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IMPACT OF ATTRITION PRACTICES

California's Impact of Attrition Practices on Latinx English Learners

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Abstract

This capstone examines the impact of attrition practices on Latinx English learners in California. The project explores three recommendations from Guadalupe Valdes' book, *Learning and Not Learning English*. The three are age-appropriate academic content, revolving door policies involving classification/ reclassification, and the importance of teacher preparation. The discussion covers how the three impact English learners' attrition rate, causing negative self-efficacy, lack of college preparedness, and employment opportunities. Given this, the school districts allocated funding to create programs to prevent attrition problems among English learners, including the Latinx ELs. The literature review and interviews with educators indicated that Latinx English learners' age-appropriate academic content and classification have improved. While resources to assist positive self-efficacy, college preparedness, and employment opportunities increase through funding, their amount and release do not suffice the growing population of the Latinx EL community.

Introduction and Background

Attrition rates of English learners have been higher than their native English-speaking peers. California Department of Education demonstrates English learners' graduation rates as sixty-nine percent for 2020 compared to native English-speaking Hispanic/Latinx students whose graduation rates average at eighty-five percent (2020-21, 2022). In 2015 it was estimated that of the 80,000 international students registered with California's community colleges, an average of twenty-five percent were English learners (David, 2021). The English learners who attend college experience hostility and a lack of belonging (Yosso & Solorzano, 2006; Solis & Duran, 2022). Furthermore, English learners represent more than a third of California's elementary schools, and their limited English can severely impact their academics and job opportunities. State and Federal policymakers know it is vital for English learners to receive English proficiency to succeed academically in the United States. (Norman 2016).

California Department of Education demonstrates a pie chart with the percentage of English learners (ELs). English learners who become fluent in English, English learners for less than three years, English learners for more than three years, and at-risk percentage of English learners. As of 2022, from the 2,090,704 ELs in California, 963,056 (46%) are reclassified fluent English speakers (RFEPs), 497,471 (24%) have been ELs for less than three years, 211,055 (10%) are At-Risk of becoming Long-term English learners (LTEL) 379,290 (18%) are LTEL, and 39,832 (2%) have been ELs for more than four years but are not at-risk or long term English learner (English, 2022). To sum up, only half the English learners become fluent English speakers. At the same time, fifty-four percent stay trapped within the restrictive learning environment, reducing their chances for age-appropriate academic content and increasing their chances of dropping out. Unfortunately, this is not the first time California's education

department has failed to assist non-native English-speaking students. It was in the 1960s that English learners received funds to increase their chances of academic success.

California, throughout history, has been known for its constant immigration of people. As new migrants arrive, our schools receive more Non-English speaking students, where numbers continue to increase throughout the years. Many districts began teaching only in English to "Americanize" the students. (Goddard 2020). The Court cases of *Lau v. Nichols* (1964) and *Catañeda v. Pickard* (1974) brought to light the support needed towards Non-English-speaking students. Valdes (2001) states that these court cases "prohibit discrimination against students based on language and require that districts take affirmative steps to overcome language barriers" (p.14). These two court cases were the pivotal stepping stones toward an equitable education for English learners.

After the successful court decisions, English learners continued to receive the wrong aid. The solution to assist the needs of English learners was to remove them from general education and place them in classes intended for students with mental disabilities. (Artiles et al, 1994). The overrepresentation of these students continued well into the 1980s. In 1983, one-fourth of English learners in California were overrepresented in programs for mental disabilities (Artiles et al., 1994). Furthermore, they argued that the assessment procedure resulted in false positives for a referral to a Special Day Class or services regarding mental disabilities. (Artiles et al, 1994).

To solve the overrepresentation issue of English learners, the No Child Left Behind Act, NCLB, was signed into law in 2001 by President George W. Bush. The purpose of the NCLB act was to assure all students, regardless of disability and race, have the equal opportunity to achieve a high-quality education. (Simpson, 2004). Still, English learners need to be helped adequately with the new act. The lack of adequately administered tests led to new requirements for the

NCLB Act title three. According to Porter and Vega (2007), four states developed new ELP assessments for the districts to meet the new requirements of NCLB title three, while other states have created their assessments or continue using the ELP shelf testing.

Valdes (2001) asserted in her book, *Learning and Not Learning English*, how age-appropriate content, revolving door policies and teacher preparation affect the English learners academics during her two-year study. Her research involved collection of information about the English as a Second Language, ESL, instructional programs where the students were enrolled. The study focuses on four middle school students; Lilian, Elisa, Manolo, and Bernardo, who recently arrived at Garden Middle School. Three middle schools were involved, four Latino students, four English as a Second Language, ESL teachers, and other subject-matter teachers. Valdés (2001) also gathered information from the parents and school personnel. She assessed students through observations, tape recordings, notes on activities, and specially designed procedures to monitor growth in speaking, listening, reading, and writing English (Valdes, 2001 p7). Through Valdés' (2001) reading, we realize the struggles and need for the district's dual obligation to implement ESL instruction and age-appropriate academic content (p.14). She also discusses the need for English exposure to ESL students and the disadvantages of sheltered courses. Valdes continues to advocate for English Learners and the Latino community. Valdes (2001) highly motivated me to pursue a research topic regarding English learners.

My family migrated from Mexicali, Baja, California, in 1992 and permanently resided in Monterey County. My parents enrolled my siblings and I to Monterey County's schools, where most were classified as English learners. The research Valdes' describes in her book was personable to the experience my siblings and I underwent as classified English learners. Some of

the research data collection was inspired by the implementations and suggestions Valdes' (2001) recommends in her book.

This project will focus on public schools' involvement with English learners' attrition. Family involvement, culture, and social and economic status contribute to high Latinx attrition rates. However, for the sake of this research and the time frame available, the article will focus on the factors in the educational system that lead to higher attrition rates for English learners compared to their native English-speaking peers. The research will provide resources our educational system offers to reduce Latinx EL attrition rates in k-12 education. In addition, this senior capstone research project will examine and seek the answer to the following research questions: The primary research question is; How do the attrition practices impact Latinx English Learners (EL) in California? The following questions will also be explored;

1. What are attrition practices in schools? Why are more English language learners retained than their fluent native English-speaking peers in schools? What are the causes for holding English learners back?
2. What does the research say about the impact of attrition practices on Latinx English language learners?
3. How do the school district practices affect the attrition rate of English language learners in Monterey Bay? Moreover, how have the attrition practices impacted past English language learners?
4. How do schools prevent English language learners from being held back to their same grade levels and impede the chances of their academic success?
5. What courses of action need to be done to change and alleviate the attrition practices for Latinx English language learners?

Valdes (2001) discusses the issues EL students experienced in 1997 when taking ESL courses in middle school and incorporates seven recommendations. Of the seven, three are further explored. English learners in California received services in the 1960s and as time continues, services slowly increase. The questions above should provide insight to educators about some of the various factors that impede Latinx ELs from graduating at the same rate as their native English speaking peers and what resources California department of education implements to reduce EL drop-out rate. Through evidence and literary review from various scholars, impacts of attrition practices are researched.

Literature Review

In order to understand the impact of California's attrition practices for English learners, three impacts that lead to higher attrition are identified. Valdes (2001) three recommendation; age appropriate content, revolving door policies, and teacher preparation are further examined through multiple scholars. Current Practices in California such as the California roadmap are explained and further information regarding the programs Dual-Language-Immersion program is explored.

Attrition rates for English learners are high for several reasons. Attrition rates for Latinx ELs increase their chances of negative self-efficacy, lack of college preparedness, and employment opportunities. Valdes (2001) includes seven recommendations to improve English learners' resources in the last chapter of *Learning and Not Learning English*. Three of her seven recommendations are explored; first, age-appropriate academic content; second, programs for immigrant children be a schoolwide initiative, referring to proper teacher preparation and support; seventh, revolving-door policies and practices with reclassification. These factors all contribute to Latinx ELs retention and attrition rates. Valdes's three recommendations from 2001

will be further examined to current practices districts implement to best assist Latinx English learners.

Age-Appropriate content. Why do English learners in k-12 education have lower graduation outcomes? One reason is age-appropriate content. In *Learning and not Learning English*, we learn about Elisa's math teacher, someone who had previously worked with special education, taking on the role of an ESL teacher. She used many manipulatives and worked slowly through the lessons, which ultimately bored the students (Valdes, 2001). In addition, Valdes discusses the work expected versus done in a sheltered science course. The teacher had her seventh graders create a solar system, while the sheltered ESL science course had students coloring a planet where the document prioritized grammar over the matter subject (Valdes, 2001). English Learners are at different levels regarding school knowledge. They may come from areas with limited education or where there was nonavailability having zero knowledge of subject-area matter content California school systems incorporate. This educational hurdle can severely setback any English Learner from age-appropriate academics (Scheider, 2019).

English as a Second Language ESL courses lack advancement opportunities for English learners; some research from Hernandez discusses ESL classes are disconnected from the core school curriculum. (Hernandez 2017). By the time ELs learn English, they are behind academically, making it challenging to reach their grade level and dropping out of school because they cannot make the grade. (Rodriguez 2022, as cited Cole, 2008). Latinx English learners' chances for academic success fall when they cannot catch up to their peers.

Many English learners are placed in ELD, intervention and support classes, and math lacking college preparatory classes to motivate the students to seek higher education (Shin, 2020). English learners will have difficulty forming an academic identity or participating in

extracurricular activities (Santibanez & Umansky, 2018; Sugarman, 2019). ESL courses backtrack the development of English learners' academics while separating them from their career goals by adding more general instruction on the English Language. Subject matter courses are lost when students are placed in sheltered courses because the sheltered courses focus on English language more than the required subject matter. Students who undergo classification from later grades, around middle school, tend to be placed in lower academic classes that put them at a higher disadvantage from age-appropriate content (Johnson, 2019; Umansky, 2016a).

Reclassification, revolving door policy. Classification or reclassification of English learners can have both adverse and positive effects. Valdes (2001), mentions English learners' hardships when seeking higher education. To specify, she discussed Elisa's hardships when trying to enroll in mainstream classes because her ESL instructor did not believe she was ready. After much struggle, Elisa does get into mainstream classes in high school. Two years after graduating high school, Elisa tried enrolling in college she was denied because her placement test did not demonstrate that she was a native English speaker. Instead, the institution reclassified her as an English learner and offered her to sign up for an ESL course in writing and take an ESL placement test (Valdes, 2001). Reclassification set Elisa's chances for academic success and job opportunities at a farther reach than her fluent English-speaking peers.

The measurement of reclassification is an issue because of its black/white concept; there is no placement for the students that score between the gaps. Students are scored through the California English Language Development Test (CELDT), now known as the ELPAC. The CELDT had two versions of the test, one for Kinder-first grade, the second intended for second through twelve grade. The second CELDT had only one test to determine whether students whose first language was not English be classified as English Learners. The test constituted one

through five scoring levels, one meaning the students were at a beginning level and five advanced. The student had to score at least a three or above on all five domains, now only four in ELPAC, to be considered fluent enough for general education. Johnson discusses that some students who barely passed the CELDT threshold were considered fluent enough for general education. In contrast, same-level students who barely missed the threshold were placed into remedial classes (Johnson, 2019). These English learners who are academically at the same level are undergoing different opportunities based on the sheer luck of their scores on the assessment.

In addition, the reclassification of English learners varies from state to state. Some issues involve regulating appropriate sections from the assessments and timing to end the program; it is difficult to rate outcomes (Reclassification 2015). Umansky et al (2020) defines *Reclassification* in California as an exit from English learner status. Umansky et al (2020) discusses the five criteria, ". Over the period examined, the district maintained five reclassification criteria: (1) English proficiency, as measured by California's state English proficiency assessment; (2) performance on the state ELA assessment; (3) report card evaluation (minimum grades) in all core subject areas (ELA/reading, social studies, math, and science); (4) teacher recommendation, and (5) parental notification." (p. 10). Umansky (2020) debates that early reclassification sets English learners back, while late alters students' opportunity for grade-level appropriate content. Unfortunately, labels bring a set of treatments that can be in service or alter perceptions. (Umansky 2016b). Labels in education that perceive the ability of student achievement influence their outcomes, and test scores impact the student's achievements and college-going (Umansky, 2016b). Not adequately trained or supported teachers should not have the opportunity to classify or reclassify a student to EL services.

Teacher preparation. Teacher attrition is an issue that goes hand in hand with teacher preparation because unsupported and unprepared teachers quit. Teachers who leave the school create the possibility of the district hiring underqualified teachers or increasing class sizes (Carver, 2019). Teachers must be adequately trained to assist our diverse English learners best. Darling states that teacher attrition is higher for math, science, special education, and bilingual teachers (Darling, 2018). Teacher attrition can severely affect student outcomes, especially among teachers of color. There is a high need to balance teacher diversity to match their students' population; it reflects population disparity (Vargas, 2020). English learners are more encouraged to succeed when they see educators of the same familiar background.

Teachers and staff must know their students, including English Learners. The teachers working with English learners need to be qualified for field jobs that utilize high-quality research-based curricula and practices. In other U.S. states, "The World-Class Instructional Design and Assessment (WIDA) is fighting to address those deficiencies" (Goddard, 2020). Many multilingual instructors need aid in furthering their chances to promote positive self-efficacy among students. "Studies suggest bilingual education teachers experience little support and respect from colleagues and administration (Petron, 2019 as cited Amos, 2016; Lapayese, 2007; Lemberger, 1997; Ochoa, 2007). Teachers are left isolated much like the teachers in special education. The increasing number of English Learners at public schools distorts the teacher ratio to aid them. In addition Valdes (2001) also discusses that Garden Middle school only had two teachers to address all the English Learners at the school. Unequipped multilingual teachers cannot adequately train English learners. Unfortunately, we do not know precisely how unprepared the teachers are because of limited data.

In other states, teachers cannot assist their newcomer English learners because the school cannot provide Spanish material, leaving the teacher to scramble for acceptable content (Petron, 2019). California experiences similar effects; English learners are likely to be taught by novice teachers without field experience to work with such a diverse group of students. (Santibanez & Umansky 2018). Teachers need training and practices to effectively teach English learners, especially when adapting curriculum to assist the student best. Novice teachers should be provided with teacher assistants to help their students and effectively receive the support they need.

California roadmap. The California roadmap promotes English proficiency while maintaining and encouraging bilingualism. California roadmap policy was passed in 2017. There is a strong emphasis on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/ preschool, social and family support services, parent , community involvement, and higher education (California department of Education Roadmap, 2022). Some new programs under California's roadmap have been the dual-immersion program, which teaches students fifty percent in English and fifty percent in Spanish. California roadmap encourages biliteracy in which students would be assessed in their native language to get appropriate test results in their level of literacy without the language barrier. The one assessment is, the Spanish assessment (CSA) for Spanish literacy starting in third through eighth grade. The California Roadmap moves beyond the efforts to teach solely on the language of instruction to teaching academic content knowledge. California moves away from the monolithic, monolingual academics that our state established in the 1950s to reduce migration.

Dual-language–Immersion Program. There are various types of Dual-Language Immersion programs. Some programs, like in Monterey schools, teach English and the primary non-English

tongue in their district 50/50, other schools teach 90/10 focusing on the students primary language first before introducing English (Acosta et al, 2019). The percentages may vary depending on the district. The program increases students chances for age-appropriate academic content and reduces their chances of isolation (Hernandez, 2017). The Dual-immersion program is intended for both native and non-Native English speakers. The programs promotes inclusivity amongst peers to encourage and provide English learners access to communicate with native English speaking peers.

Methods and Procedures

After conducting extensive literature review, the following are steps that were used to collect the data to respond to the research questions posed in the Introduction and Background section. Literature review was conducted through journal articles and peer-reviewed articles from the CSUMB database and Google scholar, including the review of Valdez's (2001) book, some ethnographic interviews designed through google forms (See Appendix A for Interview Questions to ESL Students) and face-to-face (See Appendix B for Interview Questions to ELPAC testers)

In the first week of October, The researcher interviewed two past ESL students who were family members; therefore location for the interview was at their homes, where they were most comfortable. The goal was to ask each past student about ten questions regarding their educational experiences. Past ESL student A (Appendix A) answered ten questions, and Past ESL student B (Appendix B) answered nine. The face-to-face interview made it easier to change questions or rephrase them to attain the best recollection of ESL experience from past students.

On October 6, the google form questionnaires were created and sent out to the educators' email who consented to participate. The two ELPAC testers answered ten questions regarding

their training, experiences assessing English learners, and changes they would implement to best assist the students. One question was misinterpreted because of the generalized term "lost"; their interpretation helped understand the students' emotional well-being when taking the assessment (Appendix C, D). ELPAC tester A can be found in Appendix C, and Elpac tester B in Appendix D.

On October 11, The current high school EL math teacher and k-8th grade substitute teacher were sent Google forms questionnaires for them to answer at their discretion. The math teacher answered ten questions regarding the number of students they teach and the number of supporting staff in their district. The substitute teacher answered eight questions regarding their experiences with supportive staff towards EL teachers and thoughts on their districts' EL preventions.

On October 21, a zoom interview with an EL director was scheduled too; unfortunately, miscommunication through emails as well as time limitations to meet led the researcher to dismiss the interview to complete the project on time respectfully. Overall, the goal was to receive information from various educational job fields that work with English learners to discuss their training, school preventions, challenges, and resources their districts offer to Latinx English learners.

Providing the options for a face-to-face interview or google questionnaires gave my subjects flexibility and a choice. Some people do not respond well to in-person interviews and instead answer questions without a time limit. Other subjects were closely related and comfortable conducting face-to-face interviews in their homes. Regardless, providing all the subjects with a choice was done deliberately to ensure the subjects were comfortable and given the appropriate time.

The methods and procedures ensured the subjects' responses and provided each with the time needed to answer the questions. Interviewing various subjects in the field of education increases the chances for valid data collection that does not revolve around one group of educators. The best way to discuss the impact of attrition practices on Latinx English learners is to understand the factors that lead to high rates and how to minimize the problems. Interviewing two past ESL students provides historical information on the factors that remain as leading causes of higher attrition rates. The two ELPAC testers provided information on resources California offers to support English learners' academic journey and the training the testers undergo to assist the students adequately. The substitute teacher and Math teacher provided current evidence of curriculum manipulation and the number of support teachers have to best increase Latinx English learners' academic success.

Results, Findings, and Discussion

The various educators gave answers and opinions relating or correlating to attrition rates impact on Latinx English learners. The educators were very passionate about their work and demonstrated their constant commitment to best assist the child academically. All educators interviewed were courteous and amiable. The past students were happy to assist and be part of the research project; they are close family members who believe sharing such stories can benefit others who may have experienced a similar situation. Both educators and past ESL students understand the leading factors that raise attrition rates for English learners. After conducting some literature review and collecting data from the field, the results, findings, and discussion is structured and organized based upon the secondary or related research questions as following:

Defining attrition. Before exploring Valdes' three recommendations, it is important to define attrition. Adusei-Asante (2016) discusses several scholars' definitions of attrition. Some definitions expand from withdrawal, and discontinuation constituted as attrition, accepting school but dropping out before starting, withdrawing from the process of education or being unable to complete their course of study, and a decline in the number of students who initially enroll to undertake a course of study by the end of the course. Australian Government Department of Education defines *attrition* as the proportion of students leaving the higher education system after their first year (Optcit, 2018). According to California's Board of Registered Nursing, *attrition* is the total number of students who withdrew or were dismissed from the program and were scheduled to complete the program between August 1 and July 31, divided by the total number of students enrolled who were scheduled to complete during the same time (Nursing, 2022). Still, the definitions do not represent attrition's effects on Latinx ELs in California. For this research, English Learners *attrition* aims to measure the initial student enrollment rate to their graduation outcome in k-12 education.

What are attrition practices at school? Both research data and interviews demonstrate attrition practices in schools for English Learners have improved from the time of Valdes research study in 1996 from *Learning and Not Learning English*. The EL math teacher provides evidence regarding teacher preparation and support. Contrary to Valdes (2001), the current EL math teacher stated to have four to five ESL instructors at their high school (Appendix E). As of 2022, twenty-one years after Guadalupe's book, support has improved for teachers. The math teacher also discussed curriculum use and manipulation. They teach math 1 Sheltered/TR, being ninth-grade-level mathematics (Appendix E). The math teacher also uses the same age-appropriate academic intended for ninth graders but does manipulate a lot of the work to

translate it into Spanish and sentence frames (Appendix E). The math teacher follows SBAC priority standards for their curriculum. The substitute teacher also stated to be well supported, did not experience isolation issues from staff when working as an intervention teacher, and had a good rapport with their staff members (Appendix F).

Why are more English language learners retained than their fluent native English-speaking peers in schools? English Learners are retained for various causes such as; inadequate assessments for classification/reclassification, lack of supporting staff, and lack of age-appropriate academic content. The math teacher stated that outside factors including absenteeism increase EL retention rate (Appendix E). Both the substitute teacher and math teacher stated that language barrier is the first reason for EL retention (Appendix E & F). When students do not understand the language they cannot understand the material, therefore do not pass the class. ELPAC testers discuss the time frame for EL assessment and how many who are missed must be assessed in the districts office (Appendix C&D). By the time assessment is completed the student is already a year behind academically, increasing their chances of retention. Unfortunately, the ELPAC testers do not have access to students records or files and were unable to give a definite answer to EL student retention.

What are the causes for holding English learners back? Causes for holding ELs back is the lack of understanding of the student's needs. Past English learners in Monterey Bay experienced how EL classification was beneficial, yet reclassification regressed their knowledge (Appendix A). California department of education offers ELPAC assessments to help place students in the appropriate classroom. However, the ELPAC fails to properly test the children when the children do not understand what the test asks. Both ELPAC testers, (Appendix C & D) mentioned students looking and feeling lost when assessed. The questions must be asked in English only,

and after a few repetitions, if the student does not answer, then the tester must move on with the questions and mark incorrect the ones the student did not understand. The ELPAC assessment is untimed and even though ELPAC tester try to assess under thirty minutes some take up to an hour. The length of time away from class holds back the student from pressing in class.

What does the research say about the impact of attrition practices on Latinx English language learners? EL students who are not properly assisted to reduce their drop-out rates have and increase of negative self-efficacy. As the ELPAC testers mentions during the assessment some students look lost because they do not understand the question. When the student believes they have failed it decreases their motivation and positive self-efficacy (Goddard, 2020). Valdes (2001) discusses the lack of age-appropriate academic content would bore or confuse the students in their sheltered science and math class (p.71, 93). Furthermore, teacher preparation is key to helping EL students because teachers will know what resources would best benefit their students and increase effective rapport where English learners feel supported. (Goodard, 2020, Darling, 2018, Caver, 2019, Vargas 2020).

English learners who are well supported and have the opportunity for age-appropriate content are more likely to continue their education journey. Valdes (2001) discusses Elisa's determination to access general education courses and succeeded. The success led Elisa to pursue a college degree, unfortunately her English assessment for college revealed she was not a native speaker and reclassified her as ESL requiring her to take non-college credit courses to catch up on her English literacy (Valdes, 2001 p.145). Had the appropriate practices been established for Elisa, she would have been able to attend college as any other English fluent peer. Goddard (2020) discusses the power of perception stating that students who are supported and reinforced

by school personnel and family lead to higher levels of motivation and greater chances for the student to succeed regardless of their socio-economic status (p.25)

How do the school district practices affect the attrition rate of English language learners in Monterey Bay? Moreover, how have the attrition practices impacted past English language learners? Monterey Bay area school districts have taken different approaches to assist Latinx English learners. Past ESL student A discusses their participation in the pull-out method in 1996 and being part of its pilot program (Appendix A). Past student A recalls being pulled out two hours a day from their fifth-grade classroom to go and do one-to-one work with an instructor. They would return during the class' recess time and easily transitioned. Upon returning to instruction in the classroom, the past ESL student A would work separately with the teacher's aid and together focus on the class activities (Appendix A). The past student A described their English learner pilot program as encouraging and helpful until they were reclassified in grade nine. They realized many students who did not receive aid were placed in general classes, which did not help them improve their English language skills. The past student A felt they were regressing their ELA improvements because the students in the classroom were not at the academic level that past ESL student A was taught to be by ninth grade (Student A, Personal Communication, 15 November 2022) (See Appendix A). Although the pull-out method continues to be implemented, there may be better approaches to assist English Learners.

Monterey Bay has implemented other methods, as mentioned by the Substitute teacher, The Dual Immersion program includes non-native and native English speakers attending classes taught in Spanish and English (Appendix F). "The more developed the primary language and literacy skills, the more linguistic and cognitive assets English learners have to transfer" (California Department of education B, 2022). The substitute also believes the students must

progress in their native tongue before succeeding in English curricula. Other resources, some mentioned by the Math teacher were, "They offer distance learning, migrant program, and teachers have their class on google classroom. They also have tutorials" (Appendix E) After the Covid19 pandemic, schools were shut down, which led to online learning. The labor of the teacher and schools to effectively transition within a month to online teaching was an arduous journey but incredibly beneficial for the future. Online learning gives students work they can easily access; even free wifi was given to assist families who had none available (*SPSA*, 2022). Latinx English learners benefit from online learning because it is an alternative teaching method that provides visual and auditory cues to assist the child best academically. "Video or audio instruction in which the primary mode of communication between the pupil and certified employee is online interaction, instructional television, video, telecourses, or other instruction that relies on a computer or communications technology." (California Department of Education A, 2022 Q.1).

The migrant program has been a successful resource for Monterey Bay districts. As obtained from the Monterey County office of education, the migrant program offers services to the students, teachers, parents, and community (Monterey County Office of Education.A, 2022). Students who meet the requirements to be in the migrants' program receive support services such as supplemental counseling, an Individualized learning plan, college readiness, and more (Monterey County Office of Education.B, 2022). The migrant program provides exceptional educational services to assist the schools best. They "Design programs to help migrant students overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of children to do well in school"

(Monterey County Office of Education.B, 2022). Unfortunately, not all Latinx English learners are classified as a migrant.

How do schools prevent English language learners from being held back to their same grade levels and impede the chances of their academic success? The educational system needs a program to help English learners navigate through their academics while attaining the English Language and conserving their Native one. The California roadmap promotes English proficiency while maintaining and encouraging bilingualism. California roadmap policy was passed in 2017. The roadmap consists of four principles which are; asset-oriented and needs-responsive schools; intellectual quality of instruction and meaningful access; system conditions that support effectiveness; and alignment and articulation within and across systems (Briceño, 2022). There is a strong emphasis on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/ preschool, social and family support services, parent/community involvement, and higher education (California Department of Education G, 2022). California roadmap mentions biliteracy, in which students would be assessed in their native language to get relevant test results in their literacy level without the language barrier; the ELPAC fails to do that. The districts need to exercise the California roadmap fully.

A new program under California's roadmap is the dual-immersion program here in Monterey Bay, California; it teaches students fifty percent in English and fifty percent in Spanish. The purpose of the dual immersion programs was intended for both native English and non native English speakers to develop their bilingualism through education. Most schools in California most spoken language for English learners is Spanish therefore the dual immersion classes usually teach in English and Spanish (Briceño 2022).

Valdes (1997) mentions the negatives to such a program, some being the impact on social justice; whom do these bilingual resources benefit? Valdes (1997) argues that the Dual-immersion program is a bandaid to provide hope to educators who want to teach bilingual children in their native tongue but are aware that such a program brings no social justice to their education. Furthermore, programs objectives change with time and gentrification where dual language programs focus on assisting, “ higher-income (often white) students' multilingual competencies to compete in the global economy (Palmer, 2009), rather than maintaining minoritized students' home languages” (Palmer et al, 2019). The resources are not intended to support the students; instead focus on security benefits (Valdes, 1997).

California department of education also offers the English Language Proficiency Assessment California (ELPAC). The ELPAC determines whether the student can take mainstream education courses or needs to be placed in a sheltered course. Its purpose is to best assist students who are not native English speakers and promote academic success. The ELPAC assesses on the following: "1) develop and implement ELP standards suitable for EL students' learning of English as a second language; 2) implement a single, reliable and valid ELP assessment aligned to ELP standards that annually measures listening, speaking, reading, writing, and comprehension; 3) align these tests with the states' English language development content standards and provide content coverage across three academic topic areas, which include: English/Language Arts; Math, Science, and Technology; and Social Studies as well as one non-academic topic areas related to the school environment, such as extracurricular activities, student health, homework, and classroom management (Simpson et al., 2004).

The people who administer the ELPAC must be trained. The two ELPAC testers I interviewed discussed two types of training: "To test the students, I had first to watch

previous ELPAC testers to show me how to test accurately, then took a test for each given section of the test (four)" (Appendix C) The other ELPAC tester described it as "The training I conducted for ELPAC consisted of training videos regarding how to test students on 4 subjects accurately. The videos provided information on how to independently set up the assessment and mark down the students' answers and responses based on their English Proficiency" (Appendix D). ELPAC tester A (Appendix C) worked with grade levels Kinder-sixth while ELPAC tester B (Appendix D) worked with grades Kinder through third grade. Both ELPAC testers mentioned the time frame for the assessments was encouraged to last 30 minutes to an hour per student but officially was untimed to reduce stress on the student (Appendix C, D). The goal is to test all students who are non-native English speakers to see if they qualify for services to help with the language barrier.

THE ELAC and DELAC community as mentioned by the the substitute are preventions schools offer to assist English learners. The DELAC committee consist of k-12 public schools who have more than fifty-one English learners form a District-level English Learner Advisory Committee (DELAC). The DELAC committee discusses resources available to both parents and students, create goals and objetoves to better assist ELs and review and comment on districts classification (Oasis, 2022). The ELAC committee is the English learner advisory committee. ELC is formed when k-12 public schools have more that 21 English learners (Oasis, 2022). ELAC focuses more on school attendance and annual language census. They also focus of SPSA, Single Plan for Student Achievement. The ELAC and DELAc purpose to to represent the English learners in k-12 education to best assis the studen gts and families they serve.

What courses of action need to be done to change and alleviate the attrition practices for Latinx English language learners? Several actions must be taken to provide Latinx English learners

with a more equitable education. The various types of assessments in states and within districts affect the students, students classified as English learners and placed in an intermediate-level ESL class may be placed back into a beginning level. Also, Artiles and Trent discuss the teacher biases, racism, and prejudice that influenced the referral of minority students (Artiles & Trent, 1994), making each student's success subjective. Valdes (2001) mentions the hardships English learners undergo when seeking higher education. To specify, Valdes discusses Elisa's hardships when trying to enroll in mainstream classes but being denied because her ESL instructor did not believe she was ready for the mainstream courses (p.93).

Let us rethink the assessment portion. The purpose of assessments for English learners is to know where they fall in their literacy and how we can enhance their literacy growth while teaching them the academics in the language our educational system has prioritized. Elpac tester B discussed that ELPAC testing could only be done in English (Appendix D). The purpose of the test is to test non-native English speakers. However, since English is not their primary language, the students are clueless about what the test is asking. Elpac tester believes incorporating bilingual explanations of the test would help the students. "If I could change something about ELPAC testing, I would try to make directions bilingual and I would push Kinder students to be exposed to a classroom setting before taking the ELPAC assessment" (Appendix D). Bisai Singh (2018) argues that to identify a student's literacy knowledge in an assessment successfully is to create a holistic one that is aware of the student's cultural background. Unfortunately, making a holistic assessment with the wide variation of English learners will leave each state to create their version and continue the improper English proficiency testing cycle.

The problem with promoting such holistic approaches and band-aid resources is funding. School funding has significantly impacted public schools to assist their students best, especially

those living in low-income communities. ESSA Title III helped improve funding for English learners, but other types of grants emerged too. In 2013 California, English learners received their funding Local Control Funding Formula, LCFF (Willis, 2020). In 2018, funding was lacking to train teachers properly, but as of 2019, the CDE and state created additional resources. One being, "A one-time augmentation of \$3.8 million to the CDE budget to support 17.5 additional positions in the department... \$37.1 million (in one-time money) for grants to support professional development ...\$13.8 million (ongoing funds)...supply professional development grants for principals and school leaders" (Muñoz, 2020). Where is the money going, then? Improvements in ESSA and California's multiple grants to assist English learners are praised. Still, it is not enough to increase the number of English learner educators to balance the student ratio, nor is enough support for bilingual education (Goddard, 2020).

Limitations

Looking into California's Department of education k-12 impact of attrition practices on Latinx learners has its limitations. California department of education does not separate by race the number of English learners; therefore, it was difficult to know the exact percentages that affect the Latinx community. Unfortunately, Monterey Bay school districts also do not specify each race of English learners. Fortunately, most students attending the schools are of Latino/Hispanic descent; therefore, the English Learners percentages provided by the district should closely represent the Latinx community.

Another limitation was the data. Most data regarding English Learner instruction is based on teacher perception surveys, data from the Schools and Staffing Survey, or surveys designed and administered by researchers (Santibanez & Snyder, 2018). The results are subjective depending on the district. Because data is subjective, it is still determined how untrained teachers are. Also,

each district applies different teaching preparation for teachers resulting in subjective responses on the district's teacher preparation methods.

Covid 19 pandemic put everyone and every place on hold affecting many nations, people, and places, including the education field. Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators in 2020 and 2021, yet some publications were recently released regarding the 2020-2021 school year; therefore, the most accurate information is from 2019. Even with the publications out, we see an increase in dropout rates among California English learners going from sixty-nine percent to sixty-seven percent. For the year 2019-2020 and 2020-2021, graduation rates may have been affected by the pandemic on top of the overbearing weight English learners already carry, such as social and economic status, legal migration, family values, academics, and English literacy (California department of education, 2020-2021).

Recommendations

First and foremost the way funding is tracked must be done better. The Local Control Funding Formula (LCAP) is difficult to understand and full of jargon (Muñoz 2022). It is difficult to know exactly where the money is going. First suggestion is to give more power to schools in documenting how the money is being distributed. Allowing districts to allocate all the funding creates an unnecessary third party distributor that increases the chances of money misplacement.

Another recommendation is to increase resources for English learners by promoting dual certified staff in schools. The Dual-certification is professional development for teachers and staff that is focused on EL and knowing the students. This can be easily implemented by offering staff members to attend a course that led to English learner certification. Professional development days should provide training on English learners to their staff. This opportunity

provides all school staff members with the opportunity to know more than the general classes at their school (Theoharis , 2011).

Third recommendation is to set practices and policies that focus on what is evidently not working. Valdes (2001) provides seven recommendations three of which are explored in this research paper; Age-appropriate academic content, revolving door policies and teacher preparation. Schools need to incorporate a curriculum that is bilingual, in the best interest of the student, and provides grade-level academic content. The Migrant program in Monterey county offer college preparedness courses and community outreach but unfortunately their services are not included to all English learners. California department of education roadmap (2022) demonstrates that the California roadmap is only partially implemented. It is time to include the bilingual assessment portion where students can be assessed in their primary tongue to best assist the student and recognize their academic knowledge.

Conclusion

English learners' attrition rates are higher than their fluent English-speaking peers in California. Attrition practices in California schools are improving but much slower than the increase in English learners, especially in the Latinx community. Three recommendations from Valdes are researched to their impact on high attrition rates. The research includes how the California Department of Education addresses age-appropriate academic content, revolving door policy through reclassification, and teacher preparation. It also discusses practices such as California Roadmap, which promotes bilingual educational resources that appear encouraging on documents. However, reality proves them to focus on numbers for funding, not English learners' academic success. Monterey Bay districts' practices are challenged since their Migrants programs can only assist a selective amount of Latinx ELs.

As we continue moving into better programs and more effective practices to prevent high dropout rates from Latinx ELs, there is still room for improvement. In order to promote socially equitable justice, California's educational system must improve its purpose for resources. They are focusing on what looks good on paper, not on what is best for the students to succeed academically, especially those in need of support, such as; the homeless, students with disabilities, and English learners, the increasingly growing student population.

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Appendix A: Past ESL student A

Summary: Past ESL student was placed in the pull-out method upon arrival from living in Mexico from the ages 1-6. The student was considered illiterate in both Spanish and English. The student has some educational experience attending kinder in Mexico. The student was placed in a district where teachers taught in Spanish, making it difficult for them to learn any English at school. The student learned English once they were placed in a new school district where the teacher taught in English, and her peers were bilingual. The past student stated that they learned more English in their first year at the new school than they had learned in the past five years in the previous school. They graduated with a BA in psychology.

1. What year were you placed in ESL classes/ programs?

1992

2. What grade levels were you placed in an ESL course or program to assist English Learners?

1st grade -5th grade one district 5th-9th grade

3. Were your teachers bilingual or monolingual?

Teachers spoke in Spanish grades 1st-5th grade. English-speaking teachers 5th grade-9th grade

4. Were you kept in class or removed for ESL academics?

Pull out for two hours every school day. I was so behind I needed a one-to-one to catch up with my age-appropriate academics.

5. What would you do when you returned to class after being pulled out?

The assistant would remove me to the side of the class, and together, we would work on the activities the teacher provided

6. Did your teacher give more individual work or group work?

When possible, the teacher would put me to work with other students so they could assist me with the work.

7. Did you have the opportunity to speak to Native English speakers in class?

Not in the first district 1st -5th grade. 5th-9th grade teachers were English speakers, and students were bilingual

8. How did the experience in ESL courses/programs affect you psychologically?

Unaware of what was happening when in the course. Transitions from one-to-one to recess before returning to class helped me understand the routine at school. When instruction started again, I was still trying to figure out what to do until the assistant verbally stated it.

9. Do you attribute any of your successes to your experience in ESL courses?

Having a one-one helped and brought me up to speed. Unfortunately, once I caught up, I was let go to figure it out on my own with no transition and no follow-ups. I noticed the students in the general classrooms were further behind in their English literature compared to what I was instructed. I regressed instead of improving my English literacy when placed in a general classroom.

10. In 2005 Yosso and Solorzano stated that only half the Chicano/a students graduate in k-12 education. What motivated you to succeed and pursue a career?

ESL student A was determined to have positive self-motivaation. I wanted to be a leading example to my siblings and demonstrate that education is a choice that does not have to be bound to family restrictions. Also, extracurricular activities and teachers motivated me to pursue an education.

Appendix B: Past ESL student B

Summary: The student attended school in Mexico through grade three. Parents moved to Monterey county and placed the student in an EL program where Spanish instruction was prioritized in grades third through sixth.. The student attained minimal to no English skills until starting Middle school. The student was quickly removed from general classrooms and placed in ESL classes. Past student B had a medical emergency in seventh grade and received in-home instruction for two weeks. During the two weeks, both the mother and past student B recall instruction being simple math and working on puzzles that did not go above second-grade level instruction. Math focused on addition and subtraction only. Activities included shape, number, alphabet puzzles, and counting with students.

1. What year were you placed in ESL classes/ programs?

1996-7

2. What grade level were you first placed in an ESL course or program to assist English Learners?

The middle school was removed from classes to be put in ESL.

3. On average, how many students were in your class?

Between 20-30 students

4. Did the teacher have any assistants to help the students?

No, the teacher was on their own most of the time.

5. Were your teachers adequately trained to assist your academic needs?

No. The teachers lacked training, and even though some cared, they seemed unable to handle students who needed alternative learning strategies.

6. How did the experience in ESL courses affect you psychologically?

At first upset, but then classes got easier, and I began getting straight A's in all the ESL courses.

7. Did you graduate? Where are you now?

HS diploma. Vocational training student.

8. Do you attribute any of your successes to your experience in ESL courses?

No, I don't think so.

9. In 2005 Yosso and Solorzano stated that only half the Chicano/a students graduate in k-12 education. What motivated you to succeed in graduating and pursuing a career?

I know education was an essential factor. In a sense, just going through the motions, and it helped knowing I was one of the top students in all my classes.

Appendix C: ELPAC tester A**1. What training did you undergo to become an ELPAC tester?**

In order to test the students, I had to first watch previous ELPAC testers to show me how to accurately test, then took a test for each given section of the test (four).

2. What grade levels did you test?

I have tested kinder through sixth grade.

3. What subjects of ELA does the ELPAC focus on?

The subjects ELPAC focuses on are listening, reading, speaking and writing.

4. On average, how long is the ELPAC test per child?

Usually, the amount of time a student takes taking the test depends on their English skills, so it can take anywhere from 30 minutes to an hour and twenty minutes. When the student takes a longer time taking the test, we split their testing time in half so the individual doesn't get tired of testing in one sitting.

5. How many students are you expected to test during ELPAC assessments? How many did you test per day?

I was testing six to eight students a day alone, however, ELPAC testers are paired in twos, so together we are testing around 12 a day. We are typically expected to test kinder through sixth grade, so around 500 students are tested every year at that school alone.

6. What happens to the student's that are missed?

I've never been in a situation where I am not able to test a student (my ELPAC supervisor is very strict with meeting our deadlines) however, based on what I've heard; they are taken to the district's main site to take the test.

7. Have you lost students after the first assessment of ELPAC where you were unable to conduct a final test?

Yes.

8. On average how many students are lost after the first assessments?

Unfortunately, around half the students I test seem completely lost when given the tests. This is due to English not being their first language, and the test is stopped if the first 6 questions are answered incorrectly. However, each test must be taken by the student, despite their other tests being stopped. We do this because even though they might not pass the writing or reading, they still may be able to pass the listening or speaking section of the test.

9. How does your district's ELPAC test prevent ELL's from repeating the same grade level, or advance in English literacy?

As an ELPAC tester, it isn't my job to teach the students english. In fact when given the test; I'm not allowed to help at all. The most I can do is repeat a question, or rephrase it (exactly the way our pamphlet says we can rephrase it). Although, when the test is given by the end of the year, most teachers take advantage and help the students in any way they can in order to prepare them for their test. If a student doesn't pass the ELPAC test, they have to take it again the following year.

10. What would you change about ELPAC testing to better assist ELL's?

As far as ways to assist the students, there's not much on my end I can do to help them, I think that comes more from their teachers (first to sixth grade). In regards to testing alterations; I understand it's important to give each student the same opportunity to take the ELPAC test. However, I've been in situations where I'm testing someone who completely doesn't understand me (because I can only speak in english throughout the test) and I have

to continue asking them questions that they worryingly let me know they can't understand. There have been students that I test who cry or are very stressed because they don't understand anything, but are aware that they are getting marked down for it. I try lifting up their spirits by giving them stickers. I would prefer for these individual students not to have to go through the embarrassment or sadness they must feel when called to take a test they know they aren't going to pass.

Appendix D: ELPAC tester B**1. What training did you undergo to become an ELPAC tester?**

The training I conducted for ELPAC consisted of training videos regarding how to accurately test students on 4 subjects. The videos provided information on how to independently set up the assessment and mark down the students' answers and responses based on their English Proficiency.

2. What grade levels did you test?

I tested Kinder, 1st, 2nd, and 3rd graders.

3. What subjects of ELA does the ELPAC focus on?

The ELPAC test focuses on 4 subjects: reading, writing, listening, and speaking.

4. On average, how long is the ELPAC test per child?

There is no time limit on the assessment, although it was recommended to spend thirty minutes to an hour maximum. The goal wasn't to rush the student, but it was also important to consider testing more than 6 students per day.

5. How many students are you expected to test during ELPAC assessments? How many did you test per day?

Since many emerging students enter the district every year, I tested approximately 6-8 students per day. This process included setting up the schedule and appointment with the student. When paired with another ELPAC tester, the goal was to test 12 students per day.

6. What happens to the students that are missed?

Students that are missed are rescheduled for another day. Although, since ELPAC is only for approximately 3 months, missed students would have to test at the district office.

7. Have you lost students after the first assessment of ELPAC where you were unable to conduct a final test?

yes.

8. On average how many students are lost after the first assessments?

Most students seem confused and lost during the ELPAC assessment since English is not their first language. Therefore, if they were nonverbal or responded incorrectly to the first 6 questions, I would move on to the next subject. Unfortunately, half of my students were lost during the assessment. For example, I had a few students who were not prepared to be tested one on one. They couldn't sit properly on their chairs and kept getting distracted by their surroundings.

9. How does your district's ELPAC test prevent ELL's from repeating the same grade level, or advance in English literacy?

The ELPAC test is given to assess the students proficiency in English. My role only consisted of testing the students. After the assessment, I no longer had access to the student's records.

10. What would you change about ELPAC testing to better assist ELL's?

Unfortunately, the ELPAC test requires the tester to give directions only in English. Therefore, I had a lot of students who were clueless since English was not their native language. Throughout the exam, I had to depend on visual clues and signs to

communicate directions for the student. If I could change something about ELPAC testing, I would try to make directions bilingual and I would push Kinder students to be exposed to a classroom setting before taking the ELPAC assessment.

Appendix E: Math teacher**1. What is your title?**

Math Teachers

2. How many ESL instructors are at your school?

About 4-5

3. If Applicable, What grade or ESL level do you teach?

I teach Math 1 Shelterred/ TR which is 9th grade level

4. How many students in your classroom?

16

5. What curriculum is currently used for your EL students?

I use the same curriculum I do for my regular students. I just scaffold the work with Spanish translations and sentence frames. We create our own work based on the SBAC priority standards.

6. What would you change or add to the curriculum to better assist ELL students?

Add more sentence frames and use the vocabulary

7. What are the causes for holding ELs back from advancing to the next grade level?

Language barrier, low math skills due to not attending much school in their native countries, sometimes they miss a lot of school due to work

8. How does attrition practices at your school affect the Chicano/a ELLs academic success?

If a teacher leaves and they are part of the ELLs academic support then it can affect the students. Also students leave for vacation in December that causes them to stay behind or get even more behind.

9. What practices or resources does your district offer to prevent high Chicano/a ELL attrition rates?

They offer distance learning, migrant program, and teachers have their class on google classroom. They also have tutorials.

10. What should be done to help reduce such high attrition rates for Chicano/a ELLs?

Create programs so that parents can find better jobs, Create programs to help them develop their living skills in the U.S

Appendix F: Substitute teacher**1. What is your title? How long have you been an educator or worked in the educational field?**

I am currently a substitute teacher for grades kinder-eight. I've been previously employed as a temporary Intervention teacher. I have been working in the educational field for the past 5 years.

2. What preparation did you go through to become a substitute teacher?

Networking helped me. I started as a teacher's aide while I finished school. in 2021, after obtaining my B.A. I did an in-house application for the temporary intervention teacher. Then, in 2022 I did the emergency subbing form.

3. Has your district provided any professional learning opportunity workshops relating to English learners?

No. I haven't seen any workshops relating to English learners but my districts website does provide resources and workshops to register regarding information about English learners. I have not checked them out myself.

4. In your district, what are the causes for holding English Learners back from advancing to the next grade level?

When working intervention, the language barrier is the primary cause and lack of teaching aids to support English learners in general education classes.

5. What practices or resources does your district offer to prevent high English Learners attrition rates?

My district offers the Dual Language Immersion program, the district EL advisory committee,

ELAC , and ELPAC assessment

6. Which resource would you recommend?

The Dual language program appears to benefit students because they are taught in their native tongue and in English

7. How would you describe the communication between staff and the Bilingual teachers?

I have not noticed any problems, I'm unsure. when I worked as an interventionist, my Spanish was limited and most of the staff was aware and I was hardly ever asked to translate anything

8. Do the bilingual teachers in your school feel supported?

At my school, there were two interventionist. We maintained good rapport and help was easily accessible when I had questions. Admin was very helpful and supportive.

Appendix G: Terminology

English Language Learners, English Learners, Multilingual learners, ELs- These terms will be used synonymously. They represent students in k-12 education whose primary language is not English.

Multilingual Teachers, English as a second language, English Learner teacher- These terms will be synonymous. A teacher who teaches students whose primary language is not English

Attrition- the amount of Latinx English learners' graduation rates outcomes as opposed to their first enrollment to California districts and English learners who are held back because they do not meet grade-level standards.

Absenteeism- CDE definition, chronically absent student is absent more than 10 percent than the academic school year

Retention- students who do not meet grade-level standards

Truancy- a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority.

Reclassification- Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year

English as a Second Language, ESL, class/course, remedial classes, sheltered course- offers language classes at six levels, from beginning to advanced (graduation competency). We serve multilingual students, non-native speakers, long-term residents and international students who need instruction in the English language.

California Roadmap: the California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)

Dual Language Immersion programs- Dual-Language Immersion (Two-Way Immersion) is language learning and academic instruction for native speakers of English and native speakers of another language.

Pull-out-method- instructional delivery approach in which ESL teachers gather students identified as English learners from another class at regularly scheduled times to provide ESL instruction in a different location.

Inclusive teaching- Equitable and inclusive teaching practices help create educational environments in which all individuals are welcomed, respected, supported, and valued to fully participate in the learning process.

ELPAC- English Language Proficiency Assessment California

CDE- California department of education

ESSA- Every student succeeds act, intended to ensure families are empowered to support their children's learning and that all students receive a high-quality, well-rounded education that prepares them for long-term success.

ELAC: English Learner Advisory Committee A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

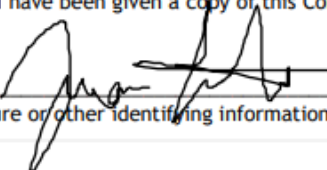
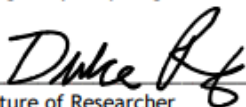
DELAC: District-level English Learner Advisory Committee An explanation of a district-level English Learner Advisory Committee role, purpose, and requirements.

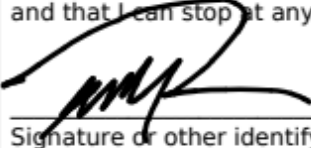

SBAC: The Smarter Balanced Assessment Consortium (SBAC) is a group of states that brought teachers, administrators and experts together to develop tests to measure how well students understand and are able to apply the skills and knowledge required by the state standards.


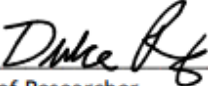
Appendix H: Consent forms



Adult Consent for Capstone

<p>Please consider participating in a research study conducted by Dulce Ramirez, senior fulfilling Capstone for the Bachelor of Arts in Liberal Studies at California State University, Monterey Bay (CSUMB).</p>
<p>This research aims to inform the impact of attrition practices on Chicano/a English Language Learners in the border states.</p>
<p>We will need approximately 20 minutes of your time to participate in this research.</p>
<p>Approximately seven subjects like you will participate in this study.</p>
<p>If you decide to participate in this research, you will be asked to answer ten interview questions regarding ELL practices.</p>
<p>There are potential benefits to participating, such as providing more research regarding ELL/ESL instruction. This research may help emerging educators understand the importance of knowing the students they work with to increase their academic potential.</p>
<p>Confidentiality of your identifying records will be secured during research using campus-approved encryption methods, access will be limited to only named researchers on the approved protocol, and your identifiable data will be maintained after the research is over in the following way: Information will be stored online under google drive and will be revisited starting my master’s program in fall 2023.</p>
<p>After this research is concluded:</p> <ol style="list-style-type: none"> 1. Only personal information will be the title of the individual’s job, grade levels they worked, and county they worked for. 2. The information will be revisited in the future in fall 2023, and some individuals from the research may be emailed with a new consent form.
<p>Should you have any questions about the research, contact Dulce Ramirez via CSUMB email; dramirez@csumb.edu or mobile phone 831-210-5501.</p>
<p>Should you have any questions about research subjects’ rights, or if you need to report a research-related injury, contact the CPHS at cphs@csumb.edu, (831) 582-5130, or the Chair of the CPHS, Dr. Chip Lenno, at (831) 582-4700.</p>
<p>Your participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or loss of those benefits to which you are otherwise entitled.</p>
<p>Sincerely,</p>
<p>Dulce Ramirez</p>

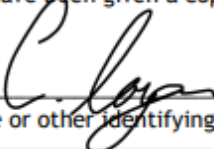
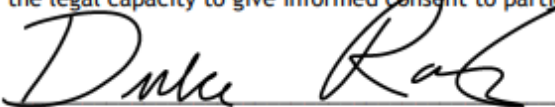
<p><u>Subject's Consent Statement</u> I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time. I have been given a copy of this Consent Form.</p> <p> _____ Signature or other identifying information</p> <p><u>10-11-22</u> _____ Date</p>
<p><u>Signature of Researcher</u> In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.</p> <p> _____ Signature of Researcher</p> <p><u>10/11/2022</u> _____ Date</p>

<p>I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time. I have been given a copy of this Consent Form.</p> <p> _____</p> <p>Signature or other identifying information</p> <p style="text-align: right;"><u>10 /5/2022</u> Date</p>
<p><u>Signature of Researcher</u> In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.</p> <p> _____</p> <p>Signature of Researcher</p> <p style="text-align: right;"><u>10 /5/2022</u> Date</p>

Dulce Ramirez	
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<p><u>Signature of Researcher</u> In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.</p>	
 _____ Signature of Researcher	<p>10/1/22</p> _____ Date

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<p> _____ Signature or other identifying information</p>	<p><u>10 /5/2022</u> _____ Date</p>
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<p> _____ Signature of Researcher</p>	<p><u>10 /5/2022</u> _____ Date</p>

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<u>Porras</u> _____ Signature or other identifying information	<u>10/1/22</u> _____ Date
<u>Signature of Researcher</u> In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.	
<u>Dulce Rf</u> _____ Signature of Researcher	<u>10/1/22</u> _____ Date

<p>I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time. I have been given a copy of this Consent Form.</p>	
<p> _____ Signature or other identifying information</p>	<p><u>10/11/22</u> _____ Date</p>
<p><u>Signature of Researcher</u> In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.</p>	
<p> _____ Signature of Researcher</p>	<p><u>10/11/22</u> _____ Date</p>