

12-2021

## Education Inequities in South Monterey County: No English Learner Left Behind

Alejandra Zavala  
*California State University, Monterey Bay*

Follow this and additional works at: [https://digitalcommons.csumb.edu/caps\\_thes\\_all](https://digitalcommons.csumb.edu/caps_thes_all)

---

### Recommended Citation

Zavala, Alejandra, "Education Inequities in South Monterey County: No English Learner Left Behind" (2021). *Capstone Projects and Master's Theses*. 1145.  
[https://digitalcommons.csumb.edu/caps\\_thes\\_all/1145](https://digitalcommons.csumb.edu/caps_thes_all/1145)

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact [digitalcommons@csumb.edu](mailto:digitalcommons@csumb.edu).

Running head: EDUCATION INEQUITIES IN SOUTH MONTEREY COUNTY: NO  
ENGLISH LEARNER LEFT BEHIND

Education Inequities in South Monterey County: No English Learner Left Behind

Alejandra Zavala Carranza

California Rural Legal Assistance, Inc., Phyllis Katz

Collaborative Health & Human Services

Department of Health Human Services and Public Policy

California State University Monterey Bay

December 10, 2021

Author Note

Alejandra Zavala Carranza, Department of Health Human Services and Public Policy, California State University Monterey Bay. This research was supported by California Rural Legal Assistance, Inc. Correspondence concerning this article should be addressed to Alejandra Zavala Carranza, California State University Monterey Bay, 100 Campus Center, Seaside, CA, 93955. Contact: [azavalacarranza@csumb.edu](mailto:azavalacarranza@csumb.edu).

### **Abstract**

California Rural Legal Assistance, Inc. (CRLA) is a 501(c)(3) non-profit organization that is established in the state of California to serve primarily low-income individuals and farmworkers in rural areas. English learner students, in South Monterey County esp. San Ardo & San Lucas Elementary, are not receiving the high-quality education they deserve. Latinx parents in rural areas such as South Monterey County are unaware of where to seek legal assistance for their children's education. In return, the education system fails English learner students, and they do not succeed in school. Furthermore, Prop 227 in California made it harder for English learner students to succeed by eliminating bilingual education. The students end up dropping out of school, do not proficiently learn English, and end up in low-wage paying occupations. Most parents are unaware of CRLA's education services. With the help of outreach, parents can be made aware of where to seek assistance if they are not satisfied with their children's education decisions. Outreach is effective because it addresses a target population. Weekend outreach events are successful because working parents have a higher chance of attending. CRLA can continue to host outreach events on weekends in rural areas where underrepresented communities such as Latinx can be made aware of services available to advocate for their children's education.

Keywords: Latinx, English Learner Students, CRLA, Rural, Education

### **Agency & Communities Served**

California Rural Legal Assistance, Inc. (CRLA) is a 501(c)(3) non-profit organization that is established in the state of California to serve primarily low-income individuals and farmworkers. They have 23 offices nationwide in farmworker communities that lack advocacy, education, and outreach. Their mission states, “To fight for justice and individual rights alongside the most exploited communities of our society” (CRLA, n.d.). The agency also has a vision of justice they envision, “a rural California where all people are treated with dignity and respect and guaranteed their fundamental rights” (CRLA, n.d.). They fight for justice by assisting about 42,000 individuals annually and protecting their rights to seek justice under the law—with at no-cost legal services.

The services they provide support with are employment, housing, public benefits, and education K-12. Employment services consist of assistance with unpaid wage claims, employment discrimination, employment retaliation, etc. Housing assistance with evictions, discrimination, subsidized housing, etc. Public benefits support includes help with CalWORKs, CalFresh, Medi-Cal, Unemployment insurance, and so on. Lastly, K-12 education advocacy is focused on bilingual education, migrant education, school discipline, etc. (CRLA, n.d.).

In 2020, Salinas CRLA was able to serve 1,769 individuals. Out of those 1,769, only 38 were education cases. The highest amount of services provided was employment assistance with a total of 597 cases. CRLA also has established a helpline where individuals can call to seek advice or services. Monterey County received a total of 545 calls in 2020, which was the highest out of all CRLA offices in California. (P. Katz, personal communication, March 24, 2021).

Furthermore, they have been successful in a majority of state cases. In 1967, CRLA went against the state of California legislature. They demanded Ronald Reagan, the governor at the time, to restore \$211 million to the state's Medi-Cal program (CRLA, n.d.). Medi-Cal is state health insurance for low-income and elderly individuals. CRLA successfully restored the money and allocated it towards this public benefit that gives many Californians health insurance. Also, they were successful in a case called *Diana v. State Board of Education* in 1970. This case gained federal and state awareness after it was brought to the public eye. Nine Mexican American children who were primarily Spanish speakers and English learners were placed in special education classes after receiving their English assessments and not being fluent (Yzquierdo McLean, 1995). CRLA advocated for the parent's and children's needs, and the court ruled in support of them. The court decided that it was unlawful to place children in special education programs for this reason. CRLA continues to fight for justice for the most oppressed populations in California, such as the Latinx, farmworkers, disabled, LGBTQ+, and low-income communities.

### **Problem Description**

The relevant problem is that Latinx English learner students in Monterey County are not receiving the high-quality education they deserve. In the 2019-20 school year, only 11.25% of Monterey County students tested fluent in the English Language Proficiency Assessment for California (ELPAC). Versus in California, the percentage was 20.23% for the number of students who tested fluent in the exam. (California Assessment of Student Performance and Progress, n.d.). This means that there is a discrepancy of about 9% between Monterey County and overall Californian students. This number illustrates an urgency that needs to be addressed. Students are

not receiving the education they need to pass the state exam and be considered fluent. This means a component must be missing in their education, such as not receiving enough support, school discipline, or teaching styles are not being accommodated to retain the information being taught.

### **Contributing Factors**

To start off, public schools are heavily influenced by state laws and propositions as they receive direct funding from the government. California propositions have been passed against English learners' development and have created a barrier to success. Bilingual education is often not prioritized by state or federal governments and leaves children's education behind. Push for bilingual education began in the 1960s when the civil rights movement began. "Proponents of bilingual education argued that teaching students only in a language they did not understand—English—was equivalent to not teaching" (Fenton, 1999). The incorporation of bilingual education will open a gateway to success for English learners and progress. However, in 1998, California voters passed Proposition 227, which required all non-English speaking students to be taught English through immersion classes rather than traditional bilingual education (Fenton, 1999). This proposition hindered English learners' progress as they were looped back into classes where they did not understand the teaching material and faced language barriers.

Furthermore, Spanish-speaking parents are unaware of how to support their children because they, too, face a language barrier with English. There are not enough Spanish resources in schools to allow Latinx parents to fully support their children and education. "It is not only the responsibility of the parents to help their children succeed in school, but also the responsibility of

the school to make the appropriate connections with limited English proficient parents” (Brilliant, 2000). Schools are not connecting parents with the right resources that can assist them in the community to understand what is going on with their children’s education. Instead, they perpetuate language barriers by not providing them with any resources such as pamphlets, Spanish-speaking campus workers, etc. Lack of parent support resources in Spanish for Monterey County schools will be analyzed through a survey as means of data collection.

Now, parents not only lack the Spanish resources, but they also do not know where to seek legal assistance and settle for the education their child is receiving. A survey will be conducted to collect data and illustrate the need for more Spanish outreach in schools.

### **Research Questions**

For the purpose of efficient data collection, the following questions will be asked:

1. Do you believe your child is learning English at the level they should (proficiently for their grade level)?
2. Is your school providing all the necessary resources and materials for your child to succeed and learn English proficiently?
3. Do you know where to seek assistance to advocate for your child’s education?
4. Were you aware of California Rural Legal Assistance, Inc, which is a non-profit that provides at no-cost legal services regarding education?

Anonymous responses were obtained from three different parents whom children attend different school districts throughout Monterey County. Two participants indicated they strongly agree their child is learning English at the rate they should be, and one participant stated they slightly agree. Furthermore, one participant said they feel neutral about having the necessary resources

from the school for their child to succeed. Out of all three participants, only one participant indicated feeling prepared to advocate for their child's needs. Finally, all three participants indicated they were not aware of CRLA and the no-cost legal education services.

Additionally, a parent coordinator at Salinas City Elementary School District provided insight. When asked if she thinks Latinx parents lack the resources, she said,

“No, I don't think they lack resources; I think they lack time. A lot of parents, once they go back to work, work from dawn to sunset. Unfortunately, many office times are only accommodated from 8 am until 5 pm from Monday through Friday. Many of them also fear asking for a day off due to their legal status in the country. I have had a few parents, now that ag. season has restarted, tell me they can't afford to ask for a day off, either out of fear or for economic reasons” (M. Cortez, personal communication, March 25, 2021).

Most Latinx parents work in agriculture fields, and that consumes most of their time which adds along to the stress of the language barrier (M. Cortez, personal communication, March 25, 2021). She also said, “The language barrier has been the hardest thing to get over. Due to the English barrier, they don't know how to access their student's assignments, grades, etc.” The intern and parent coordinator talked about how she has parents who speak *dialecto*, and unfortunately, no school staff speaks that language, so they cannot support those parents. Furthermore, they also discussed what occurs when a student is not proficient in English. The coordinator explained that students are provided with extra classes during the school year so they can have an optimal education, and unfortunately, students must continue with ELD classes until they become proficient with the language.



Through the data collected from the parent survey and the interview with a parent coordinator who directly works with Latinx parents, it is evident that parents are unaware of at no cost services available for them. Unfortunately, they are forced to work jobs that take most of their time and cannot focus on their child's education. The language barrier is also an essential factor that stands in the way of knowing about services. The school districts in Monterey County are not culturally inclusive with parents who speak *dialecto*. Fortunately, CRLA has staff members who speak *dialecto* and are there to support parents who struggle with this language barrier.

### **Consequences**

Students are scoring low in English proficiency exams in Monterey County. The English Language Proficiency Assessment for California (ELPAC) places students in three categories: novice, intermediate, and fluent English learners. The rate for novice English learners is the highest in Monterey County. 71.51% of students test novice in Monterey County, and only 11.23% test fluent (California Assessment of Student Performance and Progress, n.d.). The two numbers seem to be completely disparate. They are very far from each other and point out that more students struggle to master the language. In return, the language is not retained, and they do not learn it.

A consequence of not learning English fluently is that it leads to dropping out of school. In Monterey County, English learners and Latinx students are amongst the highest dropout rates. In the 2015-2016 school year, about 7.1% of Latinx and 11.5% English learners students dropped out. In California, during the same school year, 11.6% Latinx and 15.8% English learners dropped out (Hull, 2017). Percentages are very alarming for both Monterey County and

California overall. An English learner can feel disconnected and isolated from the rest of their peers due to the language barrier. “According to the U.S. Department of Education, half of the states in the United States graduated less than 60% of their English learner population in 2012 as compared to the 82.3% national graduation rate” (Franceschina, 2018). This illustrates the disproportionate number of English learners who are not graduating. Students often also leave school to help support their families. A common misconception in Latinx communities is that school will not provide for the life you want—you have to work for it. Students can also not afford the material needed in their classes to succeed, so they end up dropping out (Franceschina, 2018). “Close to 30% of California’s students’ drop out of school and nearly half of all Latino students do not complete high school with a diploma and leave lacking the skills required to enter the workplace” (Boone, 2013).

Students dropping out of school sequentially leads to lower-paid occupations with limited chances of economic mobility. As the job market continues to grow, more requirements are needed to obtain a well-paid position. It is also evident that English learners will struggle to secure employment when they cannot speak, read or write English, which is the standard language required for a job in California (Franceschina, 2018). Monterey County is abundant with agriculture. “The number of farm operators of Hispanic or Latinx origin is higher than ever, up 13% to 112,451” (Monterey County Farm Bureau, n.d.). After dropping out of school, it is simple to obtain a job in an agricultural field because the individual does not need to undergo an interview or extensive paperwork to get hired. “The average individual who drops out of school has a poverty rate of 30.8% whereas their peers who graduated have a rate of 13.5%” (Franceschina, 2018).

**Problem Model**

<b>Contributing Factors</b>	<b>Problem</b>	<b>Consequences</b>
Lack of parent support resources in Spanish at schools	Latinx English learner students (in South Monterey County esp. San Ardo & San Lucas elementary) are not receiving the high-quality education they deserve	The dropout rate is high for Latinx English learners students
State Props influence public schools English learners policies		Students are behind in English proficiency
Parents don't know where to seek legal assistance and settle for the education their child is receiving		Individuals end up in low-wage occupations with limited chances of economic mobility

## **Capstone Project Description and Justification**

### **Capstone Project**

The capstone project will focus on San Ardo Elementary and San Lucas Elementary, located in rural areas of South Monterey County. The project will explore whether the District English Learner Advisory Committee (DELAC) is being complied with, as California regulations laws state, at both elementary schools. Secondly, she will be working with a brochure that was created by CRLA staff for parents. It is the “Know Your Rights: Language Equity” brochure. This brochure is produced in English and Spanish. It educates parents on services English learners are entitled to, rights parents are entitled to, how students can be recognized for speaking two languages, and what to do if your EL child has a disability. She will collaborate with CRLA staff to set up an outreach event in San Ardo or San Lucas Elementary to target Spanish-speaking parents. The expected outcome of her capstone project is for parents to be aware of the services available to advocate for their children’s education in rural South Monterey County.

### **Project Purpose**

In California, districts with more than 51 English learner students must establish a District English Learner Advisory Committee (DELAC). The DELAC is in charge of

- “1. Development of a district master plan for education programs and services for English learners.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for English learners.

4. Development of a plan to ensure compliance with any applicable teacher or teacher aide requirements” (California Department of Education, 2020a).

The DELAC’s are established to make sure English learners’ goals are met in an achievable way while having the resources needed to succeed. This committee is beneficial because the members have to be parents or guardians of the English learner students. They have the opportunity to advocate for their children in the district.

San Ardo Elementary and San Lucas Elementary are located in rural areas of South Monterey County. Both schools have a small student population and a high English learner percentage. San Ardo has a population of 114 students, and of those 114, 85 students are English learners (California School Dashboard, n.d.a.). San Lucas has 74 total students, and 32 are English learners (California School Dashboard, n.d.b). For both of these rural elementary schools, a DELAC needs to be established because there are more than 51 English learner students. CRLA is dedicated to serving rural California, so these two schools fall into their mission statement. To assess DELAC compliance at these two elementary schools, the intern will reach out to the school administrators to explore how the DELAC is regulated. Then, she will participate in an outreach event to share CRLA’s “Know Your Rights: Language Equity” brochure at a school.

### **Project Justification**

DELAC implementation is designed to better support English learner students and for parents to have a voice in decision making. The DELAC can be utilized in creating the Local Control and Accountability Plan (LCAP) for schools. The LCAP is a “three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that

address state and local priorities (California Department of Education, 2021).” An LCAP includes a budget overview for parents and assesses an increase or improvement of services for English learners and low-income students (California Department of Education, 2021). San Ardo’s LCAP of 2019-20, states that the school hoped to provide more professional development for teachers to better support English learner students (San Ardo Local Control and Accountability Plan, 2020). San Ardo Local Control and Accountability Plan (2020) also expressed that they have struggled to retain parents for the DELAC. However, it is noted that parents suggested having the meeting held later in the evening, providing child care, and possibly, food as well. The district indicated they would consider these options moving forward, but it hinders parents' involvement if accommodations aren't made.

During the national pandemic of COVID-19 in 2020-21, Governor Newsom signed executive order N-29-20 in California, which states that “DELAC meetings, which are public meetings, may be held virtually, provided the requirements specified in N-29-20, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information (California Department of Education, 2020b).” This further emphasizes the importance of keeping parent involvement activities active even through a national pandemic.

Furthermore, outreach is a critical component in the delivery of services to the appropriate community. In this case, CRLA’s brochure will create outreach for more individuals to seek education assistance. Sarah Galvan from Justice and Aging and Melissa Woods from the Center for Elder Law & Justice spoke about the importance of creating effective legal outreach. A critical part of the legal services delivery is educating the public about the services and reaching potential clients (Galvan & Woods, n.d.). Galvan & Woods (n.d.) also provide an

example where they state that it reaches individuals who might not otherwise come through your door. San Ardo and San Lucas Elementary are rural schools in small communities, so it can be challenging for parents to be aware of available services. Location is also essential, Galvan & Woods (n.d.) emphasize the importance of utilizing a proper location where the intended audience can be reached. For purposes of this project, CRLA's brochure will be personally delivered in an in-person outreach event at the school.

### **Project Implementation**

The project begins with researching the schools of focus which are San Ardo Elementary and San Lucas Elementary. The project aims to find evidence pointing to a high number of English learner students. The California Department of Education provides data for English proficiency exams. A DELAC should also be established for both schools as they have more than 51 English learner students. The intern would contact school administrators to see how the DELAC is being implemented and complied with. She will specifically request meeting dates and minutes to corroborate compliance. Next, she hopes to host an outreach event with CRLA staff to share information in a school setting. The effectiveness of this project implementation will be assessed with CRLA's education cases. Essentially, there should be an increase in cases as more parents reach out for assistance. A detailed implementation plan and timeline can be seen in the Scope of Work in Appendix A.

### **Assessment Plan**

In 2020, Salinas CRLA only had 38 education cases (P. Katz, personal communication, March 24, 2021). After this project's implementation and the effectiveness of the outreach in rural areas of South Monterey County, CRLA should expect an increase in education cases. More

parents will know where to seek help and reach out to the agency. To assess the effectiveness of this project, education cases should increase by 2022-23.

### **Expected Outcomes**

The project will create more awareness for parents of English learner students. Parents will be made aware of an agency that focuses primarily on Spanish speakers and rural areas of California. They will feel empowered to seek support against district decisions they may disagree with. Word of mouth is also typically used, and once a parent knows about an agency, they will let another parent know. Eventually, parents will know where to go if they feel conflicted about how their child's education is implemented. CRLA will provide high-quality services to Latinx parents who want the best education for their children.

### **Project Results**

The project results were different from the expected outcome. The expected outcome envisioned a CRLA outreach event in San Lucas and San Ardo, California. The intern also wanted to confirm DELAC was being complied with at San Ardo and San Lucas Elementary. To start off, connecting with school officials during the COVID-19 pandemic was challenging. School administrators mainly were not in their offices, so it was not easy to call them on their direct phone line as they were working remotely. Email was the most convenient point of contact. The intern had no success speaking with anyone from San Ardo Elementary, even after several attempts. On the other hand, she was able to talk with the San Lucas Elementary principal. When asked about DELAC meetings, she said, "Due to our small size, we only operated as an ELAC (and/or DELAC when needed) this year, and they are run by the School Site Council, which met on 11/19/2020, 1/25/2021, 2/25/2021, and 3/22/2021." (J. Riley,



personal communication, May 17, 2021). It was successful to hear that, despite the pandemic, meetings were still being held, which meant parents' voices were not left out.

Additionally, a staff member at CRLA assisted the intern in contacting the school migrant committee in San Lucas and San Ardo to try to set up an outreach event for parents. However, the school coordinator said they were not doing any events this year due to COVID-19. Luckily, CRLA already had an outreach event planned in a school in Greenfield, California. Although the project's target population was not the city of Greenfield, the city is still in South Monterey County, which is rural and lacks services. The CRLA office coordinated with the school migrant committee to set up a Zoom virtual meeting for parents to join. The meeting took place on November 6, 2021, which was a Saturday, to accommodate working parents and make it more likely for them to attend. The number of attendees was approximately 67 parents, which was a great turnout. The location of the outreach event was not as planned, but the project still reached the same outcome, which was to bring awareness to Latinx parents about CRLA education services.

The intern contacted the San Lucas library to inquire about dropping off CRLA brochures to ensure the target population was still reached. The library assisted the intern in connecting with the individual who coordinates libraries in South Monterey County. The coordinator let the intern know it was perfect to have the brochures displayed in the libraries. The brochures were distributed to San Ardo and San Lucas and to surrounding city libraries like Greenfield and King City. The intern dropped off 80 flyers to the administrative office to facilitate the process of distribution to the libraries. Parents frequent libraries because they take their children to use the technology or check out books. While they are waiting for their children, they could browse the

brochure section and take one home. Although this outreach was not direct, the parents can still become aware of the services.

### **Conclusion & Recommendations**

To conclude, the project's main goal was to create awareness for legal assistance in education to Latinx parents in South Monterey County. The method of delivery wasn't as expected, but the goal was still achieved. Regardless of technology barriers, Latinx parents showed up to the virtual meeting we hosted. I initially thought not many parents would show up to a virtual meeting because they may have difficulty logging on, but I was surprised to see a turnout of 67 participants. It was amazing to see that despite the pandemic, parents were still involved in meetings. The parents had their videos on and engaged in our presentation, so it was great to see they took some time out of their day to show up. Another advantage of the event was that it was hosted on a Saturday morning. This time and day gave parents more flexibility to join as it was a weekend day, and some parents don't work on weekends. Overall, CRLA should continue to host outreach events on weekends, so parents are more likely to show up. Now that they are getting more comfortable with technology, virtual meetings can be easier to attend. Parents do not have to commute or possibly look for childcare while they participate in the meeting. With the continuation of outreach events in rural areas, more underrepresented communities can become aware of the resources available.

### **Personal Reflection**

I have always had a passion for English learners and the struggles they encounter in the education system. My second language is English, and my parents do not speak English, so growing up I had to do my schoolwork independently because they couldn't help me. I was

lucky enough not to give up and pursue my education, but unfortunately, not everyone stays motivated. This issue is critical in Monterey County. More than half of the population is Latinx, and most parents are agricultural workers. They don't have much time to dedicate towards their children's education or know about the resources available to help them. Rural areas have almost no resources nearby, and they'd have to commute to Salinas or another major city.

Specific regulations are put in place to support English learners. However, with my research, I found that not all are followed through. As I was researching the DELAC Committee's implemented to support English Learners parents, I realized that some school districts had nothing on their website indicating that meetings were taking place. This is unfortunate because Latinx parents need the support to navigate their children's education. I had challenges contacting the school principals as they would either not respond to me or give me the run around when I requested meeting minutes and notes. I believe more enforcement should be taking place from California as they are the ones who regulate this committee. I understand that especially now, with COVID-19, things may have gotten out of hand, and meetings may not have been conducted. Although I was not successful with DELAC committee research, I am glad that we managed to host an outreach meeting for Latinx parents. This allowed CRLA and me to educate the parents on their legal rights and how they can advocate for themselves.

From this project, I gained more knowledge about the inequities in our local education system. There are significant gaps that should be addressed. The best that we can do is continue to perform outreach on resources available to them. CRLA can continue to be involved in the community, especially rural areas, and target underserved communities that would benefit from

their assistance. This will help others know about resources available and encourage them to utilize them.

Lastly, I would tell future CHHS interns to choose a capstone project that they are passionate about. Selecting a topic that closely aligns with their interests or values will help make the research less tedious. Also, it can be intimidating having to reach out to professionals or other organizations to gather information for your project, but it's essential to be confident in your abilities. It is also normal to feel overwhelmed or unmotivated at times, but it's important not to be afraid of asking your mentor for guidance.

### References

- Boone, J. H. (2013). *¡Ya Me Fui! When English Learners Consider Leaving School*. *Education and Urban Society*, 45(4), 415–439. <https://doi.org/10.1177/0013124511413121>
- Brilliant, C. D. G. (2000). *Parental involvement in education: Attitudes and activities of spanish-speaking parents as affected by training* (Order No. 9973096). Available from ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection. (304618862). Retrieved from <https://login.library2.csumb.edu:2248/login?url=https://www-proquest-com.csumb.idm.oclc.org/dissertations-theses/parental-involvement-education-attitudes/docview/304618862/se-2?accountid=10355>
- California Assessment of Student Performance and Progress. (n.d.). *Initial ELPAC. Compare Initial ELPAC Test Results - ELPAC Reporting (CA Dept of Education)*. <https://caaspp-elpac.cde.ca.gov/elpac/CompareReportIA?ps=true&lstTestYear=2020&lstTestType=IA&lstGroup=1&lstGrade=13&lstCds1=27000000000000&lstCds2=000000000000000&lstNav=srch>.
- California Department of Education. (2020a). *District English Learner Advisory Committee*. <https://www.cde.ca.gov/ta/cr/delac.asp>
- California Department of Education. (2020b). *ELAC and DELAC FAQs: frequently asked questions (FAQs) regarding the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) requirements during the COVID-19 physical school closures*. <https://www.cde.ca.gov/sp/el/er/elacdelacfaq.asp>

California Department of Education. (2021) *Local control and accountability plan (LCAP)*.

<https://www.cde.ca.gov/re/lc/>

California School Dashboard. (n.d.a). *School performance overview*. San Ardo Elementary.

<https://www.caschooldashboard.org/reports/27661756026637/2020>.

California School Dashboard. (n.d.b) *School performance overview*. San Lucas Elementary.

<https://www.caschooldashboard.org/reports/27661836026645/2020>

CRLA. (n.d.). *Fighting for justice*. <http://crla.org/mission>.

Fenton, Thomas F. (1999). Sink or swim: the state of bilingual education in the wake of

California Proposition 227. *Catholic University Law Review* (1975), 48(3), 843.

Franceschina, D. (2018). *Identifying factors that shape intention of english learners to drop out*

*of school* (Order No. 13426702). Available from ProQuest Dissertations & Theses

Global: The Humanities and Social Sciences Collection. (2179982519). Retrieved from

[https://login.library2.csumb.edu:2248/login?url=https://www-proquest-com.csumb.idm.o](https://login.library2.csumb.edu:2248/login?url=https://www-proquest-com.csumb.idm.oclc.org/dissertations-theses/identifying-factors-that-shape-intention-english/docview/2179982519/se-2?accountid=10355)

[clc.org/dissertations-theses/identifying-factors-that-shape-intention-english/docview/2179](https://login.library2.csumb.edu:2248/login?url=https://www-proquest-com.csumb.idm.oclc.org/dissertations-theses/identifying-factors-that-shape-intention-english/docview/2179982519/se-2?accountid=10355)

[982519/se-2?accountid=10355](https://login.library2.csumb.edu:2248/login?url=https://www-proquest-com.csumb.idm.oclc.org/dissertations-theses/identifying-factors-that-shape-intention-english/docview/2179982519/se-2?accountid=10355)

Galvan, S. & Woods, M. (n.d.). *Creating effective legal outreach programs*. [Powerpoint slides].

National Center on Law & Elder Rights.

<https://ncler.acl.gov/getattachment/Legal-Training/Legal-Outreach-Slides.pdf.aspx>

Monterey County Farm Bureau. (n.d.). *Facts, figures & FAQs*.

[http://montereycfb.com/index.php?page=facts-figures-faqs#:~:text=Monterey%20County](http://montereycfb.com/index.php?page=facts-figures-faqs#:~:text=Monterey%20County%20feeds%20our%20Nation,and%203.6%25%20of%20wine%20grapes)

[%20feeds%20our%20Nation,and%203.6%25%20of%20wine%20grapes](http://montereycfb.com/index.php?page=facts-figures-faqs#:~:text=Monterey%20County%20feeds%20our%20Nation,and%203.6%25%20of%20wine%20grapes).

San Ardo Elementary School. (2019). *Local control and accountability plan (LCAP) and annual update template*.

<https://sausd-k12-pt.schoolloop.com/file/1500178971903/1473924359731/7616750616088361487.pdf>

Yzquierdo McLean, Z. (1995). *History of bilingual assessment and its impact on best practices used today*. New York State Association for Bilingual Education Journal.

<https://www.qc.cuny.edu/Academics/Degrees/Education/ECP/BilingualCenter/Documents/Newsletters/HistoryV2-4.pdf>

## Appendix A

### Scope of Work

<b>Title:</b> CRLA Outreach and DELAC Exploration of Rural English Learner Schools					
<b>Project description:</b> Identify if DELAC is being complied with at San Lucas and San Ardo Elementary School and distribute CRLA brochure to both schools for Latinx parents accessibility					
<b>Purpose/Primary objective of the project:</b> Increase education cases/services for CRLA					
<b>Longer-term goal:</b> CRLA will support more Latinx parents with their children’s education					
<b>Phases</b>		<b>Activities/Tasks</b>		<b>Deliverables</b>	<b>Timeline/ deadlines</b>
1	Select capstone project	1.	Brainstorm capstone ideas	Generate ideas to share with mentor	January 2021
		2.	Discuss ideas with agency mentor	Obtain resources and ideas from mentor for the project	February 2021
2	Plan project	1.	Developed a problem model	Discuss what makes up the problem model with mentor	March 2021
		2.	Identified capstone project and proposal	Finalize capstone project idea and share with mentor	March/April 2021
3	Implement project	1.	Research school data about English learners fluency in Monterey County	Going on Dataquest to obtain specific statistics	April/May 2021
		2.	Explore San Lucas and San Ardo websites for DELAC resources/compliance	Make sure there are correct resources on the website as stated by California regulations	May 2021
		3.	Contact school officials	Inquire about DELAC minutes and agendas	Jun.- Aug. 2021
		5.	Work with CRLA staff to facilitate an outreach event in South County and distribute outreach material to libraries	40 English/40 Spanish brochures, be at a school or place in the community	Oct-Nov 2021
4	Report on project findings	1.	Complete reporting requirements	Final agency and capstone reports	Nov/Dec.. 2021
		2.	Prepare capstone presentation in the selected format	Powerpoint presentation or panel	Nov. 2021
		3.	Final preparation for Capstone festival	Final capstone presentation	Dec. 2021



5	Assess projects effectiveness	1.	Parents will seek support for their children's education	CRLA will have more education cases for Latinx parents	2022
---	-------------------------------	----	--	--	------

## Appendix B: CRLA English Learners Brochure

### How should identify English Learner (EL) students?

Schools will ask parents to fill out a **home language survey** when students enroll in school. The survey asks if a language other than English is spoken at home, or if the student speaks a language other than English. If so, a **language test** is given to measure a student's ability to speak, read, write, and understand spoken English.

If the student is not yet strong in English, the student will be an **English Learner (EL)** until they have learned English well.

### Are ELs entitled to special education services?

Yes. EL students should **receive additional services** above basic classes at school. Services include things like extra learning time, tutoring, better trained teachers, and services to help the student's family help the child to learn at home.



California Rural  
Legal Assistance, Inc.

[Local Office Name]  
[Local Office Address]  
[Local Office Phone]

For all office locations, visit  
[www.crla.org/office-listing](http://www.crla.org/office-listing)

or call  
**1-800-337-0690**



This publication was supported by funding awarded by the Victims of Crime Act, Increased Access to Services Program subgrant KU19011211 through the California Governor's Office of Emergency Services (CAL OES)

### KNOW YOUR RIGHTS: Language Equity




California Rural  
Legal Assistance, Inc.




[www.crla.org](http://www.crla.org)

### What education rights do English Learner (EL) students have?


- 
1. The right to **equal participation** and **access** to school.
  2. The right to **learn English** with qualified teachers, support staff, and **good educational materials** through an approved program.
  3. The right to an education that allows the student to:
    - **Overcome language barriers** in a **timely** manner to keep up with non-EL students in the core curriculum;
    - **Participate in all parts of the school's curriculum** WITHOUT using simplified materials;
    - To be reclassified as student who knows English, when it's time.
  4. The right to participate in school programs, including:
    - Common core curriculum
    - A-G college readiness courses
    - Athletics
    - AP courses

### What rights do parents who use a language other than English have?

- 
- **Meaningful communication** from the school in a language the parent can understand through free translated materials and interpreters
  - The same **notice of programs**, services and activities that are given to parents who speak English
  - Qualified, **trained interpreters**. Bilingual staff, friends, students or family are not sufficient
  - The right to ask the school to **provide bilingual education** program for their child

### Can students be recognized for learning two languages?

Yes, students have the right to work towards and receive the **State Seal of Biliteracy** in recognition of their high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.



### Should ELs be in the same class as non-EL students?

Schools should not keep EL students in separate EL classes longer than required for the student to learn English well.

### Can I impact school funding for EL students?

Yes, parents and students are entitled to have a voice in how school funds are spent to help EL students. This is known as the **Local Control and Accountability Plan (LCAP) process**.

### English Learner Students with a Disability

Schools should evaluate students for disabilities in a way that language is NOT a barrier to **accurate assessment**.

### Parents of EL Students with a Disability

Parents who use a language other than English should have a voice in school decisions that impact a child who has a disability. Parents should receive **free translated materials** and **interpretation** when creating a plan to help a child with a disability succeed in school.

## Appendix C: Survey Results

A	B	C	D	E	F	G
	What school in Monterey County does Ti your child attend?	On a rate of 1-5, how do you feel about the following statement: I believe my child is learning English at the rate they should be.	On a rate of 1-5, how do you feel about the following statement: The school is providing all the necessary resources and materials for my child to learn English.	Do you know where to seek legal assistance to advocate your child's education?	Were you aware of California Rural Legal Assistance, which is a non-profit that provides at no-cost legal services regarding education?	Any additional comments are appreciated regarding your experience dealing with schools and your child's English education.
3/	Creekside Elementary	1. Strongly Agree	1. Strongly Agree	Yes	No	
						I guess the reason why i don't know where to seek for legal assistance is because I've never had the need to do so. I am aware of my rights as a parent if my child were to be placed on an IEP and where i can seek assistance if my child was falling behind.
3/	Alisal community school	1. Strongly Agree	3. Neutral	No	No	
3/	Cesar E. Chavez Elemer	2. Slightly Agree	2. Slightly Agree	No	No	