offer SEI programs.

Table 54

Focus Group Parent Responses of Three LME Schools with SEI Programs

Key focus Group Question	Poorly informed	Somewhat informed	Moderately informed	Well informed
How well informed are you regarding SEI programs?	14 64%	6 27%	1 4%	1 4%
How well informed are you regarding biliteracy/DL programs?	11 49%	3 14%	3 14%	5 23%
	Never to Rarely	Once a year	Twice a year	Three or more times a year

How often are parents informed regarding biliteracy/DL programs?	17 77%	4 19%	0 0%	1 4%
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When filtering out the parent response data of Rubio Academy, as illustrated in Table 54, it is far more apparent that of the 22 focus group parents surveyed, 77% indicted that their children’s school *never to rarely* informed parents of the information about biliteracy programs as an alternate program option for their children. Thus, the 77% *never to rarely* response that emerged from these 22 focus group parents was a strong indication that lack of due process could still be persistent among LME schools, such as the case study school, Amarillo Elementary, and the other two LME field study schools, Blue Hills Elementary and Blackstone Elementary that interestingly enough offer DL programs as well.

Regarding Amarillo Elementary, that offered only a SEI instructional program for addressing the instructional needs of its ELLs, it was not surprising that lack of due process was significant. However, for the other two field study schools, Blue Hills Elementary and Blackstone Elementary, that also implement DL programs on their campuses, it was disconcerting that parent access to due process was not as strong as it was at the other field study school, Rubio Academy.

It was also not entirely clear why Blue Hills and Blackstone, who were developing their DL programs and had administrative leadership that was supportive of DL education for students, were not more proactive in attracting more parents of the school community to their DL programs, which generally require each year a growing interest among parents in order to keep a BE/DL program thriving.

At the first field study school, Blue Hills Elementary, the number of students enrolled in the school's DL program was significant in some grades, but slim in other grades, which is not all that surprising for a fairly young DL program that had been in operation at a school site for only two years. However, according to the school's attendance clerk, close to half of the student body was enrolled in the Blue Hills' DL program. Interestingly enough, the DL program of Blackstone Elementary, had also been initiated only two years ago, but the number of students enrolled in its DL program was about one fourth of the entire school enrollment, since the school had only one DL classroom per grade level. Could a limited number of Spanish resources be related to inconsistency in providing biliteracy program access to Latino parents? To answer this question, a closer look at how these themes correspond to all four schools is needed.

Thematic Congruence Linked to Parent Due Process

In order to more easily see how the four LME schools' congruence with the first eight themes that were more indicative of a school that had less transparency in affording parents due process to biliteracy program information and program selection, a flow chart was designed to better depict the schools' relationships to the case study themes as follows:

Flowchart of Field Study Schools' Compatibility with the Case Study Themes

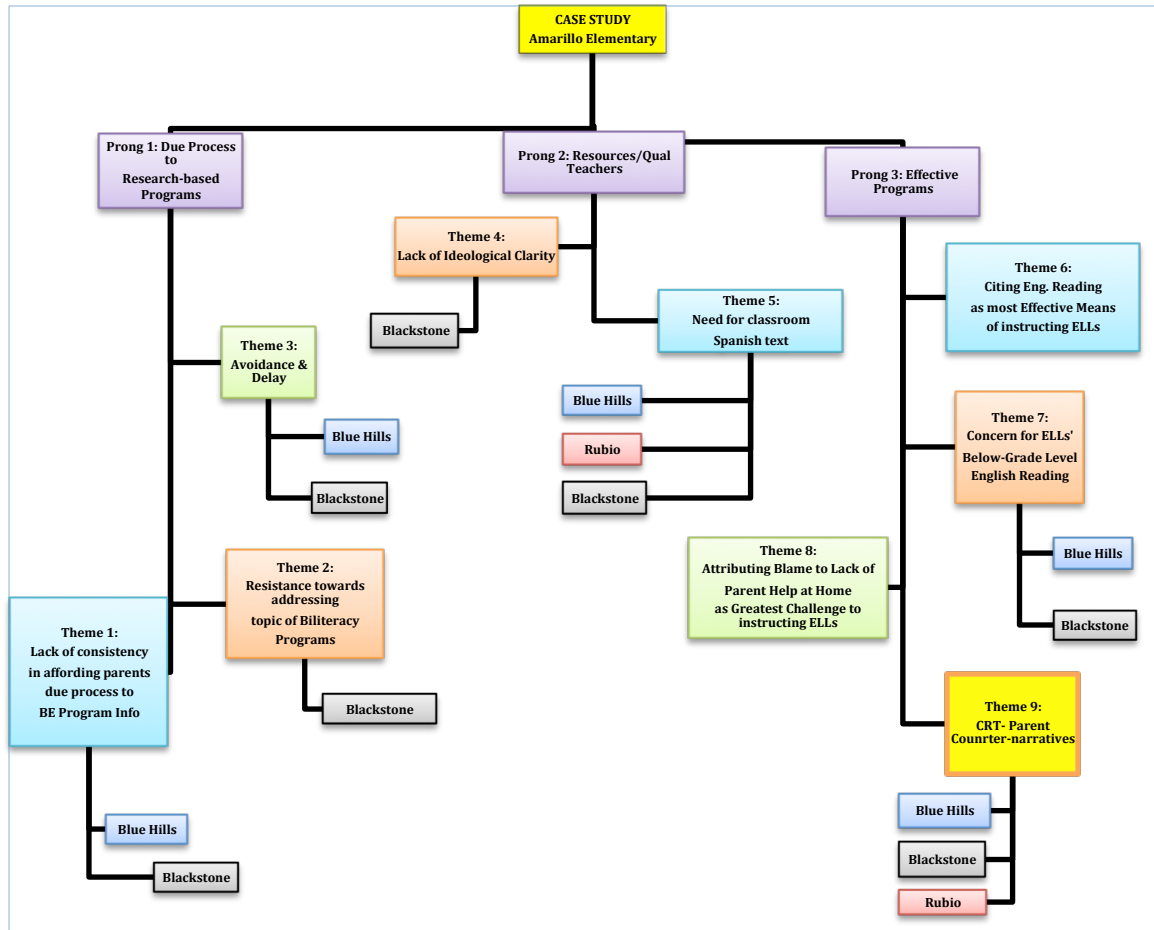


Figure 7. A flowchart depiction of how each field study school was connected to the case study themes indicative of school's increased chances for impediments to parental due process

The flowchart in Figure 7 shows the thematic congruency that each field study school had in common with the nine themes cited. With the exception of the ninth theme, *Parent Counter-Narratives* (narratives that run counter to deficit narratives about parents of color), the more connections that a field study school had with the first eight themes, the stronger the possibility of parental due process being compromised at the school site. In essence, the qualitative data that was collected at each school site was analyzed to discern how transparent and accessible was parental due process at the school site.

Another format in which to view each field study school’s thematic patterns or connections, which were reflective of the case study themes, was supplied in Table 55:

Table 55

Themes Indicative of Possible Impediments to Parental Due Process

<i>Case Study Theme</i>	Amarillo	Blue Hills	Rubio	Blackstone
<i>Theme 1: Lack of access to due process to biliteracy program</i>	X	X		X
<i>Theme 2: Resistance to addressing topic of biliteracy programs</i>	X			X
<i>Theme 3: Intentional avoidance & delay of due process</i>	X	X		X
<i>Theme 4: Lack of teacher ideological clarity</i>	X			X
<i>Theme 5: Insufficient supply of Spanish pedagogical materials.</i>	X	X	X	X
<i>Theme 6: Increasing English reading cited as best practice for ELLs</i>	X			
<i>Theme 7: Under-achievement of ELLs, driving push for increased English reading</i>	X	X		X
<i>Theme 8: Attributing blame to lack of parental support at home to explain ELL underachievement</i>	X			
Total number of thematic connections:	8	4	1	6

Note. The number of thematic connections was discerned to be indicative of the chances that a school would have impediments to parental due process at its site.

In reviewing the data listed in Table 55 on the previous page, the data shows that Rubio Academy would be the school—with the least number of connections—that would have the least chances of having impediments to the due process that it afforded to its

parents of ELLs. This is quite obvious reasoning especially since the entire school was a biliteracy/DL program school. From these estimates, Blackstone, which had both two tracks for ELLs– a DL program track and a SEI program track–had a higher chance of having impediments to the system of due process that it offered to parents at its site. According to the data specified in Table 55, Blue Hills, which like Blackstone had both a DL program track and a SEI program track for its ELLs, had moderate chances of impediments to parental due process, occurring at its site.

It must be emphasized that the mapping of the LME school connections to the case study themes is only an estimate and the first eight themes do not represent an exhaustive register of factors that contribute to the impediment of parental due process to biliteracy programs. It must also be emphasized that having a SEI program does not directly cause a school to impede parental due process. The number of school connections/commonalities to the case study themes is solely a reflection of the qualitative data obtained from each field study school that gives voice to the instances of parental access to due process being compromised in some respect.

Synthesis of Findings

Overall, the findings of this exploratory study, guided by the three sub-research questions (SRQ), suggest that in LME schools in San Diego County, there exists philosophical and pedagogical tensions in promoting Dual Language Education programs for Latino ELLs who enter Kindergarten with Spanish as their dominant language and with foundational oral language skills in Spanish.

The exploratory study indicates that in the case study school (Amarillo) in the

central regional area of the San Diego County, Latino students are not being provided with due process and access to biliteracy/DL education. In addition, parents are not provided with due process to information as to the programmatic options available to their children as legally entitled and reported by leaders of ELAC parents.

Under the first *Castañeda* test pertaining to the right to legal and pedagogical research based programs and instruction, and associated with SRQ1, the points of tension derived from the study suggests three major themes:

1. The lack of access to due process to biliteracy program information by school leadership.
2. Credentialed teaching staff's resistance to discussions on biliteracy.
3. Applying tactics of avoidance and delay to impeding parental access to biliteracy programs information.

Under the second *Castañeda* test pertaining to resources to actualized the first *Castañeda* test, and associated with SRQ2, the points of tension derived from the study suggests two major themes:

4. Teacher lack of ideological clarity in supporting biliteracy programs
5. Lack of or insufficient pedagogical Spanish classroom materials.

Under the third *Castañeda* test pertaining to the effectiveness of instruction and program design, instruction, and resources to actualized the first *Castañeda* test, and associated with SRQ3, the points of tension derived from the study suggests four major themes:

6. Identifying English reading as the most effective means in meeting the needs of ELL students.

7. Below-grade level underachievement of ELLs drives the focus on language arts/reading in English.
8. Lack of parent support and help at home in improving ELLs academic achievement.
9. Parental interest in their children's education and their career potential is a counter-narrative that runs counter to deficit-thinking narratives about parents.

The exploratory study on LME school programs suggests that, in two (Amarillo and Blackstone) of the four LME schools, high tensions exist in promoting DLE programs. In the other two LME schools, Blue Hills is on a trajectory of emerging in the development of DLE; and in Rubio Academy, while a promising and developing K-8 DLE school, it is the only school being supported in a school district with over 6,000 Latino students who have limited opportunities of acquiring access to DL programs at other schools within the same district.

The following and final chapter of the study will discuss the implications, main limitations of the study, and recommendations for further research.

CHAPTER 6: DISCUSSIONS AND IMPLICATIONS

The main research question of the study asked, how are the instructional programs in LME schools preparing Latino ELLs to fully participate in a multilingual global society, from the perspective of ELL parents? The exploratory case study yielded nine themes that contribute to the findings of the main research questions using the *Castañeda v. Pickard* three-prong approach for assessing federal compliance in providing equal education to ELL students attending LME schools.

Discussion

The prime purpose of conducting a cross-sectional study of LME schools within San Diego County was to find the tensions, challenges and high points that such schools of relatively similar student populations would have in common. Such tensions were explored in depth according to how they were expressed within the context of the thematic patterns that appeared throughout the qualitative data that was collected from holding interviews with teachers and administrators at the selected schools and through holding focus group meetings from which a good amount of information was obtained reflective of how the school was supportive of biliteracy programs and parental access to due process.

San Diego County as one of the largest counties in California and known for its conservative policies towards English language learners (ELLs), is one critical Californian metropolis where, at best less than 8% (less than 7,000) of Spanish-dominant ELL students (n = 87,128) are in some type of biliteracy programs (CSDE, 2016e). Echoes of critical race theory were prevalent throughout the study, such as those heard at

Blackstone Elementary, whenever issues of meeting the needs of mainstream native English speaking students crossed paths with meeting the needs of the Spanish-dominant students, as Bell (2004) intuitively posited and added to the philosophical discussions surrounding critical race theory. Bell asserted that when interests of the dominant social group (i.e., parents of mainstream native English-speaking students) converges with the interests of a subordinate social group, (i.e., parents of Spanish-dominant ELLs), the social phenomenon of interest convergence takes place. Managing the preference of different interest groups, which often times results in what ever benefits the dominant group the most, such as was saw at Blackstone where only a small percentage of the schools' ELLs were participating in the school's DL program while all mainstream White students were acquiring almost immediate access to the DL program.

The issues of teachers having ideological clarity that arose within the data obtained from the case study school, most likely stemmed from various critical pedagogical arguments that Freire (2003) postulated, in which he pointed to the importance of the need for conscious awareness and vigilance of the struggles and tensions that occur among those groups that have higher social status and those that are subordinate to the groups of higher status.

Whenever the data yielded instances of questionable teacher ideology with regards to meeting the instructional, bi-linguistic and biliteracy needs of ELLs, echoes of ideological clarity or rather, the lack of ideological clarity, seemed to sadly resurface. Of importance is the issue of what makes experienced biliteracy teachers set aside their years of ideological convictions and lose their ideological clarity when faced with the pressures

of submitting to a school culture that overlooks parents' rights to access and due process to biliteracy program information. It also must be emphasized that in California, there exist a dearth of biliteracy teacher education programs that directly address social justice, bi-cognition, and links with ethnically diverse school communities (Alfaro, Cadiero & Ochoa, 2017; Gándara, 2017).

The other echo that was also heard throughout the case study was the echo of blaming Latino parents of ELLs for the lack of academic progress in school. The study's qualitative data that shed light on the narratives of teachers, who perceived parents to be primarily responsible for their students' underperformance, was highly reflective of Valencia's (2010) references to the trend towards deficit thinking that sadly has played a part in education.

In addition to blaming parents for the underachievement of students, is made more sinister when parents are blamed for speaking a language that may not be English. Spring (2016) describes that a cultural deficit perspective is a view that individuals, from some cultural groups, lack the ability to achieve academically and as well as economically, just because of their cultural and linguistic background. Valencia (2010) also describes that teachers have often disregarded the forms of support that parents of ethno-linguistically diverse backgrounds contribute to their children's education.

One echo that was at times heard throughout the study, but was not sufficiently addressed was the echo of issues dealing with linguistic hegemony. The linguistic hegemony of the English language is well documented as a form of power that empowers some while disempowering others (Short, 2001). In the case of Amarillo, Blue Hills, and

Blackstone, hegemony played the critical role of maintaining the dominant language of society. Tollefson (2002) refers to hegemony to how one language is given superior status over another. The issues of language status that arose within some instances in the study, in which parent accounts of their children not wanting to speak Spanish at home were strong indicators of the notion that children often internalize that the English language is superior in status to the Spanish language.

Perhaps with the recent ratification of Proposition 58, named by the California Department of Education as the California Education for a Global Economy Initiative (CAEGE), the language status of Spanish may become more palatable for ELLs emerging to become bilingual, biliterate, and bicultural children. It may also be possible that with the passing of the CAEGE initiative access to additive BE/DLI programs will be made more available to Latino parents (CSDE, 2017).

Another positive scenario that may arise with the recent passing of the CAEGE initiative (Proposition 58's was passed in California on November 8th, 2016), is that Section 311, of the Education Code 300, was repealed, which in effect repealed the parent waiver requirement for parents to initiate access to biliteracy programs (CSDE, Section 311, n. p., 2017). Section 311's repeal, which had been a vital part of assuring that voters would pass Proposition 227 in 1998, since the waiver requirement seemed to lighten the sting of racism upon which Proposition 227 was founded (Crawford, 200; Schmid, 2000). In addition to the repeal of the waiver requirement, new language was added to EC 300 that was specified under section "k," which produced an extensive list of Findings and Declarations that emphasizes the importance of informing parents of the

opportunity for multilingualism and multi-literacy in accordance with the growing demands of a global economy. Education Section 300 (k) reads as follows:

Whereas, All parents will have a choice and voice to demand the best education for their children, including access to language programs that will improve their children's preparation for college and careers, and allow them to be more competitive in a global economy (CSDE, 2017, n.p.).

Another section of EC 300, Section 306, that was also amended to read with a definition added to its language, calls for schools to provide access to first and second language proficiency (CSDE, Section 306, n. p., 2017). The section states,

Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (CSDE, 2017, n.p.).

What is crucial about the language outlined in this definition that amended a portion of Section 306, was that the state is formally claiming that “native speakers of another language,” meaning ELLs, whose primary language is a language other than English, have the same right as native English speakers to participate in BE/DLE programs (CSDE, 2017, n.p.). This definition in effect replaces one of the deficit-minded arguments of Proposition 227, in which ELLs were not entitled to have unimpeded access to DLE programs.

Although this definition is a relatively small piece of legislative language that came about from the ratification of Proposition 58 (CSDE, 2017), it nevertheless, has

opened the pathway for progressive action that can lead to removing the subordinate status that ELLs have had to bear for speaking a language other than English at home.

It must be noted that no matter how the school scenario improves for ELLs with the passing of Proposition 58, the inertia and denial that has been in place at LME schools for over the past few decades, since Proposition 227 was passed, could persist if Latino parent access to information continues to be restricted and/or hidden at LME schools. For this reason, educational researchers, who care about the language and educational rights of all children, should be vigilant, as Freire has called for social justice-minded educators to be because social justice and civil rights, especially in the area of education, are far more vulnerable than what most would think.

Implications for Policy

Without a doubt, there were several areas of thematic significance where all four LME schools were to be intertwined in varying degrees, which can be points for further research. These thematic commonalities are not an exhausted definitive list of the issues and perspectives that impact LME school communities. Yet in various ways, all nine themes that emerged from the case study data were prevalent in varying degrees in the data collected from the three field studies when compared to the main case study of Amarillo Elementary in San Diego County. The study points to the tenuous conditions of access to biliteracy programs at LME schools that Latino parents have experienced over the years.

This study has critical implications for future policy-research study in that it challenges policy makers to re-examine the significance of the *Lau v. Nichols* (1974)

Supreme Court ruling, which upholds children's right to have access to instruction in their first language (Del Valle, 2003). What is significant about *Lau v. Nichols* (1974) is that in ruling in favor of children's educational rights, the *Lau v. Nichols* decision in effect upholds the right of immigrant parents to seek due process in securing programs like biliteracy education for their children who may not have full command of the English language, which often is the only language of instruction in the majority of public schools.

As significant and as long lasting as the *Lau v. Nichols* decision must be for future generations of ELLs, their parents, and for all serious students of educational social justice, socio-linguistics, and educational historians of the politics of language in U.S. education—the right to a comprehensible education is a civil rights issue. Thus, the prime reason for immigrant parents to pursue a biliteracy education is for their children should not be based primarily for the attainment of English proficiency.

The mind-set of educational national policy makers during the 1970's regarding biliteracy education, or what was referred to in that era as Bilingual education, tended to be more heavily tilted towards the purpose of attaining English proficiency, with less urgency for the attainment of Spanish proficiency for students whose primary language was originally Spanish when they were elementary-age children. With so much emphasis being placed on the attainment of English for children of immigrant parents, the end result has led to children's primary language becoming stagnant and diminished as their command of English becomes stronger. Such emphasis towards English mastery even at the best of public schools that offered bilingual education programs during the 70's, 80's

and 90's laid some of the groundwork for discriminatory education policies such as Proposition 227 that set back the educational social justice gains that were made when *Lau v. Nichols* was passed in 1974.

In the aftermath of Proposition 227, which in many respects was a de facto discriminatory law that circuitously targeted the emergent bilingual Latino student from becoming competently bilingual, and led many Latino students, whose primary language was Spanish, to diminish their Spanish competence and towards a path of language shift and the lost of their primary language.

Yet, now in this present era of the 21st century, Dual Language programs are now being widely sought by upper middle class parents for their native English-speaking children. Yet, for children that come to school with a language other than English, Dual Language programs continue to be lacking, specifically among lower socioeconomic immigrant school communities that are of Latino/Hispanic national origin.

In many respects, the instructional structure and pedagogy that has spurred the growth of biliteracy/DLE programs has proven to offer the best of two worlds where schools that initiate DL programs seek a balance of English speakers and Spanish speakers. Various schools that host DL programs have structured their programs in a variety of formats such as the one strand-format that runs the program from Kindergarten to fifth grade or in schools that host DL program throughout the entire school. These DLE schools tend to function more efficiently when co-teaching can be arranged between biliteracy and non-biliteracy teachers within the same grade level. However, at urban schools that have become more ethically and socio-economically re-segregated over the

last two decades, developing and maintaining the primary language of ELLs is often out of reach for these students.

Yet, in spite of the fact that the era of No Child Left Behind, like Proposition 227, has crawled to a policy-thing of the past, the researcher sees that the motivation for most urban Latino majority schools to launch DL programs lies more in the interest to acquire more Euro-American mainstream students, that come from middle class communities, such as the case of Blackstone Elementary, who can also bring with themselves the possibility of attaining higher test scores, since standardized tests remain crafted with the idioms and subtle language interpretations that are more accessible to the language experiences of mainstream, native English speakers .

Whatever are the motivations for LME schools to initiate DL programs, the appearance of more DL programs is a step in the right direction. Yet, this trend towards DL programs is without a doubt an expression of Derrick Bell's theory (2003) of interest convergence where gains towards civil rights of subdominant groups (which more often than not are people of color, ethno-linguistic minorities, and marginalized immigrant groups) are made when the interest of the dominant group(s) of the mainstream converge with those of the subdominant groups with the end result of the status quo changing minimally. Thus, the motivations for launching Dual Language programs must be closely examined because, like with any instructional program and practice, no one program can guarantee quick-fixes, especially since there are so many components to implementing an instructional program that is based on sound pedagogical theory and practice.

Much like *Lau v. Nichols* that was highly significant in leading to the development of BE and BE/DLI education the *Castañeda v. Pickard* federal guidelines (1981) continues to hold a great amount of significance and importance for today's generation of students, and for future generations, as well as for their parents. With the push towards DL programs, the *Castañeda* Guidelines can continue to serve as an established legal baseline for determining if second language/English learners are being appropriately educated to ultimately gain parity with their English speaking counterparts.

Since it is not unusual for Latino immigrant parents, particularly those that have come from remote regions of Mexico or Central America, to come to the United States under dire economically desperate conditions that would qualify them as economic refugees, the gap in their understanding of how the California public school system works is wider than what most Americans realize. When immigrant parents seek refuge in the United States from economic and political pressures, often times they fail to understand their constitutional rights as parents in terms of their children's education through no fault of their own, mostly because immigrant parents of low socioeconomic means, are often not informed of their constitutional rights as parents at schools.

The researcher acknowledges that this study is exploratory in nature in documenting what pedagogical programs are being provided in LME schools that have significantly large number of ELLs. The identification of nine themes point to the status of due process and the right to be informed about Biliteracy/Dual Language programs that can serve to increase the dialogue as to what constitutes equal access to opportunity.

Limitations of Study

The four selected LME schools have complex pedagogical issues and challenges as those explored at Amarillo Elementary. While the researcher spent a considerable amount of time in each school, the case study was exploratory in nature. The exploratory study of LME schools pertains only to San Diego County, a representative county that closely matches the demographics of Latino students in California. The exploratory study concentrated in Latino majority elementary schools, since over 70% of ELLs are concentrated and have the greatest opportunity to participating in a biliteracy program. At each school not all biliteracy and/or non-biliteracy teachers were willing to be interviewed. The exploratory study selected parents who were active in the school's ELAC. Although eight school visits, spread over a span of four to six months for each school that was surveyed, far more school visits and more interaction with school personnel and parents would have led to a fuller appreciation for the challenges and tensions that impact a LME school similar to the schools profiled in this study. The researcher acknowledges that her background and training as a biliteracy teacher can be perceived as both a strength and a weakness that can influence the interpretation of the findings.

Recommendations

Thus, from the perspective of this study and as a former elementary school biliteracy teacher, the researcher makes two types of recommendations for policy of practice, and for further research.

Recommendations for Policy Practice

Given the recent (November 2016) passage of Proposition 58 that recognizes that additive biliteracy/dual language programs should be accessible to all students in California, the strongest recommendation for policy practice centers on generating policy reform that calls for concrete measures to inform parents of ELLs of their right to request an additive biliteracy program be made accessible for their children at their neighborhood school. Aside from the annual parent letter that the CDOE has made mandatory for distribution (CSDOE, 2016i), concrete evidence of informing parents on a school-wide basis should be made mandatory and accountable to the state on an annual basis.

Additional Policy recommendations for schools to put into action are as follows:

1. State codification of steps that school administrative personnel must follow to ensure that concrete measures have been followed and taken to ensure that parental access to due process of alternate/biliteracy program information has been followed explicitly and transparently.
2. Local control funding formula (LCFF) funds should be extended beyond parent involvement to include professional development for parents, as educational advocates of their own children.
3. Regular parent classes on school campuses should be offered, particularly for parents who have their children in biliteracy programs and to be funded by LCFF funds and stipulated in the school's annual plans (LCAP).

4. If a school has instituted a biliteracy/DL program, proclamation of the DL program should be highly visible on the school campus and should be positively emphasized as an important component of the school's vision and culture.
5. At schools that have a DL program, the local control accountability plan (LCAP) should provide funding for on-site language classes for non-English speaking parents who wish to learn English, and conversely language classes for English-speaking parents who wish to learn the other-than-English language (i.e., Spanish) of the school's DL program, in order to promote more bonding and understanding between parents from different language and cultural groups.

Recommendations for Future Research

In contributing to the research literature regarding how parents of ELLs, particularly Latino parents of ELLs, have been given access to biliteracy/DLE programs, the study was only able to begin to scratch the surface on this critical area of research. Thus, the following recommendations for future research calls for the continuation of this research effort to understand how the rights of parents of ELLs (of all languages) be respected and safe-guarded in order to respect the educational and linguistic rights of their children:

- To continue the collection of parent narratives that detail their experiences of due process at school regarding biliteracy programs, by making inquiries outside the school through a central hub where parents will not be concerned about sharing their experiences.

- To explore the experiences of other ethno-linguistic parent groups who may have experienced marginalization at schools when inquiring about biliteracy programs and how to launch a DL program that addresses their children's primary language that is a language other than English.
- To research issues involving teacher ideological clarity and what makes experienced biliteracy teachers set aside their years of ideological convictions, and lose their ideological clarity when faced with the pressures of submitting to a school culture that denies parental access and due process to biliteracy program information.
- To research the pattern of language lost among first generation children of immigrant parents who were deprived of access to biliteracy education for the past two decades.

Concluding Thoughts

In conducting this study, it was realized that the study barely begun to scratch the surface in understanding why the disparity in biliteracy programs continues to persist between these English dominant communities and Spanish dominant communities.

As a former biliteracy teacher with 20-years of classroom experience teaching in urban LME schools of low socio-economic communities, various parents far younger than myself shared their stories of abject poverty, with which they were raised in remote villages in Latin America. Their stories still startled me in learning how common child labor and child exploitation is in Latin American countries due to circumstances of extreme poverty and human plight.

It would also sadden me that these parents would soon realize that they had no say in their children being constantly referred to as English learners, a label that ignores who their children really are—whole little individuals who come to school with funds of knowledge of a language other than English. These same culturally and linguistically diverse children begin their education in a school environment only to quickly internalize the unspoken, yet stone-cold message, that Spanish, their primary language, carries a stigma that in school seems to be thought of as lower in value than the English language.

Subsequently, such children are often pushed to assimilate as quickly as possible, while their parents often struggle to understand how to navigate a school system that they have not had any former school experience comparable to what they encounter at a California public school. Adding to this scenario, I find it even more disheartening that parents, having worked as children themselves, are completely unaware that they, as parents, have a basic right to be advocates for their children. Such a right is rarely discussed at schools where Latino parents are the largest ethnic group within the school community. What I painfully came to realize during the twenty-plus years when I taught at Latino majority schools was that immigrant parents, who often place all their trust in teachers and principals, are often easily disenfranchised—of the knowledge that they as parents have the right to know about—by the very same school personnel that they place their trust in.

Since the in passing of Proposition 227, that restricted ELLs to English-only instruction, generations of Latino ELLs and their parents, have experienced several decades of being marginalized by a law that ultimately blocked ELLs from biliteracy

programs in California. In cases where parents of ELLs were successful in enrolling their children in a biliteracy program, parents often had to confront bureaucratic *red tape* instigated by Proposition 227 that made access to due process a complicated process.

Now that we are seeing the age of Proposition 227 begin to sunset, as we enter the nascent age of Proposition 58 that is supportive of dual language education, it is important that we continue to study how state and federal politics have impacted children of diverse ethno-linguistic backgrounds to loose command of their primary language. It is also critical that parents, of diverse ethno-linguistic children, not be ignored since they are the legitimate surrogates and voices of their children. Latino parents, in particular, who represent the critical mass of parents of ELLs in California (83.5%) as well as nation-wide (25%), cannot be studied in isolation, no more than their children should be studied in isolation when addressing the complexities involved with the instruction of children, whose primary language is a language other than English (CSDE, 2016f).

My concluding thoughts are that even with the promise that Proposition 58 brings in support of dual language education to be available for students of all ethno-linguistic backgrounds, my hope is that Latino parents will not continue to be blind-sided again by being denied the right to information to enroll their children into biliteracy/dual language programs. It is also my hope, that in time, the general public will come to see biliteracy as a meta-linguistic and cognitive construct that gives children a sense of self pride in their bilingual/biliteracy abilities as well as in having acquired a bicultural heritage—that by any means is an essential skill-set for a 21st century participant in today’s global society.

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Appendix A

Enhanced Assessment Tool of DLE Strand Principles

The Enhanced Assessment Tool of Dual Language Education (DLE) Strand Principles was designed as a tool for planning, and staff self-reflection from the three *Castañeda* Guidelines-focus that address instructional programs for English Language Learners (ELLs). The DLE Strand Principles of the Enhanced Assessment Tool described here are based in large part on the Dual Language Program Standards developed by Dual Language Education of New Mexico and the *Guided Principles of Dual Language Education* (Howard, et al., 2007). However, the strand principles can also be used as a template to evaluate Structured English-Immersion (SEI) programs that offer services and academic supports to ELLs.

Definition

The term *dual language* refers to any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students. The student population in such a program can vary, resulting in models such as these:

- Developmental bilingual programs, also referred to as biliteracy programs, where all or the vast majority of students are native speakers of the partner/other-than-English language, such as Spanish
- Two-way immersion programs, where approximately half of the students are native speakers of the partner language and approximately half of the students are native speakers of English
- Foreign language immersion programs, where all of the students are native speakers of English, though some may be heritage language learners.

Note: Although SEI programs do not function as biliteracy/dual language programs, some schools may offer after-school heritage language programs, and/or occasional but rudimentary exposure to an other-than-English language through music and/or school-wide assemblies. SEI programs often are conducted as One-Way/English Immersion programs with some primary language supports in place.

Rubric

Each of the nine strands are assessed according to the following rubric categories of alignment

- Minimal alignment
- Partial alignment
- Full alignment
- Exemplary-practice alignment

The Enhanced Assessment Tool of DLE Strand Principles

The Enhanced Strand Principles are organized into nine strands, reflecting the major dimensions of program planning and implementation:

- Strand 1 - *Castañeda's* Legal Pedagogical Principle of Access to Additive Biliteracy Programs
- Strand 2 - Program Structure for ELLs
- Strand 3 - Instruction of ELLs
- Strand 4 - *Castañeda's* Resource Principle of BE Programs
- Strand 5 - Curriculum for ELL Support
- Strand 6 - Pedagogically Conscientious Staffing

- Strand 7 - Program Maintenance & Staff Program-Support
- Strand 8 - *Castañeda's* Effectiveness Principle of Additive BE Programs
- Strand 9 - Family & Community Engagement

Each strand is then composed of a number of guiding principles, which, in turn, have one or more key points/effective features associated with them. These key points/effective features further elaborate on the principle, identifying specific elements that can be examined for alignment with the principle.

The following templates of the **Enhanced Assessment Tool of DLE Strand Principles** were based on the templates outlined in the *Guided Principles of Dual Language Education* (Howard, et al., 2007) manuscript. The rubric descriptors were also derived from the rubric descriptors of the *Guided Principles of Dual Language Education* manuscript with language that specifies the instructional biliteracy needs of ELLs.

Appendix A.1: Condensed Version of DLE Rubric Scales

Derived from

Guiding Principles for Dual Language Education (Howard, et al., 2007)

Order of Strands:

Strands 1, 2 & 3 speak to how instructional programs are to provide instruction for ELLs, and that parents be made fully aware of how their children are being to instructed.

Strand 1 – Castañeda’s Legal Pedagogical Principle of Additive BE Programs

Strand 2 - Program Structure for ELLs

Strand 3 – Instruction for ELLs

Strands 4 & 5 speak to the importance of assuring that instructional programs be well provisioned, with appropriate academic resources and certified personnel, to ensure that the goals of the instructional programs are executed properly.

Strand 4 - Castañeda’s Resources Principle of Additive BE Programs

Strand 5 - Curriculum for ELL Support

Strand 6 – Pedagogically Conscientious Staffing

Strand 7 - Program Maintenance & Staff Program-Support

Strands 8 & 9 speak to the need for proper and consistent evaluation of instructional programs offered to ELLs and to ensure that parents will be given accountability.

Strand 8 - Castañeda’s Effectiveness Principle of Additive BE Programs

Strand 9 - Family & Community Engagement

Strand 1 - Castañeda’s Legal Pedagogical Principle of Access to Additive BE Programs

(A) School vision, goals and instructional program(s) are based on sound pedagogical theory of language acquisition that promotes additive Biliteracy in both the ELL’s primary language (e.g. Spanish) and the ELL’s second language, English.

(B) Additive Biliteracy instructional programs are readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
<p>(A) The school’s vision, goals and instructional program are exclusively focused on furthering English Language Development (L2) of ELLs without developing or addressing any aspect of the primary language (L1) of ELLs.</p> <p>(B) Additive biliteracy instructional programs <i>are not offered at the school site to any student, and efforts have not been made to offer any type of additive biliteracy program model.</i></p>	<p>(A) The school’s vision, goals and instructional program(s) are primarily focused on furthering English Language Development (L2) of ELLs at the cost of developing the primary language (L1) of ELLs.</p> <p>(B) Additive biliteracy instructional programs <i>are not readily offered at the school site to all students, (i.e., ELLs and/or Latino native English speakers). Some arbitrary restrictions are in place, which have limited some students from participating in the program.</i></p>	<p>(A) School vision, goals and instructional program(s) are based on sound pedagogical theory of language acquisition that promotes additive biliteracy in both the ELL’s primary language (e.g. Spanish) and the ELL’s second language, English.</p> <p>(B) Additive biliteracy instructional programs <i>are readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.</i></p>	<p>School vision, goals and instructional program(s) are based on sound pedagogical theory of language acquisition that promotes rigorous additive biliteracy in both the ELL’s primary language (L1), (e.g. Spanish) and the ELL’s second language, English (L2) with a strong emphasis on academic vocabulary development.</p> <p>(B) Additive biliteracy instructional programs <i>are readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.</i> The school’s Biliteracy/DLE program is highly visible on campus; efforts are in place to promote the program with positive images.</p>

Strand 2 - Program Structure for ELLs

Effective feature A: *The program structure-design has a cohesive, shared vision and set of goals that provide commitment to and instructional focus on additive bilingualism/biliteracy, and multiculturalism, and establishes high achievement expectations for all students.*

Effective feature B: *The program structure-design ensures awareness of the diverse needs of students of different linguistic and cultural backgrounds and equity for all groups.*

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
(A) It is not clear that the program design will allow students to attain the goals of the program or that it promotes the vision and philosophy of the program.	(A) The program design will clearly allow students to attain at least one goal of the program (e.g., bilingualism or cross-cultural awareness), but the possible attainment of other goals is less clear.	(A) The program design has been aligned with the program philosophy and vision and with the goals that have been set for the students at each grade level.	(A) The program design has been aligned with the program philosophy and vision and with the goals that have been set for the students at each grade level. Specific features of the model (e.g., scheduling, team teaching) have been aligned and are clearly articulated with respect to the program goals.
(B) One language and one cultural group is afforded higher status in the program than the other.	(B) Some steps have been taken to equalize the status of the two program languages, but one language is devalued in some domains.	(B) Both languages are equally valued throughout the program, and particular consideration is given to elevating the status of the partner language	(B) Both languages are equally valued throughout the program. Issues of language status are frequently discussed, and particular consideration is given to elevating the status of the partner language.

Strand 3 - Instruction for ELLs

Instruction is derived from research on the development of bilingualism & biliteracy in children, which incorporates a variety of instructional methods that respond to different learning styles & language proficiency levels. Instruction is challenging enough to promote high levels of language proficiency and critical thinking.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
<p>Explicit language arts instruction is provided only in one language, English, for the duration of the program.</p> <p>Primary language development of ELLs (i.e., Spanish) seldom takes place through content lesson instruction.</p> <p>Sheltered instruction strategies are not used.</p> <p>Instruction is delivered with no attention to the varied needs of second language learners (i.e., ELLs) and native speakers of English.</p>	<p>Explicit language arts instruction is offered primarily in one language over the course of the program.</p> <p>Yet, instruction may only sporadically, if at all, incorporate the partner language (i.e. Spanish) of ELLs.</p> <p>Sheltered instruction strategies are sporadically used. Some instructional techniques are used for addressing ELLs, but instruction is still geared to one group (usually to the group of native English speakers) or the other.</p>	<p>Explicit language arts instruction is systematically provided in both languages over the course of program.</p> <p>Language instruction is provided through content lessons in both languages.</p> <p>Sheltered instruction strategies are used in both languages.</p> <p>Sheltered instruction strategies are used in both languages.</p> <p>Various instructional techniques, such as cooperative learning and flexible grouping, are used to challenge native speakers of English, while supporting second language learners (ELLs).</p>	<p>Explicit language arts instruction is systematically provided in both languages over the course of program.</p> <p>Language instruction is provided through content lessons, and is coordinated between the two languages, and across grade-levels according to student progress.</p> <p>Sheltered instruction strategies are used in both languages and training in the use of these strategies is part of ongoing professional development.</p> <p>Various instructional techniques, such as cooperative learning and flexible grouping, are used in every lesson to push all students to higher levels of language use and cognition.</p>

Strand 4 - Castañeda's Resources Principle for Implementing Additive BE programs

(A) Provision of Instructional Materials:

Instructional materials & resources that are aligned with the instructional program are equitably accessible to all students to promote additive Biliteracy in both the ELL's primary language (e.g. Spanish) and their second language, English.

(B) Certified Biliteracy Teachers:

Well-trained certified bilingual teachers are on staff to teach in an Additive Biliteracy program that can be readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
(A) Instructional materials & resources are aligned primarily with furthering the instructional program goals of English Language Development (L2) of ELLs at the cost of developing the primary language (L1) of ELLs. Instructional materials & resources in the ELLs primary language are not equitably accessible to all students to promote additive Biliteracy or support ELLs' access to instruction.	(A) Instructional materials & resources are aligned primarily with furthering the instructional program goals of English Language Development (L2) of ELLs. Some instructional materials & resources are on hand in the classroom to help support ELLs' accessing the classroom instruction. Development of the primary language (L1) of ELLs is not a goal of the instructional program.	(A) Instructional materials & resources are aligned primarily with furthering the instructional program goals of both the development of the primary language (L1) of ELLs in conjunction with the English Language Development (L2) of ELLs. Instructional materials & resources in both languages are on hand in the classroom to help support ELLs' accessing the classroom instruction in both languages to the extent possible to have within the classroom.	(A) Instructional materials & resources are aligned primarily & rigorously with furthering the instructional program goals of both the development of the primary language (L1) of ELLs in conjunction with the English Language Development (L2) of ELLs. Instructional materials & resources in both languages are on hand in the classroom to help support ELLs' accessing the classroom instruction in both languages, in which both language groups have access to additional resource materials in the forms of classroom libraries containing both fictional & nonfictional text in both languages, and in access to

<p>(B) Well-trained certified bilingual teachers are not on staff to teach in an Additive Bilingual program that can be readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English).</p> <p>The school leadership consistently sets restrictions, and limitations to offering an Additive Bilingual Program are regularly set, making the possibility of establishing an Additive Bilingual Program nearly impossible.</p>	<p>(B) Some well-trained certified bilingual teachers are on staff to teach in an Additive Bilingual program that can be readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English).</p> <p>Yet, the well trained, certified bilingual teachers that are on-staff, are unwilling and/or reluctant to teach in an Additive Bilingual program.</p> <p>The school leadership on & off sets restrictions & limitations to offering an Additive Bilingual Program, making the possibility of establishing an Additive Bilingual Program, at times tentative.</p>	<p>(B) Well-trained certified bilingual teachers are on staff to teach in an Additive Bilingual program that can be readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.</p> <p>Well trained, certified bilingual teachers that are on-staff, are willing to teach in an Additive Bilingual program and are open to engage in a variety of co-teaching models in which the teaching responsibilities of a Dual Language program can be shared among a Bilingual and a Non-Bilingual trained teacher.</p> <p>The school leadership does not set restrictions or limitations to offering an Additive Bilingual Program, and is highly supportive of Additive Bilingual Programs.</p>	<p>technological resources on the internet.</p> <p>(B) Well-trained certified bilingual teachers are on staff to teach in an Additive Bilingual program that can be readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations. The certified bilingual teachers and the non-bilingual teachers work together to promote and support an exemplary an Additive Bilingual program.</p> <p>The school leadership does not set restrictions or limitations to offering an Additive Bilingual Program, is highly supportive of Additive Bilingual Programs and takes assertive steps to promote an Additive Bilingual Program.</p>
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Strand 5 - Curriculum for ELL support

Effective feature A: Curriculum is aligned with district & state content standards and developed to promote English Language Learners (ELLs) ' primary language development in conjunction with English language development through research-based pedagogy of dual language acquisition.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
<p>(A) District and state content standards are not taken into consideration during curriculum development for one or both languages of instruction.</p> <p>There is no consideration of research base principles of language acquisition during curriculum development.</p>	<p>(A) District and state content standards are used inconsistently in curriculum development for one or both languages of instruction.</p> <p>Certain curriculum components (e.g., reading program, math) are based on research but may not be adapted for language learners.</p>	<p>(A) District and state content standards are used in a systematic manner to guide curriculum development for both languages of instruction.</p> <p>Curriculum is structured around principles derived from research and incorporates published curricula and materials that reflect research-based principles of language acquisition.</p>	<p>(A) District and state content standards are used in a systematic manner to guide curriculum development for both languages of instruction. The standards are refined and extended to reflect the needs of the school's population.</p> <p>Published curricula & materials and curriculum's overall structure are explicitly selected to incorporate research-based principles of language acquisition and the enhancement of primary language development of ELLs.</p>

Curriculum Strand (continued)

Effective feature B: Curriculum is aligned with the vision and goals of bilingualism, biliteracy & multiculturalism and includes language & literature across the curriculum that reflects and values diverse cultures of students.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
<p>(B) No scope and sequence for language and literacy development for either native speakers or second language learners.</p> <p>There is little indication that the curriculum is culturally relevant or supports students' prior knowledge and home language.</p>	<p>(B) There is a scope & sequence for language and literacy development for only one program language, or one language group.</p> <p>Curriculum incorporates some culturally relevant materials. Some consideration is given to students' prior knowledge & home language.</p>	<p>(B) There is a scope & sequence for language and literacy development in both languages that is differentiated for native speakers and 2nd language learners, with high expectations for both groups.</p> <p>Curriculum incorporates lessons and materials that are culturally relevant to the students' home backgrounds.</p>	<p>(B) Scope & sequence for language and literacy development exists in both languages and is differentiated for native speakers and 2nd language learners with high expectations for both groups. Scope & sequence is revisited regularly and revised as needed.</p> <p>Curriculum is systematically developed to be culturally relevant curriculum reflective of students' home, heritage and communities.</p>

Strand 6 – Pedagogically Conscientious Staffing

Recruiting Conscientious Teachers & Pedagogical Ideology:

Effective feature A: The program selects and trains high quality teachers who are fully credentialed as bilingual (BCLAD) & non-bilingual (CLAD) teachers, have knowledge of Biliteracy education and second language acquisition.

Effective feature B: Teachers and support staff are regularly encouraged to maintain and inform their pedagogical ideology of second language acquisition, bilingual/biliteracy development in congruence with the school’s vision and goals.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
<p>(A) Teachers are hired with little consideration given to matching their credentials and language proficiency to their assignment.</p> <p>Teachers who are appropriately credentialed for teaching in a biliteracy/dual language program are strongly opposed to being assigned to a Biliteracy teaching assignment. No or little attention is paid to the importance of advocacy for the biliteracy/DL program.</p>	<p>(A) Teachers with a commitment to the program design and goals are hired, but there is frequently a mismatch between the skills and credentials of the staff and their job assignments.</p> <p>Teachers who are appropriately credentialed for teaching in a biliteracy/dual language program are ambivalent or uninterested in a biliteracy teaching assignment. Some attention is paid to the importance of advocacy for the biliteracy/DL program.</p>	<p>(A) The majority of teachers have the appropriate commitment, skills, and credentials for their position. Opportunities are provided for staff members to sharpen skills and obtain credentials.</p> <p>Teachers who are appropriately credentialed for teaching in a biliteracy/dual language program are highly supportive of being assigned to a biliteracy teaching position.</p>	<p>(A) All staff members have the appropriate skills and credentials for their position. Opportunities are provided for staff members to sharpen skills and develop professionally.</p> <p>Teachers who are appropriately credentialed for teaching in a biliteracy/dual language program actively seek to be assigned to a biliteracy teaching position.</p>

Strand 7 - Program Maintenance & Staff Program-Support

Professional Development Strand:

Effective feature A: Professional development (PD) is aligned with goals and strategies of the program that specifically focuses on second language acquisition and biliteracy development.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
<p>PD activities do not address the theoretical underpinnings, useful strategies, or necessary skills for working in a biliteracy or dual language (DL) program. PD is overwhelmingly geared towards addressing how to expedite the English language development of ELLs with little consideration given to primary language development of ELLs.</p>	<p>PD activities address theories, strategies, and skills that are useful in biliteracy or DL programs, but no explicit connection is made to how they work in DL environments. PD is mostly geared towards addressing how to expedite the English language development of ELLs with some consideration given to primary language development. Minimal attention is paid to the importance of advocacy for the Biliteracy program.</p>	<p>PD activities address theories, strategies, and skills that are the foundation of biliteracy & DL programs and explicit connections are drawn to using these techniques in DL classrooms. PD incorporates a support network of staff to advocate on behalf of DL programs at the community and school district levels. Guidance is provided on how to use readily available program data in advocacy activities.</p>	<p>PD activities are designed to give teachers & support staff comprehensive understanding of theories, strategies, and skills that are essential in biliteracy/DL programs with explicit connection to biliteracy/DL classrooms. The needs of staff in relation to meeting DL standards are taken into consideration when planning PD. PD incorporates a support network of staff & community members to advocate on behalf of the biliteracy/DL programs at the community, school district, and state levels. Attention is given regularly to how the program can be better represented & comprehended.</p>

Strand 7 - Program Maintenance & Staff Program-Support (continued)

Staff Program-Support:

Effective feature B: The program is adequately funded in that sufficient staff, equipment and materials acquired through funding allocations match the goals & objectives of the program. Teachers are supported to carry out goals of program.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
There is no match between funding allocations and the goals and objectives of the program.	Some goals and objectives of the program are adequately funded, but many are not.	There is sufficient funding to support the key goals and objectives of the program.	There is sufficient funding to support all goals and objectives of the program. A plan exists to research and secure additional resources to ensure full support of the program.
There is a lack of qualified staff or appropriate equipment and materials.	Some staff, equipment, and materials are in place to support the program, but not in sufficient quantity to ensure full development and implementation of the program.	There is sufficient staff, equipment, and materials to ensure that program goals and objectives are realized.	Staff is well trained and materials are up-to-date, and appropriate to ensure that program goals and objectives are realized. A plan exists to research and secure additional resources to ensure full support of the program.

Strand 8 – Castañeda’s Effectiveness Principle

Assessment and Accountability of Program Effectiveness:

Effective feature A: Student assessment is aligned with state content, language standards, as well as with classroom & grade level goals. Assessment data is regularly & systematically used for evaluation of the program and instruction.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
<p>The program does not engage in ongoing evaluation- neither self-evaluation nor external evaluation. Assessments are conducted only in response to state or district requirements, and there is no clear relationship to classroom and program goals.</p> <p>Data about the program are not publicly available. No data are communicated to the district, state, or parents beyond what is mandated.</p>	<p>The program does initial self evaluation, some grade level evaluation, and/or external evaluation, using standards appropriate for biliteracy/DL, or mainstream programs.</p> <p>There is systematic measurement of student progress, but only in one language or for only one goal or achievement objective.</p>	<p>The program conducts annual reviews and does self-evaluation, grade level evaluation, and/or external evaluation, using standards appropriate for dual language, and the evaluation findings inform program change.</p> <p>Data about the program are publicly available with transparent information about data collection and methodology and with a clear and correct explanation about the interpretation of the data.</p>	<p>The program conducts regular self-evaluations, monthly grade level evaluations, and external evaluations using standards appropriate for dual language and conducts annual reviews to refine and improve goals & outcomes.</p> <p>Data about the program from sources within and outside the program are publicly available with transparent information about data collection and methodology and with a clear and correct explanation about the interpretation of the data.</p>

Strand 8 – Castañeda’s Effectiveness Principle (continued)

Parent access to additive Biliteracy Program information:

Effective feature B: Information about the effectiveness of the instructional program is made readily available to all essential stakeholders. Information about additive Biliteracy Programs is readily available to parents of ELLs at the school site without restrictions or limitations.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
Data about the program are not publicly available. No data are communicated to the district, state, or parents beyond what is mandated.	Data about the program are publicly available (e.g., on the school’s Web site) but without explanations about data collection, methodology, or data interpretation. Mandated and additional test data are communicated to stakeholders who ask for them.	Data about the program are publicly available with transparent information about data collection and methodology and with a clear and correct explanation about the interpretation of the data. The program is proactive in communicating student outcomes and demographic information to all stakeholders.	Data about the program from sources within and outside the program are publicly available with transparent information about data collection and methodology and with a clear and correct explanation about interpretation of the data. The program is proactive in communicating student outcomes and demographic information to all stakeholders, and uses information to advocate for changes to district & state policies toward assessment and accountability, using partner language tests in school reports and for student accountability.

Strand 9 - Family & Community Engagement

Empowering parents about instructional program:

Effective feature A: The program offers parent education that is reflective of the school's instructional program, and of its bilingual and multicultural goals of the program. The parent education classes help parents understand how the program works so that parents can act as empowered advocates for the program.

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
Parent education is sparse and unrelated to the goals of the program.	Parent education is occasionally done at the classroom or grade level as needs are expressed, but without facilitating parent empowerment.	The program facilitates meaningful parent education that involves parents from all linguistic and cultural groups to systematically develop understanding and support for the program's goals.	There is a program-wide plan for meaningful parent education that involves parents from all linguistic and cultural groups to systematically develop understanding and support for the program's goals. Empowered-parents work with the school to support the academic, linguistic and cultural goals of the program.

Strand 9 - Family & Community Engagement (continued)

Effective feature B: *The program is supported by all essential school community stakeholders and is seen by all stakeholders as a permanent and enriching part of the school. Families and communities are knowledgeable about the program and can advocate on its behalf due to the open communication and outreach that the program has with its entire school community.*

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
<p>Families & community members know little about the program and may have negative perceptions of the program.</p> <p>No input is solicited from parents and community members.</p> <p>There is no evidence of community language resources in the program.</p>	<p>Families & community members know little about the program and some are cautious about expressing support for the program in certain settings.</p> <p>Parent & community input is solicited only for specific issues, such as the continuation of the program to the secondary level.</p> <p>The program takes advantage of some language resources, such as inviting local community members to speak in their native language.</p>	<p>Families & community members are fully supportive of the program and have sufficient knowledge to begin to advocate and provide leadership for the program.</p> <p>A process is in place to solicit and use ongoing input about the program from parents and community members.</p> <p>The program takes advantage of the multilingual nature of the local community by bringing in outside speakers and occasionally taking field trips that incorporate authentic use of the two program languages and multicultural appreciation.</p>	<p>Families & community members are fully supportive of the program and have sufficient knowledge to begin to advocate and provide leadership for the program.</p> <p>A process is in place to solicit and use ongoing input about the program from parents and community members.</p> <p>This process is evaluated regularly and improved as needed.</p> <p>Students are made aware of the community's language resources by bringing in speakers and bilingual mentors, taking field trips that incorporate authentic use of the two program languages and multicultural appreciation.</p> <p>Community members are encouraged to use the partner language with students when they are outside of school.</p>

Templates for rubric assessment:

Strand 1 - Castañeda's Legal Pedagogical Principle of Access to Additive BE Programs

Effective features of C. 's Legal Pedagogical Principle concerning access to Additive Bilingual Instructional Programs for ELLs	MA	PA	FA	EA
<p><i>Instructional Program Description:</i> School vision, goals and instructional program(s) are based on sound pedagogical theory of language acquisition that promotes additive bilingualism in both the ELL's primary language (e.g. Spanish) and the ELL's second language, English.</p> <p><i>Access to Additive Bilingual Program:</i> Additive bilingual instructional programs are readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.</p>				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Strand 2 - Program Structure for ELLs

Effective Features of Program Structure for ELLs	MA	PA	FA	EP
<p>The program structure has a cohesive, shared vision and set of goals that provide commitment to an instructional focus on additive bilingualism/bilingualism, and multiculturalism, and establishes high achievement expectations for all students.</p> <p>It ensures awareness of the diverse needs of students of different linguistic and cultural backgrounds and equity for all groups.</p>				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Strand 3 - Instruction for ELLs

Effective Features of Instruction of ELLs	MA	PA	FA	EP
Instruction is derived from research on the development of bilingualism & biliteracy in children, which incorporates a variety of instructional methods that respond to different learning styles & language proficiency levels. Instruction is challenging enough to promote high levels of language proficiency and critical thinking.				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Strand 4 - Castañeda’s Resources Principle of Implementing Additive BE Programs

Effective features of C.’s Resources Principle of Additive Biliteracy Instructional Programs	MA	PA	FA	EP
<p><i>Provision of Instructional Materials:</i> Instructional materials & resources that are aligned with the instructional program are equitably accessible to all students to promote additive biliteracy in both the ELL’s primary language (e.g. Spanish) and their second language, English.</p> <p><i>Certified Biliteracy Teachers:</i> Well-trained certified bilingual teachers are on staff to teach in an Additive Biliteracy program that can be readily offered at the school site to ELLs in both their L1 (e.g., Spanish) and L2 (e.g., English) without restrictions or limitations.</p>				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Strand 5 - Curriculum for ELL Support

Effective Features of Curriculum for ELL Support	MA	PA	FA	EP
Curriculum is aligned with district & state content standards that promote the primary language development of ELLs' in conjunction with English language development through research-based pedagogy of second language acquisition.				
Curriculum is also aligned with the vision and goals of bilingualism, biliteracy & multiculturalism and includes language & literature across the curriculum that reflects and values diverse cultures of students.				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Strand 6 – Pedagogically Conscientious Staffing

Effective Features of Pedagogically Conscientious Staffing	MA	PA	FA	EP
<i>Recruiting Conscientious Teachers: The program selects and trains high quality teachers who are fully credentialed as BCLAD bilingual & CLAD teachers, who have knowledge of Biliteracy education and second language acquisition.</i>				
<i>Pedagogical Ideology: Teachers and support staff are regularly encouraged to maintain and inform their pedagogical ideology of second language acquisition, bilingual/biliteracy development in congruence with the school's vision and goals.</i>				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Strand 7 - Program Maintenance & Staff Program-Support

Effective Features of Program Maintenance & Staff Program-Support	MA	PA	FA	EP
<p><i>Professional development:</i> Professional development is aligned with goals and strategies of the program that specifically focuses on second language acquisition and biliteracy development.</p> <p><i>Staff Program-Support:</i> The program is adequately funded in that sufficient staff, equipment and materials acquired through funding allocations match the goals & objectives of the program.</p>				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Strand 8 - Castañeda’s Effectiveness Principle of Additive BE Programs

C.’s Effectiveness Principle concerning <i>Additive Biliteracy Programs for ELLs</i>	MA	PA	FA	EP
<p><i>(1st) Assessment and Accountability of Program Effectiveness:</i> Instructional program, based on sound pedagogical theory of language acquisition that promotes additive Biliteracy, is assessed systematically throughout the school year to determine program effectiveness in developing both the L1 (i.e., Spanish) and the L2 (i.e., English) of the ELL for his/her attainment of bilingual/biliteracy proficiency in both languages.</p> <p><i>(2nd) Parent access to additive Biliteracy Program information:</i> Information about the effectiveness of the instructional program is made readily available to all essential stakeholders. Information about additive Biliteracy Programs is readily available to parents of ELLs at the school site without restrictions or limitations.</p>				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Strand 9 - Family & Community Engagement

Effective features of Family and Community Engagement	MA	PA	FA	EP
<p><i>Empowering parents about instructional program:</i> The program offers parent education that is reflective of the school's instructional program, and of its bilingual and multicultural goals of the program. The parent education classes help parents understand how the program works so that parents can act as empowered advocates for the program.</p> <p><i>Family & community support:</i> The program is supported by all essential school community stakeholders and is seen by all as a permanent and enriching part of the school. Families are knowledgeable about the program and can advocate on its behalf due to the open communication and outreach that the program has with its entire school community.</p>				

Note. MA = Minimal alignment; PA = Partial alignment; FA = Full alignment; EP = Exemplary practice.

Appendix B: IRB Determination

IRB #: 2574



Institutional Review Board

October 22, 2015

IRB #: 2574

Title of Study: Latino Parental Access to Biliteracy Programs of Latino-Majority Schools - Castaneda

Guidelines

Determination: EXEMPT

Dear Griselda Palma,

Thank you for submitting your research protocol to the IRB at Claremont Graduate University for review. Based on the information you have submitted, we consider your study *exempt from IRB supervision* under CGU policy and federal regulations.

Please note that a series of suggestions may also be attached to this email. These are suggestions to develop or improve your research protocol. These suggestions are highly recommended but not required. You do not need to send anything back to the IRB.

Exempt status means that so long as the study does not vary significantly from the description you have given us, further review in the form of filing annual Renewal or project Closure forms is not necessary. You may specify in relevant study documents that CGU human subjects protection staff members have reviewed the study and determined it to be exempt from IRB supervision. The IRB does not "approve" (or disapprove) studies that are exempt, so kindly avoid use of this verb.

Please note carefully that maintaining exempt status requires that (a) the risks of the study *remain minimal*, that is, as described in the application; (b) that *anonymity or confidentiality* of participants, or *protection* of participants against any higher level of risk due to the internal knowledge or disclosure of identity by the researcher, is maintained as described in the application; (c) that *no deception* is introduced, such as reducing the accuracy or specificity of information about the research protocol that is given to prospective participants; (d) the research *purpose, sponsor, and recruited study population* remain as described; and (e) the principal investigator (PI) continues and is not replaced.

If changes are contemplated in *any such features* of the study as described, this may affect one or more of the conditions of exemption, and that would very likely warrant a reclassification of the research protocol from exempt status and require additional IRB review. If any such changes are contemplated, please notify the IRB as soon as possible and before the study is begun or changes are implemented. If any events occur during the course of research, such as unexpected adverse consequences to participants, that call into question the features that permitted a determination of exempt status, you must notify the IRB as soon as possible.

If Applicable: most listservs, websites, and bulletin boards have policies regulating the types of advertisements or solicitations that may be posted, including from whom prior approval must be obtained. Many institutions and even classroom instructors have policies regarding who can solicit potential research participants from among their students, employees, etc., what information must be included in solicitations, and how recruitment notices are distributed or posted. You should familiarize yourself with the policies and approval procedures required of you to recruit for or conduct your study by listservs, websites, institutions, and/or instructors. Approval or exemption by the CBU IRB does not substitute for these approvals or release you from assuring that you have gained appropriate approvals before advertising or conducting your study in such venues.

The IRB may be reached at (909) 607-9406 or via email to irb@cgu.edu. The IRB wishes you well in the conduct of your research project.

135 East Twelfth Street • Claremont, California 91711-6160
Tel: 909.607.9406 • Fax: 909.607.9655

Appendix B.1: Recruitment Letter for Educators

Hello, my name is Griselda Palma and I am a doctoral student in the joint PhD program in Education at San Diego State University (SDSU) and Claremont Graduate University (CGU). I would like to invite you to collaborate in my dissertation study, which examines instructional programs for English Language Learners (ELLs) that are offered in public elementary schools. My study's primary focus is how Latino parents of ELLs perceive instructional programs, as helping their children succeed academically, be college-bound and be well equipped to participate in a multilingual global society. Specifically, this study examines how Latino parents make an informed decision to select or decline the option of pursuing Biliteracy/Dual Language Programs for their children.

The potential benefits of your participation in this research study include contributing toward new ways of understanding how Latina/o parents of ELLs perceive the value of Biliteracy Programs and how the school's current instructional programs are helping ELLs to be academically successful. It is hoped that this information will help other schools design instructional programs that assist ELLs in their college preparation and their future participation in a multilingual 21st Century economy.

Your collaboration will include participating in a one-on-one interview with me at your school site. This interview will be scheduled on a date and time that best accommodates your availability. Please note that your participation is completely voluntary and any information that you share with me will be kept confidential. For now, if you are able and willing to participate, please respond to this email by contacting me at XXXXXX@XXXX or by calling me at (619) XXX-XXXX. Should you have questions or concerns before agreeing to take part of this study, feel free to contact me at the contact information above. I truly appreciate your time and support on this critical research study.

Sincerely,

Griselda Palma, M.A. in Education

Doctoral Candidate of SDSU/CGU Joint Ph.D. Program

Appendix B.2: Recruitment Letter for Parents

Hello, my name is Griselda Palma and I am a doctoral student in the joint PhD program in Education at San Diego State University (SDSU) and Claremont Graduate University (CGU). I would like to invite you to collaborate in my dissertation study, which examines the instructional programs for English Language Learners (ELLs) that are offered in public elementary schools and how Latino parents of ELLs perceive these programs as helping their children succeed academically and be college-bound. Specifically, this study examines how Latino parents make an informed decision to select or decline the option of pursuing biliteracy education for their children.

The potential benefits of your participation in this research study include contributing toward new ways of understanding how Latina/o parents of ELLs perceive the value of biliteracy programs and how the school's current instructional programs are helping ELLs to be academically successful. It is hoped that this information will help other schools design instructional programs that assist ELLs in their college preparation and their future participation in a multilingual 21st Century economy.

Your collaboration will include participating in a focus group discussion and/or a one-on-one interview with me at your child's school. This interview will be scheduled on a date and time that best accommodates your availability. Please note that your participation is completely voluntary and any information that you share with me will be kept confidential. For now, if you are able and willing to participate, please respond to this email by contacting me at XXXXXX@XXXX or by calling me at (619) XXX-XXXX. Should you have questions or concerns before agreeing to take part of this study, feel free to contact me at the contact information above. I truly appreciate your time and support on this critical research study.

Sincerely,

Griselda Palma

Doctoral Candidate of SDSU/CGU Joint Ph.D. Program

Appendix B.3: Recruitment Letter for Parents (*Spanish Translation*)

Hola, mi nombre es Griselda Palma y soy una candidata de doctorado en el programa Doctorado en Educación de San Diego State University (SDSU) y Claremont Graduate University (CGU). Le extiendo una cordial invitación para que colaboren en mi estudio de tesis, lo cual examinará los programas de instrucción para estudiantes Aprendices de inglés que ofrecen en las escuelas públicas primarias y de que manera los padres latinos de estudiantes Aprendices de inglés consideran que estos programas están ayudando a sus hijos destacarse académicamente y estar preparados para la universidad. Específicamente este estudio examinará como los padres latinos hacen una decisión informativa para seleccionar o rechazar la opción de procurar educación bilingüe (bilectoescritura) para sus hijos.

Los beneficios potenciales de su participación en este estudio de investigación incluye contribuyendo hacia nuevas maneras de entender como los padres latinas/os de Aprendices de inglés perciben el valor de programas de bilingüe/bilectoescritura y como los programas de instrucción de la escuela están ayudando a los Aprendices de inglés tener éxito en lo académico. Es deseable que esta información le ayudará a otras escuelas diseñar programas de instrucción que asistirán a los Aprendices de inglés en su preparación para la universidad y en su participación en su futuro participación en la economía de este Siglo Vigésimo Primero (21ro.).

Su colaboración incluirá participando en el diálogo de un grupo de enfoque o en una entrevista individual conmigo en el plantel de la escuela de su hijo/hija. Esta entrevista o diálogo de grupo de enfoque sucederá a la hora y fecha que sea más accesible para Usted. Favor de anotar que su participación es completamente voluntario y cualquier información que Usted compartirá conmigo será mantenido confidencialmente. Por ahora, si Usted puede participar, favor de responder por medio de mi correo electrónico XXXXXX@XXXXX o hablarme a mi número celular (619) XXX-XXXX. Si a caso tuviera cualquier pregunta o pendiente antes de consentir a participar en el estudio, favor de contactarme. Aprecio verdaderamente su tiempo y su apoyo en este estudio crítico de investigación.

Atentamente,

Griselda Palma,
Candidata del Programa Doctorado de SDSU/CGU

Appendix C: Parent/Guardian Consent Form
for Interview and/or Focus Group Participation on
Instructional Programs and
Services to English Language Learners (ELLs)

You are cordially being asked to participate in a research study by Griselda Palma. Before you give your consent to volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what is being expected of you.

Investigator

My name is Griselda and I will be conducting this research study along with the supervision of Dr. Alberto M. Ochoa (Professor at SDSU) and Dr. William Perez (Professor at CGU).

Purpose of the Study

I am conducting this study to learn about the instructional programs for English learners that are offered at your child's school.

Description of the Study

If you agree to participate in this study, you will be asked for your participation in a semi-structured interview, and/or in a focus group in which you will be engaged in discussions with other parents from your child's school. The interview, and/or focus group will involve questions about the school's instructional programs for ELLs. More specifically, the questions will be related to how the school's instructional programs are preparing ELLs to participate in a growing global society.

Risks or Discomforts

There are no known or anticipated risks to you by participating in this research. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room.

Benefits of the Study

The potential benefits of your participation in this research include contributing toward necessary conversations about effective instructional programs for ELL students at elementary schools.

Confidentiality

For purposes of confidentiality, your name will not be associated with this research, and all identifying information will be removed from the data. A pseudonym will be used to safeguard your identity, unless you specifically request that your actual name be used in the study. You will have an opportunity to review the transcripts and findings from our conversation/interview to ensure that you are comfortable with the presentation of the material. All of the transcripts and findings will be kept in a locked file cabinet and/or pass-worded computer. As the sole researcher for this project, only I will have access to the interviews captured on audio and transcription form. When the research is over, all paper and electronic data files will be maintained for three years then destroyed.

Incentives to Participate

Participants will not be paid to participate in this study and there are no costs to participate in the research.

Voluntary Participation

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence your relationship with your child's school.

Questions About the Study

You can ask me any question about the study and I will do my best to answer them for you. If you have any questions about the study at a later time, you can contact me at XXXXX@XXXX. An institutional review board (IRB) is a committee that has been formally designated to monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at:

SDSU (phone: 619-594-6622; email: irb@mail.sdsu.edu) or an IRB representative at CGU (phone: 909-607-9406; email: irb@cgu.edu).

You signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to be in the study and have been told that you can change your mind and withdraw consent at any time.

Please check each one of the boxes to tell us what you want to do:

No, I do not want to be in the research study.

Yes, I want to be in this research study.

Please check box to indicate your consent for the following:

I give permission to be audio recorded in the interview.

I do not give permission to be audio recorded in the interview.

Please check box to indicate your consent for the following:

I give permission to use my actual name attached to all pertinent data.

I give permission to use only a pseudonym (fake name) attached to all pertinent data.

Write your name here (please print)

Your signature

Date

Signature of Investigator

Date

Appendix C.1: Parent/Guardian Consent Form
for Focus Groups and/or Interview on
Instructional Programs and
Services to English Language Learners (ELLs)
(Spanish translation)

Se le pide cordialmente su participación en un estudio conducido por Griselda Palma. Antes de dar su consentimiento para ser voluntario/a, es importante que Usted lea la siguiente información y que haga todas las preguntas necesarias para asegurar que Usted entendió claramente lo que se le espera al participar en el estudio.

Investigadora universitaria

Mi nombre es Griselda y estaré conduciendo un estudio escolar bajo la supervisión del Dr. Alberto M. Ochoa (Profesor de SDSU) y del Dr. William Pérez (Profesor de CGU).

Propósito del estudio

Estoy conduciendo éste estudio para mejor entender los programas de instrucción para los aprendices de inglés que ofrecen en la escuela de su hijo/hija.

Descripción del estudio

Si acepta participar en el estudio, se le pedirá que participe en una entrevista o en un grupo de enfoque donde podrá participar en conversaciones con otros padres. Estas conversaciones involucrarán preguntas acerca de los programas de instrucción que ofrecen para los aprendices de inglés de la escuela. En específico, se le preguntará de que manera los programas de instrucción de la escuela están preparando a los aprendices de inglés para participar en una sociedad global que sigue en desarrollo.

Riesgos o incomodidades

No hay ningún riesgo ni incomodidad que se conoce por participar en éste estudio. No necesita contestar ninguna pregunta que a caso no querrá contestar. Usted puede discontinuar su participación a cualquiera hora simplemente sin contestar preguntas o simplemente con levantarse y irse de la entrevista.

Beneficios del estudio

Los beneficios potenciales por participar en éste estudio incluye contribuyendo hacia los discursos necesarios acerca de los programas de instrucción eficaces para los aprendices estudiantiles en las escuelas de primaria.

Confidencialidad

Por razones de confidencialidad, su nombre no se relacionará con éste estudio, y toda información identificadora se eliminará de los datos. Un seudónimo (sobrenombre) se usará para resguardar su identidad, solamente que Usted específicamente requiera que su nombre actual se use en el estudio. Incluso, Usted tendrá la oportunidad de repasar las transcripciones de la entrevista y de nuestras conversaciones para asegurar que se sienta cómodo/cómoda con la presentación del material. Para su información, todas las transcripciones se resguardarán en un gabinete bajo llave y en archivos computarizados resguardados por una contraseña instalada en mi computadora personal.

Incentivos para Participar

No se les pagará por participar en éste estudio y no hay ningún costo para participar éste estudio.

Participación Voluntaria

Tomando parte en éste estudio se le deja totalmente a su discreción. Su participación es totalmente voluntaria. Si decide participar, aún puede a cualquier hora reusarse de participar y parar su participación. Su opción de participar o no participar no impactará su relación con la escuela o conmigo.

Preguntas acerca del Estudio

Usted me puede preguntar cualquier pregunta acerca del estudio y haré lo mejor posible para contestársela. Si a caso más tarde tuviera una pregunta acerca del estudio, me puede contactar a mi correo electrónico, XXXXXX@XXXX. Una mesa directiva institucional de revisión de estudios universitarios (IRB) es un comité a quien se le ha designado a monitorizar y revisar estudios de investigaciones científicas que involucran a seres humanos, con el propósito de resguardar los derechos y bienestar de los participantes de estudios de investigaciones científicas. Si a caso tuviera preguntas acerca de sus derechos como un participante y ser humano, Usted podrá contactar a un representante del IRB en la División de Asuntos de Investigaciones Científicas a la universidad de SDSU (teléfono: 619-594-6622; correo electrónico: irb@mail.sdsu.edu) o a un representante del IRB de CGU (teléfono: 909-607-9406; correo electrónico: irb@cgu.edu).

Su firma por lo siguiente indica que ha leído la información en éste documento y que Usted tuvo la oportunidad de hacer preguntas acerca del estudio. Incluso, indica que Usted está de acuerdo de participar en el estudio y que se le ha asegurado que puede cambiar de opinión y retirar su consentimiento a cualquier hora.

Favor de marcar cada uno de los cuadros que expresa lo que desea hacer:

No, no deseo participar en el estudio.

Sí, deseo participar en el estudio.

Favor de marcar el cuadro que indica su consentimiento por lo siguiente:

Doy mi consentimiento de que se grave la entrevista.

No doy mi consentimiento de que se grave la entrevista.

Favor de marcar el cuadro que indica su consentimiento por lo siguiente:

Doy mi consentimiento que se use mi nombre actual atado a los datos pertinentes.

Doy mi consentimiento que se use solamente un seudónimo (nombre ficticio) atado a los datos pertinentes.

Escriba su nombre aquí en letra de molde

Su firma

Fecha

Firma de la Investigadora

Fecha

Appendix C.2: Educator Consent Form For Interview
on Instructional Programs and
Services for English Language Learners (ELLs)

You are being asked to participate in a research study by Griselda Palma. Before you give your consent to volunteer, it is important that you read the following information and ask many questions as necessary to be sure you understand what is being expected of you.

Investigator

My name is Griselda and I will be conducting this research study along with the supervision of Dr. Alberto M. Ochoa (Professor at SDSU) and Dr. William Perez (Professor at CGU).

Purpose of the Study

I am conducting this study to learn about the instructional programs for English learners that distinguish your school.

Description of the Study

If you agree to participate in this study, you will participate in one or two focus groups consisting of semi-structured interviews/conversations. These conversations will take place at a date and time that works best for you. The conversations will involve questions about your school's instructional programs for ELLs. More specifically, what perspectives do you carry about instructional program services for ELL students, and how does your school's instructional programs contribute to ELL students' participation in a global society.

Risks or Discomforts

There are no known or anticipated risks to you by participating in this research. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room.

Benefits of the Study

The potential benefits of your participation in this research include contributing toward necessary conversations about effective instructional programs for ELL students at elementary schools. Through your stories I cannot guarantee, however, that you will receive any benefits from participation in this study.

Confidentiality

You have the choice to have your name associated with the research. Should you request that your name not be associated with this research or if you wish to use a pseudonym, your anonymity will be protected by ensuring that all identifying information will be removed from the data. You will have an opportunity to review the transcripts and findings from our conversation/interview to ensure that you are comfortable with the presentation of the material and that all identifying information is removed from the data. All of the transcripts and findings will be kept in a locked file cabinet and/or pass-worded computer. As the sole researcher for this project, only I will have access to the interviews captured on audio and transcription form. When the research is over, all paper and electronic data files will be maintained for three years then destroyed.

Incentives to Participate/Costs

Participants will not be paid to participate in this study and there are no costs with this research.

Voluntary Participation

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence your relationship with your school site or with me.

Questions About the Study

You can ask me any question about the study and I will do my best to answer them for you. If you have any questions about the study at a later time, you can contact me at XXXXX@XXXX. An institutional review board (IRB) is a committee that has been formally designated to monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: irb@mail.sdsu.edu) or an IRB representative at CGU (phone: 909-607-9406; email: irb@cgu.edu). These review boards are responsible for ensuring the protection of research participants.

You signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to be in the study and have been told that you can change your mind and withdraw consent at any time.

Please check each one of the boxes to tell us what you want to do:

No, I do not want to be in the research study.

Yes, I want to be in this research study.

Please check box to indicate your consent for the following:

I give permission to be audio recorded in the interview.

I do not give permission to be audio recorded in the interview.

Please check box to indicate your consent for the following:

I give permission to use my actual name attached to the data.

I give permission to use only a pseudonym (fake name) attached to all data.

Write your name here (please print)

Your signature

Date

Signature of Investigator

Date

Appendix D: Protocol/Semi-Structured Interview Questions for Parent Interviews

Before conducting a focus group with the respective school ELAC parents, the researcher will have discussed study's objective with school site parent participants and the researcher will explain to participants the importance of signing a consent form. The researcher will also review the consent form with the participants at the beginning of the conversation/semi-structured interview to ensure that the ELAC parents fully understand what it means for them to consent to participating in the study. The researcher will also cover confidentiality and time frame related to the study.

The questions to be asked are:

1. How long have you been involved in your child's school and in ELAC?
2. What types of instructional programs are offered here at your child's school?
Are you satisfied with the types of instructional programs that are offered here at your child's school?
3. What skills will your child need to participate in this century's economy and in a global society?
4. Please place these "Skills for Participating in a Global Society" cards in order of importance for you.

5. Please share what skills you consider to be of most importance.
6. Have Biliteracy/Dual Immersion Programs ever been discussed, or considered at your child's school?
7. What are your feelings about having a Biliteracy/Dual Immersion Program at your school site?
8. How would you rate the level of interest that the parents of ELLs at this school have/or would have in launching a Biliteracy/Dual Immersion Program at this school site?

Appendix D.1:

Protocol/Semi-Structured Interview Questions for Parent Interviews

(Spanish Translation)

Antes de iniciar la encuesta del grupo de enfoque con los padres/miembros de ELAC de la escuela respectiva, la investigadora habrá compartido el objetivo del estudio con los perspectivas padres participantes y habrá explicado la importancia de firmar un formulario de consentimiento de participación. La investigadora volverá a repasar el formulario de consentimiento con los participantes al inicio de las conversaciones y entrevistas parcialmente-estructuradas para asegurar que los padres de ELAC entendieron completamente lo que entendieron por consentir a participar en el estudio. Incluso, la investigadora cubrirá el tema de confidencialidad y el plazo de tiempo relacionado con participar en el estudio.

Las preguntas que se harán son las siguientes:

1. Cuanto tiempo ha estado Usted/Ustedes involucrada/o en la educación de su(s) hijo(s) y en ELAC?
2. Qué tipos de programas de instrucción ofrecen aquí en la escuela de su hijo/a?
Está Usted/Ustedes satisfecho/a con los programas de instrucción que ofrecen aquí en la escuela?

3. Qué destrezas/conocimientos necesitará su hijo/a para poder participar en una economía y sociedad global de éste siglo?

4. Favor de acomodar éstas tarjetas de “Destrezas para Participar en una Sociedad Global” en orden de mayor importancia a menor importancia.

5. Favor de compartir las destrezas que consideren ser de mayor importancia.

6. Alguna vez se ha discutido o considerado tener programas de bilingüismo/doble inmersión en la escuela de su hijo/a?

7. Qué le parece (o parecía) tener un programa de bilingüismo/doble inmersión en la escuela de su hijo/a?

8. Qué considera es (o sería) el nivel de interés que los padres, cuyos hijos son aprendices de inglés en ésta escuela, tienen (o tendrían) en el lanzamiento de un programa de bilingüismo en esta escuela?

Appendix D.2:

Protocol/Semi-Structured Interview Questions for

Educator Interviews

Before conducting an interview with the respective school educator, the researcher will have discussed study's objective with school site educator-participant and the researcher will explain to participants the importance of signing a consent form. The researcher will also review the consent form with the participants at the beginning of the conversation/semi-structured interview to ensure that the educator fully understands what it means for her/him to consent to participating in the study. The researcher will also cover confidentiality and time frame related to the study.

The questions to be asked are:

1. How long have you taught/administered at your school site?
2. What types of instructional programs are offered here at your school site?
3. What skills will your students need to participate in this century's economy and its global society?
4. Have Biliteracy/Dual Immersion Programs ever been discussed, or considered as a possibility at your school site?
5. What are your feelings about having a Biliteracy/Dual Immersion Program at your school site?
6. How would you rate the level of interest that the parents of ELLs have or would have in the launching of a Biliteracy/Dual Immersion Program at your school site?

Appendix D.3:

Focus Group Questions/Handouts for Parent Focus Group

(Spanish translation)

Su Sobrenombre que escogió: _____

El camino hacia la Universidad comienza desde antes de la Primaria, y se desarrolla hacia varios senderos en las múltiples materias de estudio que se necesitan para graduarse de la “High School” y llegar a la Universidad.



Las materias básicas para llegar a la Universidad consisten de las

siguientes: Literatura y Lenguajes Artes en inglés,

Lenguajes Mundiales, Matemáticas, el Arte, Economía, Geografía Historia,

Ciencias, Gobierno y Cívica.

Entre éstas materias que se empieza a estudiar desde la Primaria, hay 5

“Temas de Conciencias” que se deben de manifestar en las materias de

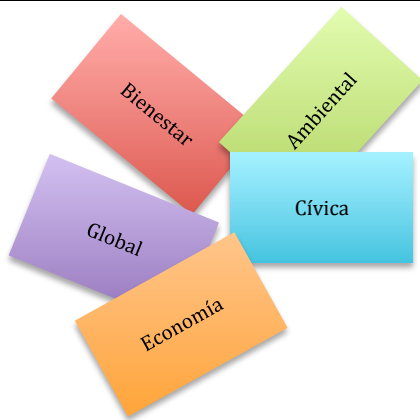
estudio para que los estudiantes de hoy en día puedan participar exitosamente y éticamente en el mundo global.



En el siguiente diagrama, que representa el gráfico que les repartí, favor de acomodar las tarjetitas que representan los “5 Temas de Conciencias” en orden de importancia. O sea, la “Conciencia” que Usted considera ser de mayor importancia que su hijo/hija obtenga, favor de acomodar en el primer cuadro.

La conciencia que Usted pondría en el segundo lugar de importancia, favor de ponerla en el 2do. cuadro, etcétera.

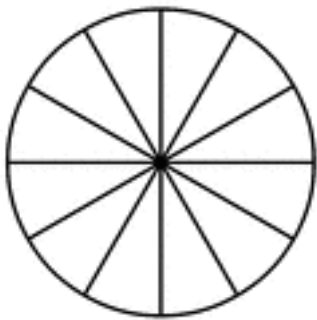
1.	4.
2.	5.
3.	



1. De qué manera los programas de instrucción, que ofrecen en la escuela, ayudan a los alumnos obtener éstas 5 conciencias del Siglo 21? Favor de dialogar y compartir en voz alta de que manera los programas de instrucción desarrollan éstos 5 conceptos.



2. Utilizando su “Pie Chart (gráfico de sectores),” favor de mostrar la porción amarilla que Usted considera representa lo bien informada que Usted se siente estar acerca de los programas de instrucción que ésta escuela ofrece para los aprendices de inglés?

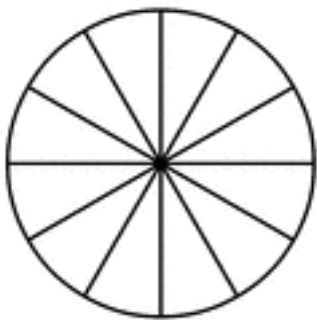


Ya que mostró la porción amarilla que representa su respuesta, favor de pintar la porción amarilla en la figura circular con el plumón iluminador amarillo. Incluso, la porción azul de su “Pie Chart” la puede pintar con el plumón azul.

3. alguna vez **se ha considerado establecer un programa de Bilectoescritura/Doble Inmersión** como un programa alternativo de instrucción en ésta escuela? Favor de dialogar y compartir en voz alta si alguna vez se ha hablado acerca de establecer un programa de Doble Inmersión en ésta escuela.



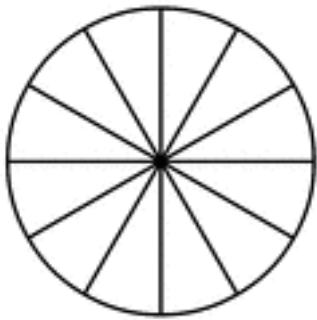
4. Usando su Pie Chart, favor de **mostrar lo bien informada que Usted se considera estar** acerca de los Programas de Bilectoescritura/Doble Inmersión.



Ya qué mostró la porción amarilla que representa su respuesta, favor de pintarla en la figura circular con el plumón

iluminador amarillo. Incluso, la porción azul de su “Pie Chart” la puede pintar con el plumón azul.

5. Usando su Pie Chart, **favor de mostrar qué tan seguido se les da a los padres información** acerca de los Programas de Bilectoescritura/Doble Inmersión **durante el año escolar.**



Ya que mostró la porción amarilla que representa su respuesta, favor de pintarla en la figura circular con el plumón iluminador amarillo.



6. Su tuviera una "varita mágica," qué desearía que su hijo/hija lograra de sus estudios en ésta escuela en términos de su educación y su futuro? Favor de apuntar algunos de sus deseos en éstos siguientes renglones.

Deseo No.1: Qué mi hijo/hija pueda....

Deseo No.2: Qué mi hijo/hija pueda...

Deseo No.3: Qué mi hijo/hija pueda...

Mil Gracias por su participación en este estudio.