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A HIGH SCHOOL COUNSELOR'S TOOLKIT FOR ENGLISH LEARNER SUCCESS

Implementing the English Learner Roadmap

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Californians Together is a statewide coalition of teachers, teacher educators, parents, administrators, school board members, and student and civil rights organizations. Our member organizations come together united around the goal of better educating California's almost 1.1 million English learners by improving California's schools and promoting equitable educational policy.

There is far more to know about serving English learners well than could be included in this Toolkit. I was guided in making determinations about what to focus on in this publication by conversations with high school counselors about what would be most useful. I am indebted to a wise, passionate, generous group of people who have focused their careers (and lives) as counselors trying to ensure that English learner students get the schooling experience they need and desire.

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INTRODUCTION

California is the most culturally and linguistically diverse state in the nation, and the students who enroll in our secondary schools reflect that diversity. These students represent a wide range of languages, ethnicities, nations of origin, and prior educational experiences—resulting in quite different needs for support and instruction and bringing a rich store of assets and resources to bear upon their schooling. Almost half (45%) have a home language other than English, and 15% are "English learners" facing a language barrier to meaningful access and participation in school. Over 100 languages are spoken among the secondary school students in our state. Many are newcomers to our schooling system and our nation. Almost half are "Long Term English Learners," most of whom have been in U.S. schools since kindergarten but without the support they have needed along the way. They now find themselves in their adolescent years with accrued academic gaps and still without the English academic language skills needed for academic success.

Counselors play a pivotal role in helping all of these students navigate pathways to graduation and are instrumental in ensuring placement into courses that will provide meaningful access and appropriate instruction, overcoming language barriers. Counselors serve as crucial support, crisis managers, and as a conduit and connector to the services that these multilingual learners require as they navigate the social, economic, and legal stresses of adjusting to life in a new culture, immigration, and forging bicultural/binational identities. And counselors are an essential part of the team monitoring the progress of ELs and advocating for the system conditions to ensure that persistent historic patterns of overlooking and underserving ELs are stopped.

In 2017, the California State Board of Education unanimously adopted a new visionary policy for English learner education in the state, from preschool through graduation. The vision and mission for California schools laid out in this aspirational California English Learner Roadmap policy (2017) states:

> ***California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.***

The EL Roadmap contains four principles meant to guide all levels of the system (state, county, district, site, classroom) and all roles (yes, including counselors) to engage in ensuring the success of English learners as a "shared responsibility." Recognizing the particularly crucial role that counselors play—particularly in secondary schools—this Toolkit/Resource for high school Counselors was developed to:

- *Acquaint school counselors with the four principles of the English Learner Roadmap and provide tools for counselors to make meaning of how those principles apply to their roles.*
- *Provide background information to build awareness of specific needs and assets of English learner students impacting their engagement in and success in school—including a focus on the particular needs of newcomer students and Long Term English Learners in secondary schools.*
- *Share examples and case studies of how other counselors, schools, and districts are organized and function to support their English learner students.*
- *Offer resources for learning more and accessing tools and information related to school counseling for English learner success.*

The History and Civil Rights Context Giving Rise to a New EL Policy for CA Schools

In 1964, amidst a robust civil rights movement in our nation, landmark federal legislation was passed to end discrimination on the basis of race, ethnicity, religion, and national origin in public life. This meant that public schools were now responsible for providing equal access and opportunity to all students, with a guarantee of equal educational access and opportunity. As a result of a lawsuit on behalf of Chinese American children in San Francisco public schools, this guarantee was explicitly extended to apply to students who do not speak English. In the Lau v. Nichols court decision, the U.S. Supreme Court ruled, "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum...for students who do not understand English are effectively foreclosed from any meaningful education." Thus was established the affirmative responsibility of schools to provide services overcoming the language barrier to equal educational access, and the obligation of public schools to teach English and to provide services and support to enable equal participation and access to the school curriculum. In 1970, the Office of Civil Rights further stipulated that "Any system employed to deal with the special language skills and needs of national original minority group children must be designated to meet such language skills needs as soon as possible and must not operate as an educational dead-end or permanent track." And in response to a Texas lawsuit a decade later, the courts ruled in Castaneda v. Pickard that schools have a fundamental legal responsibility to ensure that ELs do not "incur irreparable academic deficits" as a result of inadequate education programs while they are in the process of learning English.

From the early activism of a Chicano movement in California in the 1970s that led to California becoming a leader in the early bilingual education efforts and the activism of Chinese American parents that led to the Lau v. Nichols supreme court decision requiring schools to address the language barrier, California emerged as a national leader in innovating and creating program models and instructional approaches to serve English Learner students. In the 1990s, however, a perfect storm of increased immigration and increased cultural and

linguistic diversity during an economic recession resulted in virulent English Only and anti-civil rights backlash. Voters passed a series of exclusionary public ballot initiatives, including one seeking to ban bilingual education. Two decades of an English-only policy were enacted in California in the context of the federal No Child Left Behind (NCLB) legislation, which imposed a narrowed curriculum and strict fidelity provisions, with devastating results for English Learner education. By 2010, disappointment with the results and weariness with the strict accountability measures of the NCLB era spelled a time for a change.

THE ENGLISH LEARNER ROADMAP: A New Policy for California P-12

The California English Learner Roadmap, passed unanimously by the State Board of Education in 2017 as the English Learner policy P-12 for the state, was a sea-change from the previous state EL policy, which had been in place for two decades. It had been characterized by a focus on compliance and steeped in the English Only framework of Proposition 227 that had been passed by California voters two decades earlier. By contrast, the EL Roadmap was designed as follows:

- *It is aspirational, reaching far beyond the bottom-line compliance mandates of previous policies and committing our state to preparing English learners with meaningful access to an intellectually rigorous education that prepares them with the language and academic skills to thrive in a multilingual diverse 21st-century world.*
- *It is Principles-based, connecting all levels of the educational system (preschool through graduation) in making meaning of and enacting four core research-based Principles—in contrast to prior policies that focused on mandating specific actions.*
- *It is comprehensive, addressing not only ELD instruction and language acquisition program models but all programs, services, and components of schooling that "touch" English learners and play a role in EL success P-12—in contrast to a narrow focus on just specific services to teach English.*
- *It is research-based, holding that our schools understand and implement the knowledge base about effective practices for English learners and dual language learners—in contrast to widespread practices that were not research-based and had been put in place during the English-Only era.*
- *It is assets-oriented, embracing the cultures and languages students bring to their education as a resource and gift for their learning and contributing to the knowledge of others, and supporting bilingualism —in contrast to the English-Only era preceding.*
- *It is longitudinal, embracing the entire schooling journey from preschool through high school graduation.*

The EL Roadmap puts forth a vision and mission for California schools that sets outcomes the state aspires to for English learners. It reaches not just for reclassification marking attainment of English proficiency, but also for students to be prepared to graduate ready to be participants in a global, multicultural and multilingual world.

The EL Roadmap was written as **state policy for a local control era**, committed to ensuring equal educational access but designed to do so through guidance to inform local policy, planning, and services. Thus, while there is a state expectation that districts and programs will implement the EL Roadmap, it is left to each local district and program to determine what that looks like and how to approach implementation. Therefore, it requires more intensive meaning-making, engagement, collaboration, and planning to implement.

The EL Roadmap touches almost all aspects of schooling and, therefore, requires the involvement of multiple roles, departments, and functions within the system. The ELR's broad scope applies at a school site, within a district, regionally in the support of county offices of education, and at the state level. Because of this comprehensiveness, the EL Roadmap requires that people and roles from across the system be involved in understanding the vision and Principles, make sense of how it impacts their specific sectors of work, and come together across those functions and roles to develop a shared understanding of the work and the interrelationships across the system.

The EL Roadmap puts forth a vision and mission for California schools that sets outcomes the state aspires to for English learners. It reaches not just for reclassification marking attainment of English proficiency, but also for students to be prepared to graduate ready to be participants in a global, multicultural and multilingual world. The extensive reach of the EL Roadmap, together with its aspirational call-to-action, makes implementation a long-term endeavor. It requires an enduring commitment of focus.

Because the EL Roadmap calls upon educators to implement research-based practices, it requires capacity-building. Creating the infrastructure for professional learning, building alignment and coherence, and investing time and resources to support meaningful changes in practice become essential in operationalizing the EL Roadmap. The EL Roadmap policy explicitly calls for the system conditions that make enactment possible.

So, this policy seeks *structural changes,* not just strategy changes but systems changes and not just instructional improvements.

The EL Roadmap is an "assets-oriented" policy that positions students' cultures and languages as assets for their learning and reaches for bilingualism/biliteracy as schooling outcomes. For many educators, this is a mindset and paradigm shift from what had been a pervasive English-Only era in California. To actively support home language as an asset for learning is new to many—requiring new understandings, strategies, and commitments, as well as enhanced pathways for students.

The EL Roadmap commits to building a coherent, aligned educational journey for English learners from preschool through graduation. It does not stop at achieving reclassification as English-proficient. It envisions graduating current and former English learners with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world. And finally, the EL Roadmap is a call to action for all educators. It is a state policy intended to inform all levels of the educational system, from preschool through graduation. The guidance from the State Board of Education written into the policy reads:

> ***"This policy is] intended to guide all levels of the system toward a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st-century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators and that all levels of the schooling system have a role to play."***

Thus, the policy is intended to support instructional assistants, paraprofessionals, assessment staff, classroom teachers, instructional coaches, administrators, AND COUNSELORS in developing an understanding of the vision and Principles and the capacity to implement them. It is meant to be implemented at the classroom, program, school site, district, regional/county, and state levels.

Text of the English Learner Roadmap Policy

The EL Roadmap policy consists of a vision, mission, and four interrelated research-based Principles articulated in the Guidance document adopted and approved by the State Board of Education in July 2017.

VISION: English learners fully and meaningfully access and participate in a 21st-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

MISSION: California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

FOUR INTERRELATED PRINCIPLES

Four Principles support the vision and provide the foundation of the California English Learner Roadmap. These Principles are intended to guide all levels of the system toward a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st-century education for our English learners.

1

PRINCIPLE #1

Assets-Oriented and Needs-Responsive Schools

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

2

PRINCIPLE #2

Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning and provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

3

PRINCIPLE #3

System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure vital programs that shape the capacity for teachers and staff to build on the strengths and meet the needs of English learners.

4

PRINCIPLE #4

Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual 21st-century world.

How To Use This Toolkit:

This Toolkit was explicitly written as a resource for secondary school counselors, and for those others who provide aspects of counseling support to English Learner students in secondary schools (e.g., EL Coordinators, Migrant Education Coordinators, mental health staff, administrators responsible for discipline and transitions). Following the design of the English Learner Roadmap, the Toolkit is organized into sections focused on each of the four interrelated Principles.

PRINCIPLE # 1 describes the assets-based orientation called for by the EL Roadmap and lays the foundation of a student-responsive practice that should permeate the schooling of English Learner students. In this section, counselors will find basic foundational information about English learners overall and information describing the diversity within the EL population, including newcomers, Long Term English Learners, and other typologies whose needs call for different kinds of supports and placement. Factors impacting engagement in school, such as immigration, culture shock, forging bicultural identities, etc., are highlighted to assist counselors in advisement, socio-emotional support, and trauma informed practice. The importance of affirming school climates and safe campuses is underscored. Approaches for engaging with families and communities are described.

PRINCIPLE #2 focuses on what it looks like to provide meaningful access for English learners both in terms of program and course placement and the kind of instruction that enables participation and comprehension of the academic content. The base program of Integrated and Designated ELD is explained, along with the variations that ensure appropriate and effective support for the different typologies of English learners. The scheduling challenges are considered for fitting the needed courses for English learners into a four-year high school structure.

PRINCIPLE #3 covers the system conditions needed to support English learner success. This includes issues of assessment, data, and progress monitoring. Structures of collaboration between counselors, classroom teachers, ELD Coordinators, and others offer mechanisms to share expertise and divide responsibilities so that a coherent net of support comprehensively surrounds English learners.

PRINCIPLE #4 centers on the need for alignment, pathways and coherence across the years of an English learner's schooling journey. This Principle speaks to the counselor's role in understanding the student's past schooling experiences and shaping a path through high school to graduation, college, and career readiness.

All four of the Principles are relevant to the counselor's role. And all four are inter-related. Thus, for example, information related to newcomer students can be found within each principle. Not all of the content of each section is relevant for all counselors in all contexts. A counselor seeking to focus on one issue will find information and resources throughout the Toolkit. The Toolkit contains a mix of materials, including **Readings** meant to provide background information and context for counseling EL students. **Reflection Tools and Reflection Questions** are provided throughout to support counselors individually or in teams to consider the current status, strength of practices, and range of efforts to address the needs of English learner students. **Activities and Action** ideas are suggested as ways to engage changes. Ideas are offered about what counselors can do to effectively serve their English learner students—including examples from other districts. **Resources** are provided in "boxes" throughout the text for learning more and to facilitate access to materials from throughout the nation that speak to the role of counselors in meeting the challenges of English learners in high schools.

PRINCIPLE #1: ASSETS-ORIENTED AND STUDENT-RESPONSIVE SCHOOLING

Secondary school counselors have the designated role of providing support, guidance, and advisement that address high school students' academic, career, social-emotional developmental needs as they navigate the personal and educational challenges of adolescence. For a large group of students, English learners, this includes navigating transitions across cultural, linguistic, and even national worlds as they contend with the social and academic demands of high school. The California English Learner Roadmap policy purposely begins with the Principle, "Assets-Oriented and Needs Responsive Schools," viewing this as the foundation for effective support of English learners. It starts where counselors begin their work—with understanding the student.

The Text and its elements follow:

Text of PRINCIPLE #1: Assets-Oriented and Student-Responsive Schooling

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

1. The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.
2. Recognizing that there is no single EL profile and no one-size approach that works for all, we strive to create programs, curriculum, and instruction that are responsive to different EL student characteristics and experiences.
3. School climates and campuses are affirming, inclusive, and safe.
4. Schools value and build strong family and school partnerships.

REFLECTION: WHAT DOES PRINCIPLE #1 HAVE TO DO WITH COUNSELORS?

In what ways do I see my role within this Principle? What does this have to do with me? Think about your formal job description and your preparation to be a school counselor. In what ways do these elements of Principle #1 fall within or connect to your role and job description as a school counselor? Using the American School Counselor Association's standard description of the role of school counselors (see Table on next page), consider how each element of Principle #1 applies to your own actual job description and role – particularly as it applies to working with English Learner students. Jot down your thoughts in the space below:

1

TABLE: How Elements of EL Roadmap Principle #1 Relate to Your Job as a Counselor

The EL Roadmap Principle #1 Element	General School Counselor *Formal Roles* (American School Counselor Assn.)	How Does This Aspect of the EL Roadmap Show up in My Job Description and/or Apply to How I See My Role as an EL Counselor?
Schools support the socio-emotional health and development of English learners.	Help students manage emotions and interpersonal skills. Short-term counseling—and referrals for long-term support as needed.	
The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to learning communities.	As members of a school leadership team, create a school culture of success for all students. Collaborate with teachers and administrators for student success.	
EL's assets are valued and built upon in culturally responsive curriculum and instruction.	Collaborate with teachers and administrators for student success. Help students apply academic achievement strategies. Create a school culture of success for all students.	
Programs support, wherever possible, the development of proficiency in multiple languages.	Facilitate individual goal-setting and academic planning. Act as a systems change agent to improve equity and access, achievement, and opportunities for all students.	
Recognizing that no single EL profile and no one-size approach works for all and that programs, curricula, and instruction are differentiated to address EL student's characteristics and experiences.	Assist with individual student academic planning and goal-setting. Plan for postsecondary options. Collaborate with teachers and administrators for student success. Generate school counseling classroom lessons based on student need.	
School climates and campuses are affirming, inclusive, and safe.	As vital members of school leadership team, create a school culture of success for all. Do data analysis to identify student issues, needs and challenges. Act as systems change agent to improve equity and access for all.	
Schools value and build strong family and school partnerships.	Collaborate with families and community for student success.	

Who Are English Learners? Definitions, Description and Diversity

Principle #1 calls for schools to be responsive to *different* EL strengths, needs, and identities-valuing and building upon the cultural and linguistic assets students bring to their education. This begins with understanding who English learners are.

An English Learner is a student who has enrolled in U.S. schools from a family where a language other than English is spoken and whose English proficiency is not yet sufficient to access an English-taught curriculum. Upon initial enrollment in school, parents fill out a Home Language Survey asking which language the student learned when they first began to talk, the language the student most frequently speaks at home, the language the parent/guardians most frequently speak with the student, and the language most often spoken by adults in the home. Suppose the answer to any of these four questions is a language other than English. In that case, the student's English language proficiency will be assessed using the Initial "English Language Proficiency Assessment for California" (ELPAC). When the results of the Initial ELPAC determine the student is an "English Learner" (EL), the school is required to provide language development and support programs and services until that student meets the criteria for "reclassification." They are then designated as Reclassified English Language Proficient (RFEP).

There are FOUR language classifications used in California:

IFEP: Initial Fluent English Proficient—a student who, upon entry to school, is determined to have a home language other than English and whose English proficiency is deemed sufficient for educational access without language support.

English Learner: English Learner—a student who upon entry to school is determined to have a home language other than English, and whose English proficiency is determined to be insufficient for meaningful access to the curriculum without language support. (For more information on the ELPAC assessment and ELPAC Levels of proficiency, see pages 90-92.)

RFEP: A student who was an English Learner but has met the four requirements of reclassification that determines they have developed sufficient proficiency in English to be reclassified as no longer in need of language services. (For more information on Reclassification criteria and process, see pages 92-93 and 137-139.)

English Only: A student whose home language is English and does not have another language spoken in the home.

A fifth category is used for data purposes. It is **"Ever EL,"** which includes all students who are current English learners as well as those who have been reclassified (EL + RFEP).

An English learner is thus a student who is assessed as unable to sufficiently access an English-taught curriculum without language development supports and who needs support for learning English to the level sufficient for participation, comprehension, and mastery in academic settings. The approach to meeting ELs' educational needs is shaped by federal civil rights laws and the Supreme Court Lau v. Nichols decision. Both define this population in terms of needing to overcome a language barrier to attain equal educational access. Legally, the courts have set an affirmative obligation for schools to rectify this language barrier. As students move along the continuum from no English at all to English proficiency required for academic access, annual assessments using the ELPAC designate a student's English level. These levels are intended to inform instruction and placement and to trigger appropriate

language and access support. (Here is a link to more discussion on the ELPAC and English proficiency in this document, or go to pages 90-93.) Student records should have an English status designation (IFEP, RFEP, EO, EL) and should list the home language other than English.

> ***"Recognizing that there is no single EL profile and no one-size approach that works for all, we strive to create programs, curriculum, and instruction that are responsive to different EL student characteristics and experiences." (from Principle #1)***

There is tremendous diversity within the English learner category. While all English learners face a language barrier to some degree, there is no single "English learner" profile. Student-responsive schooling begins with understanding the diversity and committing to managing the range of challenges and addressing the varying types of needs within the English learner group. While the vast majority are Spanish-speaking, we hear close to 100 languages spoken in our schools. Beyond language, there is a host of unique needs and challenges facing English learners and issues particular to the experience of immigration and the reality of straddling cultures and nations. English learners are either immigrants themselves or the children of immigrants—coming from every corner of the world and many cultures and socioeconomic backgrounds. Most EL students have at least one parent who is an immigrant. Often, this means that their family experience and norms are rooted in another nation and culture, and they experience the complexities of being first- or second-generation Americans forging binational and bicultural identities. They arrive at all ages with different levels of prior education. Some come from rural and isolated communities. Others hail from major urban and industrialized centers around the globe. Some arrive to escape wars and political repression; others seek to reunite with family or to pursue work. Some live in the U.S. for a while, return to their homeland for a period of time, and then come back. These are known as transnational commuters.

One-quarter of the world's population is in migration—voluntary or not. Wars, natural disasters, political repression, and economic devastation result in people leaving their homelands and seeking safer, more secure, more survivable conditions elsewhere. These conditions are not always predictable. The flow of immigrants to the United States has been continuous, but the composition of that flow is subject to change by an earthquake in one place, a civil war in another. Schools that are or have adjusted to Mexican farmworker immigrants by building up a Spanish bilingual program and migrant program suddenly find themselves with an influx of Russians or Somali refugees. Schools that adjusted to having newcomers by building a system of newcomer services may now find that there are few newly arriving students and that most of their incoming English learners are now U.S.-born children of immigrants.

The needs that are generated from each of these circumstances vary greatly. For example, those who are immigrant newcomers face making an adjustment to a new culture and language. Those who have been in U.S. schools for all or nearly all of their educational journey may struggle with academic gaps that have accrued through years of inadequate language support and access. They still face the challenge of developing English to levels needed for scholarly engagement. Some are far more at risk of failure than others.

Assumptions cannot be made. Immigration trends shift. The student population in a school community this year may be very unlike the students who have enrolled in the past or those who will enroll next year. New languages and new cultural groups enroll. The task of "knowing your English learners" is a continuous process. As new populations arrive and demographics shift, there is new learning to be done about the cultures, the historical process that led to immigration, and the needs of the new communities.

Counselors, responsible for providing socio-emotional support and for enrolling and placing students into appropriate courses, are on the front lines of welcoming whoever the entering English learners may be, learning their stories, understanding their needs, and then shaping the programs and services needed for a successful high school experience.

Typologies of High School English Learner Students

Many high schools tend to simply place and treat English learners according to their English proficiency levels attained on the most recent ELPAC. For example, an ELPAC Level 3 English Learner typically gets slotted into an ELD 3 class. However, to build an appropriate program for English learners, it is helpful to address specific typologies of academic needs. The richness and diversity of the English Learner population makes clear that this is not a homogeneous group and should not be served as such. While many English learners have been in U.S. schools for a while and arrive in secondary school moving normatively along the continuum toward English proficiency, others do not fit this profile. The most valuable typologies that call for departing from the simple use of English proficiency levels as determinants for services and placement include Newcomers (further divided into Students with Limited or Interrupted Formal Education, General grade level, and Well-Educated), Long Term English Learners (LTEL), and Students at Risk of Becoming Long Term English Learners (AR-LTEL).

Newcomers

Some English learners are newly arrived in the United States in adolescence–appearing at varied and unpredictable points in the school year. Their engagement and success in school is deeply impacted by their level of English language proficiency (generally little or none), the processes of culture change as an adolescent, and entering U.S. schools where the academic curriculum content seldom is aligned with what students had been learning in their home country.

The federal definition of a "newcomer" immigrant student as defined in Section 7011(5) of Title 20 of the United States Codes (U.S. Code) follows: "Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years." In California, AB714 went into effect on January 1, 2024, and its primary goal was to set a state-wide common definition of "Newcomer." Many districts and LEAs were using incomplete definitions (thus making many students state-wide ineligible for federally facing newcomer-facing supports). AB 714 defines "newcomer pupil" the same as "immigrant children and youth," in the federal definition. Informally, however, newcomers are simply thought of as students in the first year of U.S. schooling—those newly arrived, newly enrolled immigrants.

Newcomers include students who have strong prior academic backgrounds and strong literacy in their home language when they arrive, as well as students who may have little foundational literacy in their home language and interrupted or minimal prior schooling. All face the challenge of adjusting to a new culture. For those who arrive in the high school years, the challenge of gaining enough proficiency in English to meet high school graduation requirements can be enormous. They also need cultural orientation, support for culture shock, facilitated social connections, basic survival English, and attention to specific academic/educational challenges. Preparation for how U.S. schools work and expectations is particularly important for students who immigrate in the high school years. Orientation helps to familiarize newcomers with school routines and educational expectations. For example, newcomer students may need explanations related to:

- Sitting still for long periods of time
- Riding a school bus
- Physical exams and immunizations
- Attendance, grades, and report cards
- The school day, semesters, years, paths to graduation
- Raising a hand to speak
- Co-ed classes
- Using a locker
- Discipline in the school context
- Expectations for engagement, speaking up, active participation in classes
- Following a schedule and rotating classrooms or teachers
- Using a planner
- Changing clothes for gym in an open locker room
- How students and teachers relate to and address one another
- The roles of school personnel and who to go to with specific concerns
- What to do in emergency drills

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

Newcomer students with generally equivalent grade and age education to their U.S. peers usually benefit from initial newcomer placements and services that address culture shock and culture transition, Basic Survival English intensive instruction, analysis of their transcripts to determine where they may have curricular equivalency gaps or matches, and then tutoring and special supports to fill the gaps. They can often transition into the general curriculum taught with instructional supports.

Students with Limited or Interrupted Formal Education (SLIFE)—sometimes called Underschooled Students—are those newcomers who arrive in secondary schools with little or no prior schooling or interrupted schooling. They face enormous challenges in moving into a high school curriculum and adjusting to the practices of the academic setting. Typically, they are from rural, impoverished, or war-devastated regions of the world and often have suffered trauma on their journey to the U.S. They may not have basic literacy or may read far below their grade level in their home language. They generally acquire English slowly and require an intensity of approach and support that other English learners may not. Unsure where to place them, counselors are often tempted to place these students into classes with students much younger than themselves—or simply place them with their age cohort but where the academic level is far over their heads. Both situations can be profoundly demoralizing—and should be avoided. Every effort should be made to teach literacy in their native language, to offer foundational courses in Math and English, and to provide options for an extended time in high school (e.g., fifth- and sixth-year options) and or plans for continued education beyond high school. Hence, they can complete the requirements for a diploma. Go to this link in Principle #4 for more information on pathways to graduation and beyond).

Long-term English Learners

The term "English learner" often conjures an image of a relatively new student to the United States. Yet there is a significant population in most secondary schools of students who are still English learners but have been in U.S. schools from the primary grades or even been in U.S. schools from the start of their schooling. Many were born in the United States and have been schooled here their entire lives yet have not reached the levels of English proficiency needed to participate adequately in and access an English-taught curriculum. These are our "Long Term English Learners."

The federal guarantee of equal educational access and opportunity for English learners differs from other "protected classes" of people addressed by civil rights frameworks because being an English Learner should not be a permanent classification. It describes a barrier to access shared by a group of students but one that, once overcome, removes the student from that classification. The English barrier to equal access is meant to be overcome. In 1970, the Office of Civil Rights issued a clarification that while it is understood that during the period EL students are learning English, they may incur academic deficits in a curriculum taught in the language in which they are not yet proficient. However, school districts are required to remedy those deficits so they do not pose *"...a lingering educational impediment."* As further clarified in the Castaneda v. Pickard 1981 court ruling a decade later, school districts are obligated to address those deficits *"as soon as possible and to ensure that schooling does not become a permanent dead-end. Any system employed to deal with the special language skills and needs of national original minority group children must be designated to meet such language skills needs* ***as soon as possible and must not operate as a permanent track."*** They further cautioned that schools have a fundamental legal responsibility to ensure that ELs do not *"incur irreparable academic deficits"* as a result of inadequate education programs while they are in the process of learning English. This is the legal framework for the group of students that we have come to call "Long Term English Learners." Being an "English learner" was never supposed to be a permanent classification!

Most Long Term English Learners are actually orally fluent in English (it may even be their dominant language by the time they arrive in upper elementary grades and secondary schools), and often their academic subject teachers in middle and high school don't realize they are English learners, viewing them instead simply as students who are struggling academically. They usually read and write significantly below grade level. Some are discouraged learners— but some are overly optimistic about their graduating prospects. Despite their abilities to use English for social and functional purposes, LTELs have gaps in English that still undermine their mastery of academic work in English and also struggle with academic gaps that accrued from years of schooling in which they were not able to comprehend or access the academic curriculum taught in English adequately.

In 2012, the California legislature set a specific definition of both "Long Term English Learners" and "Students at Risk of Becoming Long Term English Learners," calling attention to this large group of English learners who are not getting adequate services to reach English proficiency and to overcome the language barrier to meaningful access. It is a definition that speaks both to how long they have been in U.S. schools and to their miserably inadequate progress toward English proficiency. The formal "definition" of a Long Term English Learner in California is a student who has been in U.S. schools for six or more years without achieving English proficiency sufficient to reclassify and who are stalled in progressing toward proficiency. Section 313.1 of the Education Code defines a Long Term English Learner as any English learner to which all of the following apply:

1. Is enrolled in any of grades 6 to 12, inclusive.
2. Has been enrolled in schools in the United States for **six years or more.**
3. Has **remained at the same English language proficiency level** for two or more consecutive prior years **or has regressed** to a lower English language proficiency level, as determined by the English Language Proficiency Assessments for California (ELPAC) test.
4. For a pupil in any of grades 6 to 9, inclusive has scored far below basic or below basic on the prior year's English language arts standards-based achievement test.

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In the 2023-24 school year, almost half of all English learners in grades 6-12 were Long Term English Learners.

In addition to Long Term English Learners, there are English learners who are not progressing or progressing very slowly toward English proficiency who may be at risk of becoming a Long Term English Learner. The formal definition in the Education Code for these students 'At Risk of Becoming LTEL' is any English learner for whom all of the following apply:

5. Is enrolled in any of grades 3 to 12, inclusive.
6. Has been enrolled in schools in the United States for four to five years.
7. Has scored at the intermediate level or below on the prior year's English language development test (ELPAC).
8. For a pupil in any of grades 3 to 9, inclusive who has scored in the fourth or fifth year at the below basic or far below basic level on the prior year's English language arts standards-based achievement test.

Long Term English Learners and Students at Risk of Becoming Long Term English Learners require specific supports and targeted curriculum and instruction to overcome the academic gaps that have accrued over their years in U.S. schools due to inadequate supports. They need specific attention to address their specific language needs.

LTELS by the Numbers

- Almost half (49%) of ELs in grades 6-12 are LTELs.
- 46% of all LTELs are at lower levels of English proficiency (ELPAC Levels I and II)
- Only 17% are at Level IV.
- Two in five (40%) of ELs in grades 3 – 5 are at risk of becoming LTELs.
- Those who enter school at lowest levels of proficiency (little or no English) are overwhelmingly those who end up as LTELs.

For Long Term English learners, the progress toward English proficiency is only part of the struggle; the accrual of academic gaps over the six or more years they have been in our schools without adequate supports, and the subsequent academic struggles are key to address—as well as the accrued lack of efficacy, confidence, and identity as an academic learner. After six or seven years, the cumulative impact of inadequate first and second language development, inappropriate literacy approaches for ELs, possibly undiagnosed or poorly addressed special needs, and insufficient scaffolding and support for accessing the curriculum results in academic gaps, social but not academic English, loss of or diminishing proficiency in home language, and impacts on identity, motivation, and confidence. The urgency is particularly significant in high schools where academic demands are high, and the path to graduation is made more difficult by limited time in the schedule and the crunch of fitting into the English language development curriculum and academic supports within the remaining four years of public education.

The task for high schools with Long Term English Learners is to repair the harm that has been done and reverse the damage that has accumulated over the years, and accelerate the pathway to graduation, college, and career readiness.

English Learners with Special Needs ("Dually Identified"):

A student's English learner status should never be seen as a barrier to referral for special education—nor should designation as a student with special needs preclude attention to an English learner's language needs. It is important to remember that some English learners have disabilities—just as English-only students do—which makes them eligible to receive special education and related services. Conversely, a student's lack of English proficiency and struggles to comprehend and participate in academic instruction in English should never be mis-interpreted as evidence of a learning or language disability. The problem of both overidentification of English learners into special education simply due to their lack of English proficiency, and underidentification of special needs because of assumptions that their struggles are merely the pathway of learning English have historically and are still major problems in schools.

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

It is therefore crucial to have bilingual special education assessors, and systems in place for culturally and linguistically appropriate assessment, for detecting and correcting misclassifications. Clear guidance and professional learning are needed for teachers, as well as support in using appropriate assessments; properly administering and interpreting results on multiple assessments while considering the student's language background; and setting appropriate expectations for linguistic and academic development/performance for the student. More systematic referral processes would help educators identify when it is appropriate to refer English learners for special education evaluation and provide student study teams with protocols to review multiple factors. Such processes would also provide administrators with resources and established protocols to translate documents and provide simultaneous interpretation for parents in special education team meetings. With these systems in place, the referral process can lead to more objective, consistent decisions, and reduce under- or over- identification. Once appropriate identification has occurred, the students' IEP describes the supports, instructional program and interventions needed.

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

https://spptap.org/resources/6091/california-practitioners-guide-for-educating-english-learners-with-disabilities-pdf/

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CHART 1: English Learner Typologies

Students who enroll in California schools with a home language other than English and with levels of English proficiency that indicate they need programs and services to support them in becoming English proficient and accessing the curriculum are formally (by federal civil rights law) called English learner (EL) students. Within this group are sub-groups with specific needs.

The following chart *summarizes* key typologies, their characteristics, and some of the implications for the program and its supports. Further description of each of the supports and programmatic implications are contained elsewhere in the Toolkit.

Typology	Key Characteristics	Implications and Needs
Newcomer	Recent arrival in U.S., three years or less. Little or no U.S. English proficiency on arrival. Some with transferable credits—some not.	Support for cultural transition to U.S. Survival English ELD often needed. Supports related to refugee or immigration experience may be needed. Enrollment during the school year requires flexible placements. Foreign transcript analysis to give credit and determine appropriate course placement. Comprehensive initial assessment.
Well-educated newcomer	In U.S. 3 years or less. Schooling in home country strong. Strong literacy skills in L1. Often highly motivated.	Can make rapid progress toward English proficiency. Support for cultural transition. Survival English ELD often needed. Knowledgeable foreign transcript analysis. Supports related to refugee or immigration experience may be needed. Placement by academic level. Gaps in U.S. curriculum may lead to need for accelerated credit accumulation and acquisition of H.S. graduation requirements.
Underschooled SLIFE *(Students with limited or interrupted formal education)*	Little to no literacy in L1 upon arrival as newcomer. Formal schooling was interrupted, disjointed. Struggle in grade-level academic content courses.	Home language academic resources. Slower acquisition of English calls for extended time for intensive ELD. Need foundational literacy. Need foundational math. Often requires extended time in school (summer school, afterschool, evening, additional year). Where possible, development of home language literacy and courses or supports that utilize home language for instruction. Educational planning toward attainment of high school diploma.

Typology	Key Characteristics	Implications and Needs
Long Term English Learners	In U.S. six or more years without reaching. English proficiency. Stalled or slow development of English proficiency. Often oral fluency and English dominant—may have lost or not developed L1. Often have academic gaps.	Focus on academic English and literacy skills (writing as well as reading). Assessment of specific academic gaps that may have been accrued—and a program to address those. Benefit from courses to develop literacy in home language. Benefit from study skills. Relevant texts. Mentors. Goal setting. Instruction with scaffolds. LTEL specific ELD.
Dually identified ELs with special needs	ELs who have been identified both by the ELPAC process as in need of language services, and by the special education IEP process as having special needs	In the IEP process, the nature of accommodations needed by the student—including the intersection with needs as ELs should have been specified. Both language development supports and special education accommodations are required.

ACTION:

Check the student information system and student records in your school/district to ascertain whether student records are tagged by English proficiency levels and typologies. If they are not, create a system that incorporates those identifiers.

"We have many newcomers in our school. I am always asking, looking out for what I don't know about them, their cultures, their stories, their languages, their journeys. What should I be more aware of? What do I need to understand? They may be English learners, but I get to be a learner about the peoples of the world. That means you have to know how to learn, who, when, and how to ask. We have people in our district—refugee coordinators, staff of the newcomer center, partner community organizations—amazing resources. The kids themselves, their families. It's about learning. Without that, you can't be a good or useful counselor."

– A High School Counselor

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Create Your English Learner Typology Profile

CHART: EL Population Profile and Caseload

Every counselor needs a clear profile of their English learner population—both their school AND their caseload. At the minimum, it should include the following:

	# Of students in school	# Of students in my caseload	% Of overall
Total Student enrollment in school, and counselor caseload			
Number and % of students in school/caseload with a home language other than English			
Number and % of English learners in the school/caseload			
Number and % of Redesignated Fluent ELs (RFEP) in the school/ caseload			
Number and % of Initially identified Fluent ELs (IFEP) in the school/caseload			
Total number and % of Ever ELs (EL+RFEP) students in the school/caseload			

By Grade Level	ELs total	LTEL	Newcomers	LOTE
9th grade				
10th grade				
11th grade				
12th grade				

Composition Of English Learners In School And Caseload	# Of students in school	# Of students in my caseload
Newcomers (3 years or less) who are well educated and literate in home language		
Newcomers (3 years or less) who arrived with generally equivalent for age/grade prior education		
Newcomers (3 years or less) who arrive underschooled or SLIFE		
Dually identified English learners also identified as requiring an IEP		
Long Term English Learners		
Students At Risk of Becoming LTELs		

NOTE: It is helpful to prepare a written profile of your English learners, and to refer to it whenever planning occurs or when there are discussions about English learners. This serves to raise overall awareness of the language diversity of the school and provides context for dialogues about placing, serving, and supporting your English Learner students.

Beyond the Numbers: Issues In The Lives of English Learner Students Impacting Their Schooling

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

CULTURE SHOCK

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

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WAR TRAUMA

War, political repression, and violence are among the major forces that push people to leave their homeland and immigrate to the United States. Students from war-torn nations enroll in our schools after surviving trauma and witnessing violence and chaos. Many have just experienced witnessing their homes and some family members destroyed in a war. They may have escaped, leaving loved ones behind, and lost all of their personal belongings. Some have spent years in refugee camps, unsure of where they would land. War experiences often involve periods of hunger, disease, dislocation, uncertainty as well as violence. The emotional scars run deep. They experience a high incidence of disabilities, and many suffer from post-traumatic stress syndrome that makes participation in school difficult. These students may exhibit depression, anger, and fear. It may be difficult for these students to concentrate on schoolwork for extended periods of time. (For more information on refugees, see pages 35-36 in this Toolkit.)

IMMIGRATION AS AN UNACCOMPANIED MINOR

In some communities, adolescent English learners may be unaccompanied minors—sent by their families for the high school education available in the U.S. or having left their homeland on their own. Families may have arranged for them to stay with other unaccompanied minors, or students may attach themselves to a group living situation where different members of immigrants from the same country may be setting up to live. While some are able to live on funds sent from home, most end up taking low-paying jobs in order to pay rent. The priority for these students may be working to pay for their food and shelter. Attendance is often spotty, and it may be challenging to do homework. The lack of family support and adult guidance contributes to the difficulty in transitioning to the new land. (For more information on this immigration status, see pages 39-40 of this Toolkit.)

ARRIVING AS AN ADOLESCENT

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

Students who have spent time in refugee camps or war situations often experience very disrupted education. Thus, an immigrant student's educational background is affected both by nation of origin and by whether he or she is from urban or rural areas within that country, by economic class and by the presence of war. Others may have had continuous schooling, but in schooling systems with different curriculum sequences from U.S. schools. They find themselves with gaps that prevent them from being able to succeed in school. Our secondary school curriculum is based on assumptions that students have basic literacy skills, are able to read and write, and have had exposure to basic curricular concepts that can be built upon in the high school years. These assumptions simply don't hold for many of the immigrant students in our schools. Immigrants arriving with little prior schooling or from very different schooling systems have a difficult time. Some students have received schooling in their home country in which they were taught a different way of approaching learning or even a different way of arriving to the answer in an exam. Those who arrive late in adolescence may not enroll at all. Frequently, an older student (17,18, or 19 years of age) will be enrolled in 9th grade because they lack a Transcript from prior schooling or had little prior schooling, or because they lie about their age in order to obtain a full high school education.

CULTURAL MISMATCH, CULTURE CLASH, AND CULTURAL IDENTITY

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

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

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

LEGAL STATUS

Immigrants enter the United States under differing legal conditions. Official refugees (from nations the United States has designated as refugee sending nations) enter with the support of resettlement services provided by the U.S. government. Legal immigrants come under the "sponsorship" of family or friends already in the United States. But many (estimated to be one-third to one-half of all immigrants) enter as undocumented. They take risks in getting across the border and then live in fear of being identified and deported. Undocumented immigrants live with little or no safety net, and the children of undocumented parents live with special fears and difficulties—of being caught or inadvertently disclosing information to school authorities that might result in family members being deported.
(For more information on immigration status and impacts on students, see pages 33-41 of this Toolkit.)

While about 90 percent of the children of immigrants are native-born citizens—with all the rights and privileges of any citizen—about 750,000 of these students have a parent who is undocumented. Living in a mixed-status family can create enormous stress and worry for these students as they wonder what their future holds and if their parents will be at home when they return from school for fear they may have been deported. Teachers, school counselors, and administrators should be aware of these stresses as they try to interpret their students' behavior and create supportive school environments for them. Because of the economic and legal pressures on these families, they are highly mobile and students change schools frequently. Adolescents often leave school to find ways of earning money to feed their families. These students have higher dropout rates than legal immigrants and official refugees.

Furthermore, undocumented students still face prejudice and uniformed school officials who deny them enrollment at all. Undocumented students may be fearful of getting caught and sent back or perhaps getting arrested. There is often reluctance to involve family members in schooling and undocumented parents may avoid coming to school or engaging with school authorities.

FAMILY DIVISION AND REUNIFICATION

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

ECONOMICS, WORK, AND FAMILY RESPONSIBILITIES

The resources and skills a family had in their native land may or may not translate into resources in the United States. Particularly for those who are undocumented, but to some degree for all immigrants, economic resettlement is very difficult. Immigrant families often reside in substandard housing in overcrowded and poor neighborhoods, adding to high mobility that impacts attendance in school. While some immigrants to the U.S. are professionals who come explicitly for high tech jobs, the vast majority tend to work in the lowest-paid sectors, and often without benefits or protections. The existence of a support community becomes essential for help in resettlement, finding jobs, finding housing, and assistance when all else fails. Adolescent students often come to school with either an economic burden they carry themselves or one that the whole family carries. As they land in communities in the United States, they are seldom prepared for the cost of living in the area and the intense consumer culture. Families often find it necessary for their teenage children to hold a job while going to school or take on responsibility for the care of siblings while the parents work (often on several jobs). The students may have night jobs that keep them from doing homework or sleeping at night. At times, the student may miss school altogether to work a day shift that may open up or to take care of sick younger children.

TRANSNATIONALISM

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

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

MIGRANT STUDENTS

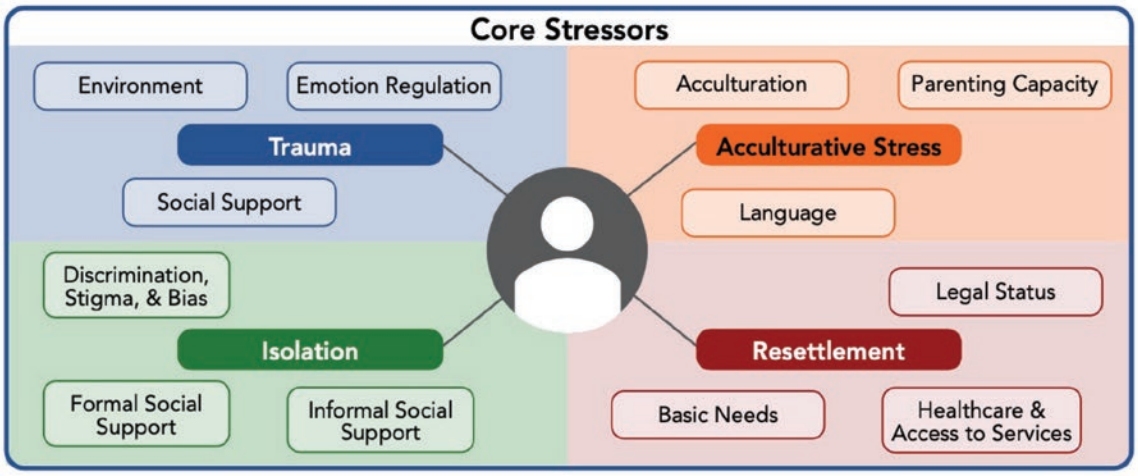
Migrant students represent a significant number of California's children and adolescents. These are students whose families frequently relocate within or across states or countries. For example, a migratory student might be one whose family seeks seasonal farm work up the West Coast or whose family relocates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

All together, these factors are core stressors for immigrant and English Learner students. Counselors serve an essential role in our schooling system to recognize these stresses, convene and provide supports to students experiencing stress and trauma, and to alert teachers and other staff to the impacts of these experiences on student learning and participation.

The task of knowing your English learners is a continuous process. As new populations arrive and demographics shift, there is new learning to be done about the cultures, the historical process that led to immigration, and the needs of the new communities.

FIGURE 1: Core Stressors 0f Newcomers

Figure 3.1. Core Stressors of Newcomers



Traumatic Stress

Trauma occurs when a child experiences an intense event that threatens or causes harm to his or her emotional or physical well-being. Immigrants and refugees can experience traumatic stress related to the following:

- War and persecution
- Displacement from their home
- Flight and migration
- Poverty
- Family/community violence

Acculturative Stress

Stressors that refugee and immigrant children and families experience as they try to navigate between their new culture and their culture of origin include the following:

- Conflicts between children and caregivers over new and old cultural values
- Conflicts with peers related to cultural misunderstandings
- The necessity to translate for family members who are not fluent in English
- Problems trying to fit in at school
- The struggle to form an integrated identity including elements of their new culture and their culture of origin

Stress of Isolation

Stressors that refugee and immigrant children and families experience as minorities in a new country include the following:

- Feelings of loneliness and loss of social support network
- Discrimination
- Experiences of harassment from peers, adults, or law enforcement
- Experiences of mistrust by host population
- Feelings of not "fitting in" with others
- Loss of social status

Resettlement Stress

Stressors that refugee and immigrant children and families experience as they try to navigate between their new culture and their culture of origin include the following:

- Financial issues
- Difficulties finding adequate housing
- Loss of community support
- Lack of access to resources
- Transportation difficulties

Note: Recreated for 508 compliance with permission from *Refugee and Immigrants Core Stressors Toolkit,* by Boston Children's Hospital, 2019. Copyright by Boston Children's Hospital.

Effective counselors understand the ways in which stressors impact their students, provide counseling support, leverage referrals to culturally appropriate and linguistically accessible agencies, and create/deliver supportive services to prevent the stressors from jeopardizing students' educations.

CHART: Programmatic and Support Service Responses to Factors in EL Lives That Impact School Participation and Success

Factor	Examples of Responsive Services, Programs
Culture shock and transition	Orientation program and materials for newcomer students and families. Forums for newcomer students to come together to talk about the process of transition to the U.S. and provide mutual support. Presence of and connection to faculty and staff who share culture and language with students. Professional learning for teachers and staff on the specific cultures of students in the school. Curriculum content that incorporates the literature, histories and experiences of the cultural groups represented in the school. Bilingual counselors. Buddy programs to pair newcomers with other students. Cultural liaison positions for each major cultural group to facilitate communication and understanding between families and school. Written materials, videos, etc. in languages of newcomers that describe cultural norms and routines.
War Trauma	Referral link to bilingual mental and health services in community. Administrators, teachers, staff are aware of presence of students in school suffering war trauma. Professional learning for counselors in recognizing symptoms of war trauma and PTSD. Bilingual counselors.
Family Separation and Reunification	Invite participation of significant adults in students' lives to stand in for parental engagement (where appropriate). Teachers, administrators and counselors aware that students may be having difficulties in handling separation from family or in reconnecting with family they have been separated from. Newcomer student forums to share experiences.
Immigration Status	Staff who know the laws (Plyler v. Doe plus CA state law) regarding the rights of undocumented to attend school and know to not ask for information about immigration status. School has adopted a Sanctuary and/or Safe Schools policy regarding no ICE presence on campus. Administrators, teachers, and staff are aware of the implications of immigration status on family stability, economics, eligibility for services, and dynamics of living in the U.S. Counseling support that is aware of the ways in which immigration status impacts college applications, financial aid—and knows the specific supports for undocumented students.
Prior Schooling	Initial assessment system provides an accurate picture of literacy in home language and English proficiency, of prior schooling and mastery of foundational skills as well as core content. A process is in place to align and translate transcripts from foreign schooling systems to provide credit for U.S. curriculum. Specially designed curriculum and extended learning time for SLIFE students. 5th and 6th year high school options, and individualized pathways to graduation and earning high school diploma. Connections to advanced academic studies in languages other than English (e.g., dual enrollment with community colleges, online resources, etc.).

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

"School climates and campuses are affirming, inclusive, and safe."

Background Reading: Things To Know About Immigration Status

English learners are either immigrants themselves or are the children of immigrants. Their lives are entwined with a complex national immigration system that reflects international relationships, political trends in the United States, and factors far beyond the control of high schoolers. And yet, the impacts of immigration are felt in terms of family economic realities, family stability, uncertainties about a students' future in this country, identity, access to services and opportunities. While counselors cannot serve as legal advisers, it is helpful to understand some aspects of how that immigration system works and its implications for students and their connection to school and future planning. This is particularly true in California.

Over 10 million Californians were born outside of the United States. One-quarter of California's population is foreign-born—the highest share of any state and double that of the rest of the nation. One -third of the population of Los Angeles is foreign-born. Over half of all California workers are immigrants or children of immigrants. And almost half of California's schoolchildren have at least one immigrant parent. One in five California children live in mixed-status households (where some family members are undocumented, while others are U.S. citizens). In the lives of high school students, immigration status and immigration law loom large. It makes sense, then, for counselors to understand the categories and how they impact the experience of entering the United States and resettlement.

LEGAL ENTRY WITH PERMANENT IMMIGRANT VISAS

U.S. immigration law is always a contested, highly political and complex system. Currently, immigration policy is based on the Immigration and Nationality Act (INA), which was revised in 1965—eliminating what had been national origin, race and ancestry as a basis for obtaining visas legally. The historic significance of the 1965 law was to repeal national-origins quotas, in place since the 1920s, which had ensured that immigration to the United States was primarily reserved for European immigrants. It was replaced with a preference system based on immigrants' family relationships with U.S. citizens or legal permanent residents and, to a lesser degree, their skills. Though Congress passed an Immigration Act of 1990 to admit a greater share of highly skilled and educated immigrants through employment channels, family-based immigrants continue to comprise two-thirds of legal immigration, while about 15 percent of immigrants become permanent residents through their employers.

Now immigration law is based on the following principles: the reunification of families, admitting immigrants with skills that are valuable to the U.S. economy, and protecting refugees. The INA sets no limit on the annual admission of U.S. citizens' spouses, parents, and children under the age of 21. Once a person obtains an immigrant visa and comes to the United States, they become a lawful permanent resident (LPR). LPRs are eligible to apply for nearly all jobs (i.e., jobs not legitimately restricted to U.S. citizens) and can remain in the country permanently, even if they are unemployed. After residing in the United States for five years, LPRs are eligible to apply for U.S. citizenship. It is impossible to apply for citizenship through the normal process without first becoming an LPR. For this reason, some English learner students whose parents entered in the U.S. as LPRs are unsure of when and how successfully they will be able to become citizens.

Family-Based Immigration. Family unification is an important principle governing U.S. immigration policy. The family-based immigration system allows U.S. citizens and LPRs to bring certain family members to the United States. An unlimited number of visas are available every year for the immediate relatives of U.S. citizens. Immediate relatives are:

- Spouses of U.S. citizens
- Unmarried minor children of U.S. citizens (under 21 years old); and
- Parents of U.S. citizens (petitioner must be at least 21 years old to petition for a parent).

In addition, a *limited* number of visas are available every year under the family preference system for other family members including adult children (married and unmarried) and brothers and sisters of U.S. citizens (petitioner must be at least 21 years old to petition for a sibling). In order to be admitted through the family-based immigration system, a U.S. citizen or LPR sponsor must petition for an individual relative, establish the legitimacy of the relationship, meet minimum income requirements, and sign an affidavit of support stating that the sponsor will be financially responsible for the family member(s) upon arrival in the United States or adjustment to LPR status within the United States. The individual relative also must meet certain eligibility requirements that include submitting to a medical exam and obtaining required vaccinations, an analysis of any immigration or criminal history, as well as demonstrating that they will not become primarily dependent on the government for subsistence. Because it can take a while for these qualifications to be met, many newcomer students are being brought to the U.S. to join a parent or family member who has been in the U.S. for a while—thus issues of family reintegration become an important part of the newcomer experience.

EMPLOYMENT-BASED IMMIGRATION

The United States provides various ways for immigrants with valuable skills to come to the country on either a permanent or a temporary basis. Temporary employment-based visa classifications permit employers to hire and petition for foreign nationals for specific jobs for limited periods. The visa classifications vary in terms of their eligibility requirements, duration, whether they permit workers to bring dependents, and other factors. In most cases, these workers must leave the United States if their status expires or if their employment is terminated. Categories in preference order are: "Persons of extraordinary ability" in the arts, science, education, business, or athletics; outstanding professors and researchers, multinational executives and managers; (2) members of the professions holding advanced degrees or persons of exceptional abilities in the arts, science or business; (3) skilled workers with at least two years of training or experience, professionals with college degrees, or "other" workers for unskilled labor that is not temporary or seasonal; (4) certain "special immigrants" including religious workers, employees of U.S. foreign service posts, former U.S. government employees; and (5) persons who will invest $900,000 to $1.8 million in a job-creating enterprise that employs at least 10 full-time U.S. workers. There are numerical restrictions on the numbers for each of these categories. Adolescents who enroll in our secondary schools under Employment Based Immigration tend to be the children of professors or tech sector workers—and expect to be in the U.S. for limited periods of time. This can affect their attitudes about future planning towards college and career.

TEMPORARY NON-IMMIGRANT VISAS

Each year, the United States also admits a variety of noncitizens on a **temporary** basis. Such "non-immigrant" temporary visas are granted to everyone from tourists to foreign students to temporary workers permitted to remain in the country for a specified time period—as long as the stay is temporary and has an end date. While certain employment-based visas are subject to annual caps, other non-immigrant visas (including tourist and student visas) have no numerical limits. Because a travel visa is temporary, it cannot be used to live in the United States permanently and has an end date or a set amount of time that can be spent in the country—unlike immigrant visas for those who intend to live permanently in the United States and require family or employment sponsorships. Many people enter the United States on a temporary visa and then remain in the country after their visas have expired, becoming "undocumented." In order to qualify for U.S. citizenship through naturalization, an individual must have had LPR status (a green card) for at least five years (or three years if he or she obtained the green card through a U.S.-citizen spouse or through the Violence Against Women Act, VAWA). Other exceptions include, but not limited to, members of the U.S. military who serve in a time of war or declared hostilities. Applicants for U.S. citizenship must be at least 18 years old, demonstrate continuous residency, demonstrate "good moral character," pass English and U.S. history and civics exams (with certain exceptions), and pay an application fee, among other requirements.

REFUGEES AND ASYLEES

The 1951, the United Nations Conventions and the 1967 United Nations Protocol defined a refugee as a person who is unable or unwilling to return to their home country, and cannot obtain protection in that country, due to past persecution or a well-founded fear of being persecuted in the future "on account of race, religion, nationality, membership in a particular social group, or political opinion." Congress incorporated this definition into U.S. immigration law in the Refugee Act of 1980. As a signatory to the 1967 Protocol, and through U.S. immigration law, the United States has legal obligations to provide protection to those who qualify as refugees. The Refugee Act established two paths to obtain refugee status—either from abroad as a resettled refugee or in the United States as an asylum seeker.

Refugees apply for admission from outside of the United States, generally from a "transition country" that is outside their home country—and then wait for a ruling that they are being granted refugee status in the U.S. The admission of refugees turns on numerous factors, such as the degree of risk they face if returned to their home nation, membership in a group that is of special concern to the United States (designated yearly by the president and Congress), and whether or not they have family members in the United States. Each year, the president, in consultation with Congress, also determines a numerical ceiling for refugee admissions. The overall cap is broken down into limits for each region of the world. This becomes a highly politicized process—reflecting U.S. international relationships and interests. People seeking asylum can travel to the U.S. independently (entering under a Temporary Visa or undocumented) and subsequently apply for or receive a grant of asylum based on a claim of persecution due to one of five "protected grounds": race, religion, nationality, political opinion, or membership in a particular social group. Those granted asylum can apply to live in the United States permanently and gain a path to citizenship and can also apply for their spouse and children to join them in the United States.

The process of determining whether they will be granted asylum as a refugee or "removed" and sent back to their home nation begins with what is known as the Fear Interview. When a person is put into the expedited removal process, if they express a fear of returning to their home country or request to seek asylum, they are first screened to see if they can establish a credible fear of persecution or torture. With or without counsel, an asylum seeker has the burden of proving that they meet the definition of a refugee. In order to be granted asylum, an individual is required to provide evidence demonstrating either that they have suffered persecution on account of a protected group in the past and/or that they have a "well-founded fear" of future persecution in their home country. Generally speaking, there are two "levels" of fear interviews, most commonly referred to as "credible fear" and "reasonable fear." A person is said to have a "credible fear" if they can demonstrate a "significant possibility" that they will be able to establish eligibility for asylum or withholding of removal under the Immigration and Nationality Act or the Convention Against Torture. Establishing a "reasonable fear" involves making the case proving that returning to one's country puts the person in danger of persecution.

The fear screening process has been periodically altered by new rules issued by various presidential administrations. Those rules are also often the subject of litigation, making the exact process an individual is subjected to (including the standard of proof needed to establish a "credible" fear) subject to regular change. Additionally, many of the rules are applied only to a subset of individuals, often seemingly at random, due to changing logistical, diplomatic, or humanitarian factors. Therefore, the credible and reasonable fear interview process may be applied differently to different people depending on things such as when they arrived at the border, where they arrived, what country they arrived from, whether they entered at a port of entry or between ports of entry, and other considerations.

The single category, "English learner" includes students who differ markedly in their experiences and needs. Counselors, teachers, and administrators need to be aware of factors that impact their participation and achievement in school.

At the credible or reasonable fear interview, if an individual is found by the asylum officer to have met the standard applied to them, they are then referred to proceedings where they can submit an application for asylum or other similar protections. Asylum is technically a "discretionary" status, meaning that some individuals can be denied asylum even if they meet the definition of a refugee. After one year, an Asylee may then apply for lawful permanent resident status (i.e., a green card). Once the individual becomes a permanent resident, they must wait four years to apply for citizenship. Those granted asylum can apply to live in the United States permanently and gain a path to citizenship and can also apply for their spouse and children to join them in the United States. Only 14% of applications are granted.

Overall, the asylum process can take years to conclude. In some cases, a person may file their application or pass a credible or reasonable fear screening and receive a hearing or interview date years in the future. Backlogs, already long before the pandemic, have only grown longer due to COVID restrictions and months- or years-long closures in some courts and asylum offices. The backlog in U.S. immigration courts continues to reach all-time highs every month. Asylum seekers, and any family members waiting to join them, are left in limbo while their case is pending. The backlogs and delays can cause prolonged separation of refugee families, leave family members abroad in dangerous situations, and make it more difficult to retain pro bono counsel able to commit to legal services for an extended duration of the asylum seeker's case. The uncertainty of their future impedes employment, education, and trauma recovery opportunities.

Asylum seekers include some of the most vulnerable members of society—children, single mothers, victims of domestic violence or torture, and other individuals who have suffered persecution and trauma. While U.S. law provides arriving asylum seekers the right to remain in the United States while their claim for protection is pending, the government has argued that it has the right to detain such individuals rather than release them into the community.

Since the creation of the federal Refugee Resettlement Program in 1980, about three million refugees have been resettled in the U.S. Since 2020, a total of 30,000 refugees were resettled in the U.S. The largest origin group of refugees was the Democratic Republic of the Congo, followed by Burma (Myanmar), Ukraine, Eritrea and Afghanistan. Among all refugees admitted, 4,900 are Muslims (16%) and 23,800 are Christians (79%). Texas, Washington, New York and California resettled more than a quarter of all refugees admitted. (Pew Research Center.)

Refugee students often arrive in the U.S. with limited, fragmented, or no prior education. They have often lived for many years in a country with an unstable infrastructure due to extreme poverty, war, or disasters—or in refugee camps with little educational support for children. Because refugees leave their homes due to crisis, they rarely have important documents with them that assist them in navigating U.S. culture. Refugees may lack birth certificates, vaccination records, and educational transcripts. Most of these items are re-created and certified through the U.S. government resettlement process, but there still may be mistakes. Common for short or long periods during the immigration and resettlement process, refugee students often experience separation from parents or other family members—creating feelings of cultural dislocation and instability and increase stress levels, making the child's adjustment more difficult. Even when the family is able to stay together, the parents may be absent due to the demands of working one or more jobs. Experiences related to situations such as genocide, war, torture, and death of family members or friends become part of a child's life. While many of these students may never exhibit symptoms of mental health problems, others may develop such symptoms.

TEMPORARY PROTECTED STATUS

Temporary Protected Status (TPS) is a temporary immigration status provided to nationals of certain countries experiencing problems that make it difficult or unsafe for them to stay in their country or to be deported back there. TPS has been a lifeline to hundreds of thousands of individuals already in the United States when problems in a home country make their departure or deportation untenable. Congress created Temporary Protected Status (TPS) in the Immigration Act of 1990. It is a temporary immigration status provided to nationals of specifically designated countries that are confronting an ongoing armed conflict, environmental disaster, or extraordinary and temporary conditions. It provides a work permit and protection from deportation to foreign nationals from those countries who are in the United States at the time the U.S. government makes the designation. As of March 31, 2023, approximately 610,630 TPS people were living in the United States.

A country may be designated for TPS for one or more of the following reasons:

- An ongoing armed conflict, such as a civil war, that poses a serious threat to the personal safety of returning nationals.
- An environmental disaster, such as an earthquake, hurricane, or epidemic, that results in a substantial but temporary disruption of living conditions, and because of which the foreign state is temporarily unable to adequately handle the return of its nationals; or
- Extraordinary and temporary conditions in the foreign state that prevent its nationals from returning to the state in safety (unless the U.S. government finds that permitting these nationals to remain temporarily in the United States is contrary to the U.S. "national interest").

In order to qualify for TPS, an individual must:

- Be a national of the foreign country with a TPS designation.
- Be continuously physically present in the United States since the effective date of the designation.
- Have continuously resided in the United States since a date specified by the Secretary of Homeland Security; and
- Not be inadmissible to the U.S. or be barred from asylum for certain criminal or national- security-related reasons—such as individuals convicted of any felony or two or more misdemeanors.

If a person is granted Temporary Protected Status, that person receives temporary protection from deportation and temporary authorization to work in the United States. TPS does not provide beneficiaries with a separate path to lawful permanent residence (a green card) or citizenship. Once the TPS has expired, the person must leave the United States, apply for and show eligibility for some other form of visa, or be considered here in undocumented illegal status. As of January 2024, the following countries were designated for TPS: Afghanistan, Burma, Cameroon, El Salvador, Ethiopia, Haiti, Honduras, Nepal, Nicaragua, Somalia, South Sudan, Sudan, Syria, Ukraine, Venezuela, and Yemen.

UNDOCUMENTED STATUS

Legal immigrants are foreign-born people legally admitted to the U.S. Undocumented immigrants are foreign-born people who do not possess a valid visa or other immigration documentation, either because they entered the U.S. without inspection, stayed longer than their temporary visa permitted, or otherwise violated the terms under which they were admitted. The term "undocumented" broadly includes all immigrants who reside in the United States without legal status. This includes individuals who:

Entered Without Inspection (also known as "EWI")
Individuals who entered the United States without presenting themselves for inspection at an official checkpoint to obtain permission to enter the country (e.g. crossing the border without inspection).

Entered with Legal Status but Overstayed
Individuals who entered the United States with legal status (e.g. student visa) and then remained in the country after their 'duration of status' date (found on their I-94) or after their visa expired.

Have or Previously Had Deferred Action for Childhood Arrivals (DACA)
Individuals who have been granted temporary reprieve from deportation through the federal government's Deferred Action for Childhood Arrivals (DACA) program. Additionally, individuals who had DACA in the past or will be eligible to request DACA later if the program is fully reinstated.

Are Currently in the Process of Legalizing
Individuals pursuing legalization (e.g. U.S. Citizen Spouse Petition, Asylum petition, or U-visa pending, etc.) but currently have no legal status.

Vulnerable Immigrants
Individuals whose immigration status is in 'limbo' or puts them 'at-risk' for being targeted by immigration enforcement. This could occur due to many factors, such as politics (e.g., TPS program is at risk due to policy shifts) to U-visa recipients who cannot adjust their status due to personal circumstances (e.g., lack of funds, missing a deadline).

Undocumented immigrants live in the United States without legal immigration status. They are not provided work authorizations and there are no pathways for them to gain citizenship. Immigration officers have the power to interrogate, search, arrest and detain them. When undocumented immigrants are arrested and detained "pending a decision on whether to be removed from the U.S." the Attorney General may release them on bonds of more than $1,500 or parole. If they are inadmissible or deportable without any exceptions, the court will order them to be removed. Once the court orders them removed, they are required to leave the U.S. within 90 days. There are more than 11 million undocumented immigrants in the United States.

Because so many English learners live in mixed status families that may include undocumented persons, the fear of family members being identified, lose jobs, be detained and deported can loom large. This is why sensitivity to the issues of immigration status and the impact on the lives of English learner students is so crucial for counselors.

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA) POSITION STATEMENT:
"THE SCHOOL COUNSELOR AND WORKING WITH STUDENTS EXPERIENCING ISSUES SURROUNDING UNDOCUMENTED STATUS"

"School counselors promote equal opportunity, a safe and nurturing environment and respect for all individuals regardless of citizenship status, including undocumented students and students with undocumented family members, understanding that this population faces a unique set of stressors."
(ASCA, 2016, p. 1). (Adopted 2017; revised 2019)

UNACCOMPANIED CHILDREN AND YOUTH

Unaccompanied children and youth are young people under the age of 18 who enter the United States without immigration status and without a parent or legal guardian who is able to provide for their physical and mental well-being. In most cases, unaccompanied children are apprehended by the U.S. Department of Homeland Security immigration officials and then transferred to the care and custody of the Office of Refugee Resettlement, which is supposed to provide temporary housing in state-licensed facilities. They also provide a continuum of services including placements in foster care, group homes, sheltered and residential treatment centers—until the children are released to parents, other family members or "sponsors." Federal law requires that ORR feed, shelter, and provide medical care for unaccompanied children until it is able to release them to safe settings with sponsors (usually family members), while they await immigration proceedings.

Once in the U.S., their disposition is partially determined by their country of origin. If apprehended by immigration authorities at the border, UMC (Unaccompanied Migrant Children) from Mexico are deported within 24 hours. UMC from non-contiguous countries, e.g., from Central American countries, are held in holding facilities to determine their identity, receive basic medical and social care. Some children are repatriated to their home country. Unaccompanied children are not afforded the right to free public defense (lawyers to represent them), and unless they happen to be reached by a national network of legal service providers, they have to navigate a web of laws, policies, and government agencies alone.

Young people seek refuge in the United States for many reasons: to escape war, gangs, or violence; to escape poverty and economic conditions in their homeland, to flee abuse; to reunite with family or try to find family members who previously immigrated. Others enter involuntarily as labor or sex trafficking victims. Sometimes they are sent out of desperation by the family in the home country who want their children to find a safer haven—with the hopes of reuniting with them later. Others were separated from their parents/families in the course of the migration journey.

In 2008, Congress passed the Trafficking Victims Protection Reauthorization Act, requiring special care and protections for children when they approach our borders alone. The bill recognizes that immigrant children are children, first and foremost, and mandates protective procedures for unaccompanied children, given the high risk that they will be subject to exploitation, trafficking, or violence. Over the years, both executive and legislative branches have sought to strip those protections from children, including access to legal services and a fair day in court, to deport children as quickly as possible. Unaccompanied children seeking safety in the United States do not have the right to appointed counsel in immigration court, even as they face an immigration judge and government-funded Immigration and Customs Enforcement (ICE) prosecutor.

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When unaccompanied minors arrive at the U.S. border, the U.S. Border Patrol (USBP) and Office of Field Operations (OFO) are responsible for bringing them into their facility to be processed. Once it has been determined that the unaccompanied minors have met the criteria to stay, the ICE transfers them to the Unaccompanied Children (UC) Program. A majority of unaccompanied minors are released to a sponsor, which most of the time, is a parent or close relative. A small number of unaccompanied minors are placed in long-term foster care under HHS (Health and Human Services) custody.

Unaccompanied minors that have been released to a sponsor or have been placed in long-term foster care and are awaiting immigration proceedings, have the same educational rights as all other children residing in California. Under current law, immigration status does not preclude school-age children who reside in California from receiving a public education (Education Code [EC] Section 200). The 1984 Supreme Court decision Plyler v. Doe requires schools to enroll all eligible children regardless of their citizenship or immigration status. Districts must verify a student's age and residency (address) but have some flexibility in what documents or supporting papers they use. Local educational agencies (LEAs) may not inquire about or require documents pertaining to or disclosing immigration status. In general, LEAs would not know if a child were an unaccompanied minor because an LEA may not inquire about or collect information on students and their family's immigration status. An LEA would only know if a child were an unaccompanied minor if the student or their family volunteered the information. A trusted school counselor or trusted ELD teacher is often the person to whom such information is shared by students. Careful and respectful handling of this trust is crucial. The stakes are real. Once an unaccompanied minor is enrolled with the LEA, the LEA's obligation to the enrolled unaccompanied minor is the same as to any other enrolled student.

In the past eight years, the top four countries of origin for unaccompanied children in California were Honduras (28%), Guatemala (42%), El Salvador (9%) and Mexico (8%). In the past year, about 19% were under the age of 12; 46% were 13- 16; 35% were 16 – 18. About 60% are male; 40% are female.

Many unaccompanied minors have been separated from their parents or caregivers for many years. Many report hardships related to neglect, abuse, community, and gang violence. While in their country of origin, many report having experienced traumatic events including the following: lack of consistent caregivers, homelessness, and lack of other basic needs such as food, violence (as witnesses, victims, and/or perpetrators), gang and drug-related violence or threats, physical injuries, infections, and diseases, forced labor, sexual assault, lack of medical care, loss of loved ones, war, and torture. In some school districts, unaccompanied undocumented teenagers comprise a large percent of their immigrant and English learner students.

Along the journey to the U.S., they often face the same types of traumatic events or hardships that they faced in their country of origin, as well as new experiences such as the following:

- Hazardous train rides
- Robbery, assaults, and intimidation by gangs and thieves
- Coercion or abuse by adults referred to as "coyotes"
- Kidnapping
- Sexual violence
- Exposure to the elements without proper supplies and gear
- Harassment and bribery by local authorities
- Hunger, thirst, and exhaustion
- Separation from family
- Loss of community
- Uncertainty about the future
- Detention

What is DACA?

Deferred Action for Childhood Arrivals (DACA) is a U.S. immigration policy that temporarily protects undocumented immigrants who came to the country as children from deportation and provides a work permit enabling them to be employed here. To be eligible, individuals must have been in the U.S. on June 15, 2012, without lawful immigration status, and meet certain other criteria. If approved, DACA recipients receive a two-year period of deferred action from deportation. DACA status is not automatically renewed. Despite broad support, Congress has not yet provided a pathway to citizenship for DACA recipients. Nonetheless, DACA has provided a way for undocumented students to legally work and to enter higher education programs. The program requires that the DACA status and work permit be renewed every two years. For DACA eligibility, a person has to be currently studying in or have recently graduated from high school or earned a certificate of completion of high school or GED, For ELs facing the uncertainties of building a future in this country, engagement in and direction in school can be jeopardized. Educators are on the front lines of implementing Deferred Action for Childhood Arrivals (DACA). Because of their unique position within a school, school counselors are able to support undocumented students by assisting these students in gathering documentation for DACA requests, advising them on the many academic, career and social/emotional opportunities made possible by DACA.

While there are no official statistics on the number of unaccompanied minors enrolled in California public schools, some districts such as Oakland Unified School District are reporting a large increase in the numbers over the past few years.

SUMMARY: The immigration system is complex. Almost all English learners are either immigrants themselves, or the children of immigrants. Almost all live in families of mixed immigration status—with the uncertainties and frustrations of dealing with such a complex legal bureaucracy that has so much power over the lives of families—including the ability of families to be together, of parents to work, of children to settle in a community. Due to legal protections, counselors and school personnel cannot ask about their immigration status—nor can they divulge information they may have learned about the immigration status of their students. However, counselors serve a crucial role of providing referrals and links to legal and financial supports. They also can be on the alert for signs of trauma and stress that may be related to immigration status—and offer support for students individually as needed to facilitate their participation and engagement in school.

"A school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, informed by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students. The ASCA National Model ensures equitable access to a rigorous education for all students. Undocumented students and students with undocumented family members deserve the same services as all other students but face social, financial and legal barriers. These students need support to feel safe, in addition to needing assistance to find funding for any postsecondary educational goals, due to lack of Title IV federal financial aid that is not available to undocumented student in the form of grants, student loans or work-study."

– American School Counselor Association. (2018).

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REFLECTION

Consider the impacts upon students of living in families and communities wrestling with the complexities of immigration status and the immigration system. What, if anything, do you recognize about those impacts on your students' lives? How aware do you think your school is of the weight of that experience upon students? What are ways this comes up in your work with students—or in your work with teachers? What kind of supports and information are you able to bring to bear?

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DID YOU KNOW?

Federal Protections and California's Response to Protect Immigrant Students

Plyler v. Doe was a 1982 Supreme Court case that guaranteed the rights of undocumented students to attend K-12 public schools under equal protection provisions of the 14th amendment. Schools should strive to preserve the right of access to education. Guard the confidentiality of immigration status under the Family Education and Privacy Act (FERPA). Assign a school-generated I.D. number for students. Schools may ask for immunization documentation (or exemption for medical or religious reasons) and ask for proof of residency and transcripts to verify age (birth certificates, hospital records or affidavits can verify age). However, schools may not:

- Refuse enrollment to students who do not provide a birth certificate or Social Security number.
- Ask about immigration status or for documentation.
- Treat students differently based on undocumented status.
- Ask questions that might expose the immigration status of parents or students.
- Refuse participation in programs based on status.
- Engage in practices to "chill" access to school.
- Disparity—different rules according to individual/group characteristics.
- Require application for a Social Security number.
- Contact Immigration and Customs Enforcement (ICE) about an undocumented student or allowing Immigration and Customs Enforcement access to the school without a warrant or subpoena.
- Mandate caretakers to establish legal guardianship for access to education in the district; a notarized affidavit to assure acceptance of responsibility for the child is sufficient.

Is it okay for me to ask questions about a student's legal status?

NO! Schools are supposed to be a safe haven for immigrants regardless of their status. It is not the school's duty to collect immigration status documentation or even ask questions that might reveal the immigration status. If a student entrusts you as a counselor with information related to their own immigration status, their family or friends, treat it as a matter of protected confidentiality. You can refer students to legal resources and information. But you may not ask questions, or share information confidentially obtained.

The Plyler v. Doe decision of the U.S. Supreme Court decision has provided assurance of the rights of immigrant children (regardless of immigration status) to attend public schools based upon the Equal Protection Clause of the 14th Amendment. In 2017, California passed an additional state policy to provide protection specifically for undocumented children. AB699 reads:

> LEAs are committed to ensuring the safety of all students and their families from immigration enforcement on and around campus as outlined in the Superintendent of Public Instruction (SPI's) Safe Havens for CA Students Initiative and required by Assembly Bill 699, to protect students and students' private records from immigration enforcement by:
>
> - Prohibiting schools and their employees from collecting information or documents about students and their families' immigration status or citizenship, unless required by law.
> - Requiring schools to report any requests for information or access to a school for the purposes of immigration enforcement to the local educational agency's governing body.
> - Requiring schools to adopt, by July 1, 2018, a policy consistent with the California Attorney General's (AG) model policy and limits assistance with immigration enforcement at public schools protects against access to school grounds and student records, and includes procedures for reporting requests from immigration enforcement.

In support of AB699, the California Attorney General's office issued guidance declaring public schools as "Sanctuary Schools." The Attorney General's office produced a guide: "Promoting a Safe and Secure Learning Environment for All: guidance and model policies to assist California K-12 schools in responding to immigration issues" describing school protections to safeguard the privacy of undocumented students and their families. In the Introduction, State Attorney General Xavier Becerra stated:

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

FIGURE 2: Safe Schools for Immigrant Students

As the U.S. Department of Education declares: "Undocumented youth, in particular, can experience high levels of acculturative stress from immigration-related issues such as separation from family and academic difficulties. The psychological costs of family separation, associated with the migration process and with U.S. immigration procedures such as detention and deportation, are well documented and, among children, may include symptoms of depression and anxiety" (U.S. Department of Education, 2015).

It is the responsibility of counselors to assure all immigrant students of their rights to attend public schools, to protect as confidential information about the student's (and their families') immigration status, to have emergency contact information and parental instructions regarding guardianship and care in case parents are detained or not available, to know the district's policy regarding cooperation with federal immigration enforcement agencies, and actively work to intervene in cases of discrimination or bullying of students on the basis of immigration status. *This does not apply only undocumented students.* Many immigrant students who are grappling with the realities of the immigration system experience stressors due to separation from family, cultural differences and transition, language barriers need to be the interpreters for their families. The feel anxiety, fear, grief, and loss regarding family members' actual or threatened detention and deportation. They take on caretaker roles for family members, are concerned for their own futures, and experience PTSD due to traumatic immigration journeys, etc. Connecting with an empathetic and knowledgeable school counselor can help alleviate many of these stressors and fears and can facilitate managing the complex responsibilities immigrant students carry on their shoulders. A counselor can help weave a support system enabling students to develop pathways and goals for their futures here in the United States and to feel safe and connected to their communities.

English Learners Are Not Only English Learners

While our system labels English learners in terms of their language status—and views their experiences in schools in terms of the implications of not yet being proficient in English—the reality is far more complex. During the Civil Rights era when issues of language as a barrier to equal educational opportunity were introduced into federal law, the terminology was "language minority" and "national minority"—referring to the systems that minoritized people and communities whose languages were other than English and seeking to counter discrimination on the basis of language. The experience of being an English learner is still far too frequently marked by encounters with a world of bias and discrimination that views and treats them as "less than" due to their accent, their use of languages other than English, and "imperfect" English. Judgments about an English learners' worth, education, social status, character, intelligence, or other traits based on their English can lead to being ostracized, teased, or outright discrimination. Linguist Tove Skutnabb-Kangas termed the dynamic "linguicism" for *"ideologies and structures which are used to legitimate, effectuate, and reproduce unequal division of power and resources between groups on the basis of language."* In considering what it takes to build school climates and cultures that are inclusive of English learners, the reality of bullying by peers, deficiency views of teachers about ELs, and discriminatory practices have to be addressed. Linguicism is alive and well in most schools.

Furthermore, English learners are not only English learners. Many face bias and discrimination in other ways as well. The vast majority (but not all) are also non-white students of color, sharing the experiences of racial discrimination and bias with other students of color who may or may not also be multilingual learners. Similarly, most English learners live in families that experience economic hardship and face challenges of class bias in addition to the insecurities and impacts of living in poverty. On the other hand, some English learners are the children of professionals, some are white-skinned. So the overlay of race and class is often (but not always) intertwined with the experience of being an English learner. It is easy to make incorrect assumptions that fail to recognize and respond to the complex and intersectional needs of English learners. Responsive schools commit to understanding the diversity of needs and intersectional needs of their students.

To ponder and find out:

- What percentage of our English learners are also students of color?
- What percentage of our students of color are English learners?
- What percentage of our English learners are experiencing economic insecurity (Free and Reduced Lunch)?
- What percentage of our students living with economic insecurity (Free and Reduced Lunch) are English learners as well?
- What percentage of our English learners are Spanish speakers?
- What percentage of our English learners are Latinx?
- What percentage of our Latinx are English learners?
- What percentage of our English learners are immigrants?

REFLECTION:

What other areas of intersectionality are impacting your English learners? In your school, how are issues of discrimination, bullying, and deficit attitudes addressed?

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1 Sociocultural Theory on Forces Affecting English Learner Students.

Each of the theories or ideas presented below can broaden and deepen a counselor's understanding of their English Learner students. A careful consideration of these extralinguistic factors provides fresh perspectives on your second language learners, helping you to see them from new and different angles. Federal law focuses on language as the barrier to immigrant student achievement, but in the lives of students, language is just one part of the gap they must leap in trying to bridge cultures and nations. And learning the language is just a small part of what goes on for immigrant students in negotiating their place in school. The following are different ways for thinking about those "other factors" beyond language. These varying theories may help you consider what is going on in the lives of your students that help to shape their reactions to, and involvement in, school. Each is based on a different body of theory and literature and each poses its own set of questions.

THE ROLE OF CULTURE AND CULTURAL MISMATCH

Finding out what is going on in the lives of your immigrant students involves finding out about their home cultures. For instance, how are your students taught by the adults in their homes? How do they show respect for elders? What is schooling like in their home nations? What ways of learning work for them? What are the things that go on in school (in teaching and learning) that feel uncomfortable or "foreign" to your students? What kinds of behaviors or responses from students make us feel uncomfortable, disrespected or unfamiliar?

Immigrant students' lives and experiences have been shaped by another culture and set of norms. Our schools and the adults in them, however, reflect a very different culture. This can lead to a cultural mismatch, where the possibilities for misunderstanding behaviors or attitudes between counselor and students are enormous and should not be minimized. The very processes of teaching and learning are different in other cultures, as are the expected roles and relationships between teachers and students. Whether or not students should express their opinions, ask questions or speak out in class differs from culture to culture. The ways in which teachers signal approval or disapproval differs from culture to culture. Very often, the more similar a child's home culture is to the culture of their teachers and the school, the smoother the learning process can be. The more they clash, the more likely there will be school failure.

THE STRESSES OF IMMIGRATION

Knowing our immigrant students means educating ourselves about their immigration paths, the places and means by which their journeys occurred, and the kinds of stresses they faced day-to-day in their lives. All immigrants must adjust to a new culture and nation, but the size of the differences they have to bridge, the resources they bring to that adjustment, and their success in making the transition differ enormously. There is tremendous trauma associated with immigration for many children. Some come from rural and isolated parts of the world, and the transition to our schools involves entering schools with more children in them than entire communities in which they lived—where the complexity of urban life, transportation; and technology presents a whole new world to them. Some of our immigrant students fled war and political oppression. There are almost two million worldwide refugees in need of protection or assistance, driven from their homelands by war and political or religious persecution. They must face a political ballgame over which nations will accept them. Many of our immigrant students are refugees who have lived with the confusion and upheaval of fleeing their homelands and some have experienced periods of serious dislocation or time in refugee camps. Their families have often been the victims of violence, the children themselves victims or helpless witnesses. Post-Traumatic Stress Syndrome and the stresses of this dislocation can be major forces in whether and how children adjust to school.

But there are other kinds of stresses involved with immigration. The "borders" immigrant students need to go beyond national borders and languages. Existing research literature can help identify many of these. The work of Patricia Phelan and her colleagues, for example, speaks of the difficulty immigrant students often face because the knowledge and skills they carry are more effective, valued and demonstrated in their homeland. In other words, once

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

EMPOWERING AND DISEMPOWERING STUDENTS

To know what is going on with our students means taking a hard look at whether they experience school as a welcoming and empowering institution or one that devalues their language and culture. In California, where schools are the most ethnically and linguistically diverse in the world, our schools struggle over what their role should be. Is it to help maintain students' home cultures and languages, or to help "Americanize" and assimilate students to the dominant culture? Immigrant students enter schools that have different climates and practices of including or excluding them. The prevailing attitudes in a school about students' languages and home cultures can heavily influence the curriculum, the ways teachers relate to immigrant students, and even how the school is structured. The attitudes can be quite subtle, too.

The linguist Jim Cummins has described the ways in which schools can either empower or disable students to the degree their languages and cultures are valued, made visible, and used in context. Cummins describes a disabling educational context as one that emphasizes "subtractive cultural and language incorporation," that is, the emphasis is on gaining English skills and "American" culture. As a result, immigrant students are forced to leave behind or neglect their home language and culture. A disabling context also emphasizes a "transmission approach" to teaching, where new information and culture are given to the student in a one-way process. An "enabling" context is "additive," supporting students in maintaining their home languages and cultures while helping them add the language, knowledge, and skills they need in the U.S. In such enabling contexts, instruction is also more interactive and constructivist.

RACIALIZATION

Knowing our immigrant students means seeking to understand how they experience the process of being "racialized" in our schools and nation and how their racialized experiences in and at school affect their academic engagement. The vast majority of immigrants and language minority students in the U.S. are also children and youth of color. They enter our country and have to learn our racial system—where they belong in it and what that means. This is a major part of the "Americanization" process for many immigrant students. The concept of "racialization" rests on the notion that "race" does not have a biological basis but is a social construct that is constantly being taught, learned and negotiated in society. As people learn the expectations and beliefs that others have of them because of their skin color, they become racialized. Many immigrant students of color learn in school the expectations and assumptions others have of their racial group here in the United States. This racialization process often includes taking on expected behaviors and attitudes toward school. Seen in the context of the "involuntary minority" concept described above, racialization may help explain why, for some students, the longer they are in the U.S. (and despite learning English), the lower their school achievement. They have learned how "people with skin color like me" are "supposed to be" in this society and in school.

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REPRODUCTION AND RESISTANCE THEORY

Knowing our immigrant students means examining the ways in which schools track students of different classes, races and languages to different kinds of futures—engaging with our students to understand what that looks like to them and what it means to them in terms of their feelings about school. One way to understand this sorting process is by seeing how schools are political institutions reproducing existing economic, social, and racial relations. This is called "reproduction theory." Reproduction theorists argue that schools imitate society's power relations, so that the children of wealthier and white parents receive the advantages and privileges many others do not. Essentially, even without the conscious intentions of educators, school practices result in sorting students into what are considered "appropriate" social positions for their racial or class grouping. Poor students are tracked into lower slots in schools where they learn to be "good factory workers" who will follow rules and do what they're told, while wealthier students learn the skills of management, control, and critical thinking. But many students, particularly those tracked into the lower slots, resist this process. A companion set of theories describes this resistance. Resistance theorists say that students can see they are being tracked and sorted and so find ways to resist schooling in general—by not cooperating, by losing interest, and by not "playing along." They find ways to "not learn."

REFLECTION

Do any of the theories listed above resonate with you when you think of your English learner/immigrant students and their relationship to school? What implications might those theories have for your role as a counselor? If these appear to be impacting your students, what kind of support and counseling might be appropriate?

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HELPFUL RESOURCES

Newcomer Toolkit, Office of English Language Acquisition, U.S. Department of Education. This report is available on the Department's website at https://ncela.ed.gov/educator-support/toolkits/newcomer-toolkit. This toolkit is a resource for state, local, and school leaders to support multilingual learners and general education educators who directly serve immigrant and refugee students. It includes discussion of topics relevant to understanding, supporting, and engaging newcomer students and their families or guardians; tools, research-based strategies, and examples of classroom and schoolwide practices in action; professional learning activities for use in staff meetings or professional learning communities; and selected resources for further information and assistance, most of which are available online at no cost.

Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools. (February 2021) Regional Educational Laboratory Northwest. Institute of Education Sciences. This resource is intended to help educators identify and use research-based policies, practices, and procedures for welcoming and registering newcomer immigrant and refugee students who are attending secondary schools in the United States and for supporting them once they are in school.

ACTIVITY: Immigrant/English Learner Student Profiles. Recognizing the Typologies and Life Issues Impacting Schooling.

Please read through the student profiles below.

First, identify (if you can) whether (and which) of the **EL typologies** applies to each of the students (e.g., are they a newcomer, a Long Term English Learner, underschooled?). Then consider what **other factors** are impacting the schooling of these students relating to language, immigration, etc. What **overlaps of social identity and need** does this student share with others who are not English learners? What intersectionalities are impacting this student compounding challenges, bias and discrimination?

Second, consider what this profile implies about the kinds of *services, supports, instruction, and placement* might be needed and appropriate?

Next, think about serving these students in your own school. What does your school/district have in place that would be a response to the language, immigration and other needs of these students?

Finally, reflect on how similar or dissimilar these profiles are to the students you counsel. In what ways might compiling profiles such as these of actual students in your school be a useful tool in raising awareness of the types of services and supports needed to serve your EL and immigrant students well.

STUDENT PROFILES

Student profile #1: Miguel

Miguel is a young man who is determined to graduate from high school. He arrived in this country without legal documentation two years ago when he was 19 years old. Miguel lives with a group of men who· are day workers and who get picked up every day by local area businesspeople to do a full day's work in gardening or construction. He works at night as a janitor in a building in downtown Oakland. Sometimes he goes along with his "compadres" and gets picked up as a day worker too. When he lived in Mexico City he went to school and completed "primaria," which is equivalent to completing elementary and early middle school. He had no transcripts with him when he enrolled in high school in the U.S. and was placed in eleventh grade when he told the school he was 17. Miguel was placed into a newcomer program where he spent most of the day learning English. Looking back, he says that the teacher treated

the students like "niños" (little children), and felt he was wasting his time in the class. Miguel went to the counselor complaining that he wanted to get out of this childish class. In the second semester, the counselor enrolled Miguel in all-English mainstream classes, and invited him to come back for help if he needed it. Now that Miguel is a senior, he is worried about a senior project that is required for graduation. He hopes he will be allowed to do it in Spanish. Even though he can read in English, he still has difficulty speaking and writing. Miguel has managed to get by in his classes by being very quiet. His teachers think he is a "nice boy" so most have given him a passing grade even though he does not always do his homework. Somehow Miguel has managed to get enough credits to graduate. If he can just get this project done he will get his high school diploma from an American high school.

Student Profile #2: Mey

Mey, who is 17 years old, arrived in the United States from China when she was in the fourth grade. She is now a senior in high school. Her mother and father immigrated to the United States to get a better education for their children. Mey recollects that it wasn't easy for her and her brother. When they first entered school, they were placed in English Language Development classes, but they were not sure what those classes were supposed to be. Mey recounts an incident that she still recalls with a mixture of anger and sadness. She had just arrived in this country and did not understand English at all. She recalls picking up a small wooden square block off the floor and playing with it casually. To her shock the teacher accused her of stealing the toy. She explains, "I had no idea what the teacher was saying. Luckily there was a Chinese girl there who could help me explain what happened—that I found the toy on the floor and did not steal it." Now, eight years later she reflects quietly, "It's very difficult when you do not understand the language and someone is accusing you of stealing." Mey has recommendations for teachers. She would have liked to have known where to buy books that she thought she needed, especially a dictionary. Mey does not think that students should be asked to translate for other students. She advises that schools should hire translators who can be available in the classrooms when students need them. Mey also suggests that schools provide textbooks to take home. She says that her mother believes that if she and her brother don't bring textbooks home that they are not really learning in school. She explains, "The teachers give us tear-off work sheets for homework. In China, we have our own books." Mey has lost her Cantonese and Mandarin as she has developed English. As a result, she says that she does not consider herself 100% Chinese or 100% American. She says, "I am not ABC— American Born Chinese—like some people and I don't speak Chinese anymore because I now speak this new language. I'm somewhere in the middle. Sometimes, that gets very confusing for me. What am I? Who am I?"

Student profile #3: Sergio

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

Student profile #4: Torbertha and Diamond

Torbertha and Diamond are two sisters who arrived from Liberia early last semester. Torbertha is 15 years old and Diamond is 17 years old. Both girls had been out of school for five years since the war broke out in their homeland. They escaped through the Ivory Coast where they experienced firsthand the hatred that the Ivory Coast people have toward people from Liberia. They fled with their mother and took refuge in refugee camps while they sought formal refugee status to enter the United States. In the process of fleeing, they lost track of their brother and grandmother. To this day they have no idea where they are. An aunt who escaped with them, failed to pass the English test to get into the United States, so she, too, was left behind. Both girls have strong memories of not having enough food to eat in the refugee camps. And they sorely miss family members left behind. Torbertha and Diamond speak three languages: French, Grebe and English. Their spoken English vocabulary is well-developed, and the girls are articulate in explaining who they are and what their world experience has been—but are difficult to understand because of their accent. And, they have difficulty understanding what their teachers say in "American" English. Upon arrival, the girls were placed in ninth grade mainstream classes. They are good students and get high grades in all their classes. As part of refugee resettlement services, the girls get tutoring at home from an organization that helps refugee students with their homework. Both Torbetha and Diamond wish to pursue careers in medicine. Although they love math, they describe having trouble with their math teacher who evidently does not take kindly to questions about math. They say that he yells at them if they ask a question. Torbetha and Diamond talk about how the daily "fighting" in school causes them to get nervous. They have both had incidents when they have suffered humiliation and pain due to incidents with other students. One of them was hit with a stapler causing her to faint. The other girl describes a time when she was spat upon by a girl sitting behind her in class. Their mother went to school to complain to the principal about what was happening to her daughters. Torbetha and Diamond describe their mother as having been very angry. They are still tormented regularly by other students at the bus stop and worry constantly about getting into fights.

Student profile #5: Nallely

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

The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to our learning communities. These assets are to be valued and built upon.

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A REFLECTION AND ASSESSMENT TOOL: Knowing Our EL Students

The following tool lists indicators of high schools that are focused on knowing their EL students and acting upon that knowledge. The tool can be used to reflect on yourself individually, on your counseling department overall, your school leadership team, or to reflect upon the entire staff.

TOOL: KNOWING OUR EL STUDENTS

Indicator/Example	Not present, not happening, not addressed	Aware of this, but it's not a focus but not explicit	Working on this, but still a lot to do	This is a strength	Not sure; needs inquiry, clarification
Responsive to various Typologies of ELs					
We understand that there are different typologies of English learners, with a variety of types of needs requiring different responses.					
When we look at EL data or talk about EL needs, we routinely ask and push for more specificity: "Which groups of ELs?" rather than lump them all together.					
Our student rosters and data system tag EL students clearly by typology and by ELPAC Level.					
Our district Master Plan has clear definitions of typologies of English learners—including newcomers, Long Term English Learners, students at risk of becoming Long Term English Learners—with guidance on appropriate placement and services for each.					
We have clearly defined programs, systems, services and approaches for supporting **Newcomer** students with cultural orientation, SEL support for culture shock, assessment and placement (including a Welcome Center).					
We have clearly defined services and supports for **newcomer students with Interrupted Formal Schooling**—such as extended time programs, foundational literacy and math, etc.					
We have clearly defined programs, systems, services and approaches for identifying and supporting **Long Term English Learners and students at risk of becoming Long Term English Learners.**					
We have clearly defined programs, systems, services and approaches for identifying and supporting **English learners who are also identified as having special education needs.**					
Our counselor staff understand the different typologies of ELs and their needs, and approach placement accordingly.					
Teachers are provided information about the EL language proficiency levels, typologies overall, and which of their students are within each typology.					
Teachers are provided professional learning supports (training, coaches/TOSAs, collaborative planning time) and the materials needed to adapt instruction and support to meet the needs of the various types of English learners in their classes and of ELs at varying levels of English proficiency.					

Indicator/Example	Not present, not happening, not addressed	Aware of this, but it's not a focus but not explicit	Working on this, but still a lot to do	This is a strength	Not sure; needs inquiry, clarification
Additional Needs, Realities of English Learners in Immigrant Families					
Our staff is generally aware of how immigration experiences and status can impact the lives, needs, and school engagement of students.					
Our staff is thoroughly versed in and knows about Plyler v. Doe and the rights of students (regardless of immigration status) to attend school, and that staff cannot ask about immigration status.					
We have resource and referral mechanisms to connect immigrant families to culturally and linguistically accessible health, legal, housing and other supports.					
Our staff have resources for learning about the cultures and experiences of the cultural, national and language groups in our school.					
Our counseling staff is aware of the impacts of immigration status upon student engagement in school—and is alert and prepared to respond to the stressors and trauma that arise from immigration.					
We provide linguistic and culturally specific intensive social-emotional health services on-site or through community referrals; including but not limited to crisis intervention, individual therapy, family therapy, pregnancy and parenting support, case management, psychiatric evaluations, medication assistance, etc.					
We educate staff about the specific ongoing legal needs and increased vulnerabilities of the newcomer population, including those in deportation proceedings, under-documented students, DACA students, temporary visas, etc., and those with transitional legal status.					
English Learners with Special Needs					
Assessment accommodations for English learners are used when screening for learning disabilities.					
When administering the ELPAC, we have assessment accommodations for students with disabilities.					
We have clear guidance and appropriate special education referral processes for English learners.					
We monitor for proportionality regarding ELs referred to special education, and for IEPs within our EL population—leading to inquiry.					
We have bilingual special education assessors knowledgeable about English learner language development, the interplay of culture and language and special needs.					

1 Does Home Language Matter? Is Bilingualism/Biliteracy Important?

The major push of the program for English learners is to get them to be reclassified as English proficient. The focus, then, is on English. However, the home language is ignored to their peril. Loss of home language and failure to develop bilingualism and biliteracy come at a price for English learners who entered our schools with the resource of a language and then are subjected to a subtractive pattern of schooling in which English is attained and home language is left behind. Why does this matter?

First, the home language and second language are interdependent. A strong first language is the foundation for developing a second language. Leveraging the linguistic facility and the knowledge a student has in their home language is a powerful support for learning in the second language. Conversely, ignoring the home language and engaging a student in learning only through a new language impedes learning. This is one of the factors in how Long Term English Learners both develop academic gaps from not adequately comprehending their academic instruction in elementary schools, and also often struggle with developing literacy and language in English through those years. Home language is at significant risk in English instructed schooling. Unless the home language is invited, leveraged and engaged in a student's academic learning and development of literacy, it becomes "left behind." Language loss and abandonment occur early in English learners—sooner than in prior generations of immigrants—as ELs enter the English world of school and begin to absorb attitudes about the status, value, and usefulness of their home language. By the time these students reach high school, many have lost their home language – and their new language is undeveloped.

Language is culture, identity, connection to heritage and family, and a marker of belonging. How a students' home language is viewed and treated in school impacts their relationship to school and attitudes about school learning. An "affective filter" in the brain makes second language learning problematic when students feel alienated, embarrassed, at risk, and unsafe. Creating affirming and safe environments for ELs is an important element of effective instruction, and why California's English Learner Roadmap policy (Principle #1) specifically calls for assets-oriented approaches and affirming and safe school environments. And, when the home language is not leveraged, affirmed, or invited into schooling, the benefits of bilingualism and biliteracy (academic, brain, personal and economic benefits) seldom develop in the context of English-only instructed schooling.

What does this mean for counselors?

First, attention to the climate and school culture regarding valuing home languages and language diversity is an important element in creating school communities in which English learners thrive with a sense of belonging—and their identity and connection to family is strengthened.

Second, advising students on pursuing pathways to biliteracy is an important element of preparing students to graduate ready for participation, college, and a career in a global society. Please see the Principle #4 discussion of Pathways to Biliteracy on pages 158-164 of this Toolkit.

Third, placement into Native Speakers courses can re-ignite home language and provide an extra layer of language development for English learners as well as put them on the pathway toward more proficient biliteracy.

Loss of Family Languages: Should Educators Be Concerned?

Excerpt reprinted with permission from Lily Wong Fillmore, in Theory into Practice, Volume 39: No. 4, Autumn, 2000. *This seminal article by the Linguist Lily Wong Fillmore was responsible for raising awareness of the harms of the loss of family language in immigrant families across the nation.*

The dilemma facing dual language learners and immigrant children may be viewed as less a problem of learning English than of a primary language loss. While virtually all children who attend American Schools learn English, most of them are at risk of losing their primary language as they do so. In one sense, primary language loss as children acquire English is not a new problem. Few immigrant groups have successfully maintained their ethnic languages as they became assimilated into American Life. As they learned English, they used it more and more until English became their dominant language. The outcome in earlier times was nonetheless bilingualism. The second generation could speak the ethnic language and English, although few people were proficient in both languages. The loss of the ethnic language occurred between the second and third generations because second generation immigrants rarely used the ethnic language enough to impart it to their own children. Thus the process of language loss used to take place over two generations.

The picture has changed dramatically in the case of present-day immigrants. Few current second generation immigrants can be described as bilinguals, Ordinarily, we assume that when children acquire a second language, they add it to their primary language, and the result is bilingualism. But in the case of most present-day immigrant children, the learning of English is a subtractive process, with English quickly displacing and replacing the primary language in first-generation children of immigrants. The result is that few immigrant children become bilinguals today by learning English. Over the past 25 years, this process of accelerated language loss in immigrant children and families has been documented repeatedly.

Accelerated language loss is a common occurrence these days among immigrant families, with the younger members losing the ethnic language after a short time in school. The loss of the family language by the children greatly impacts communication between the adults and the children and ultimately family relations. The adults do not understand the children, and the children do not understand the adults. Father, Mother, and Grandmother do not feel they know the children, and do not know what is happening in their lives.

What happens in families where parents cannot communicate easily with their children? What happens when the major means of socializing children into the beliefs, family values, and knowledge base of the family and cultural group is lost? If the parents know any English, often they switch to that language and, while their capacity to socialize the children becomes somewhat diminished, they are nonetheless able to teach their children some of what they need to learn. But it is not easy to socialize children in a language that one does not know well.

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

It does.

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

The questions we educators need to consider are as follows. How and why do children give up and lose their primary language as they learn English? What is involved, and what role are the schools playing in the process. Throughout the vision, mission, and principles of the English Learner Roadmap, there are references to the crucial role of students' family languages and cultures and to the need to incorporate into schooling the opportunities to develop multilingualism. Why is this so?

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

Students arrive in school with their language and culture. They bring their language with them—as part and parcel of how they think, how they see the world, and who they are. For students in any classroom (whether it is a bilingual or an English-instructed classroom), their home language and culture is present in their thinking, learning, feeling and interaction. The home language is there—either being ignored and overlooked and undermined by their schooling experience, or being welcomed, supported and utilized as a resource for themselves and others.

Helping students to grow and access their full potential as multilingual and multicultural learners requires careful, active, and intentional support from educators—even, and especially, in settings where English is the sole or primary language of instruction.

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

languages has been found to enhance brain-functioning and long-term cognitive flexibility. And, there are **educational benefits** as well. Higher levels of proficiency in two languages is associated with higher levels of performance on achievement tests, particularly those related to language and literacy, and improved academic outcomes.

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

Schools should have materials and posters making the students' different languages visible. The entire school should intentionally celebrate bilingualism and promote the value of languages other than English. Bilingualism can be celebrated vigorously in addition to celebrations when EL students redesignate to English proficient status. Valuing language and valuing cultural diversity go hand in hand. The consistent use throughout the school of strategies to promote sociocultural competence, such as conflict resolution, community-building, perspective-taking, empathy development, global competence, and intercultural understanding create the foundation of an assets-oriented school culture. Consistent efforts to support interactions and the building of friendships across language and cultural groups of students and their families create the opportunities for students to have authentic interactions across cultural realities.

Counselors in individual sessions with ELs can affirm the value of students' knowledge and uses of bilingualism, ensure students are aware of opportunities to use their bilingualism in volunteer service or work-study in the school, promote schedules that include native speakers' classes and biliteracy courses, advise about benefits of bilingualism for college and career, and inform about available pathways to biliteracy. Sponsor and support World Language Clubs. These and many other avenues create the school climate that affirms the skills and identities of bilingualism—increasing a sense of belonging and value. Schools that seek to build a culture and community that embraces language and cultural diversity, need to include options for learning about languages and cultures and for the development of bi/multilingual competencies. An affirming climate for linguistic and cultural diversity has to include learning about the benefits of bilingualism, invitations to develop bilingualism, and explicit efforts to equalize the status of 'minoritized' languages (and communities) with English.

(For information about the Seal of Biliteracy and Pathways to Biliteracy, see Principle #4. For information about classes and courses placement related to dual language development, see Principle #3 pages 158-164 in this Toolkit.)

Students arrive in school with their language and culture. They bring their language with them—as part and parcel of how they think, how they see the world, and who they are. The home language is either ignored and overlooked and undermined by their schooling experience, or welcomed, supported and utilized as a resource for themselves and others.

Listening to the Voices of English Learner Students

One of the surest methods for learning about English learner students is to elicit and listen to what they have to say. Almost by definition, English learners do not have a voice in schools where the classes are conducted only in English. It takes intentional effort to invite, encourage, and facilitate their voices. Student voice is essential for the following reasons:

- To inform and develop the understanding of educators who do not share a cultural or language background with students.
- To motivate and engage educators in improving school practices and climate to be more inclusive of English learners.
- To build the language and expressive skills of English learners.
- To demonstrate interest in and a sense of value for what English learners have to say.

Responsive schools recognize the need to learn about the cultures, experiences, and needs of ELs, and thus they support listening to and learning from ELs. They realize that one of the best ways to learn about how ELs experience school, and about what they need to achieve, is to ask them. Listening to students is more important now than ever before, as teachers increasingly teach students with whom they share neither a culture, language, national or ethnic background—and as schools become increasingly diverse. Staff need direct sources to help teachers and other staff understand the complexities of their students' lives and how they impact participation in school. Student voice doesn't just happen, particularly for students who have trouble expressing themselves in English or who come from traditions in which students do not speak out to school authorities. Schools committed to learning from these students need to deliberately invite student voice—and create a climate in which student voices can be heard. Schools that employ regular, multiple, formal mechanisms for student voice reap multiple benefits over the long-term: a shift in discussions from adult to student issues; better informed decisions; closer relationships between students, their families and the school; and more highly motivated educators. Counselors can play a central role in creating school practices, habits and forums for eliciting EL student voice. For example, counselors can do the following:

- Be sure there are regular, multiple, formal forums and mechanisms through which teachers and administrators are able to hear ELs voice their hopes, concerns and experiences in school.
- Make sure you establish safeguards and design approaches so students feel free to speak about their experiences and teachers can listen without fear of retribution or blame.
- Counselors also have opportunities to hear student voices individually in advisement sessions. Sharing what you hear, and bringing student voices to bear in the planning and dialogues of leadership and staff is particularly important for student groups (like English learners and immigrants) who have often historically been under-served and excluded.

There are multiple approaches a counselor may want to consider as a way to elicit and share English learner student voices. The choice will depend upon what kind of information you seek, how much time can be devoted to the effort, and who you are seeking to hear from. The following chart presents some approaches and their benefits and drawbacks.

CHART: CHOOSING YOUR APPROACH

Student Voices Approach	Benefits/Drawbacks
Focus Groups *(Small group discussion around a specific topic, guided by a few key questions)*	**Benefits:** Students build on each other's comments, and because of their dialogue with each other, there is often a richness to the information. Great way to get overall themes and patterns, to get a sense of priorities, to get reactions to specific ideas, to hear students' words. **Drawbacks:** Time and labor-intensive to set up; lose individual stories and detail; sometimes unusual experiences and perspectives don't get expressed because of peer pressure.
Surveys and Questionnaires	**Benefits:** Relatively easy to administer; can get responses from many students; anonymous responses can elicit more honesty. Good for finding out the extent of an issue. **Drawbacks:** Depends on written responses which can be difficult for English learners; yields less depth and descriptive detail; surveys may not be taken seriously by students; information is restricted to forced choice answers or relatively simple responses.
Quick Writes* *(Quick and informal written responses to a single question or prompt)*	**Benefits:** Easy to administer; takes little time; can get responses from many students; can be done across multiple classrooms with minimal interruption; responses are in students' words. **Drawbacks:** Sometimes what students have to say is filtered and limited by their writing ability and comfort with writing. Encourage them to write in whichever language feels most comfortable. Another drawback is that Quick Writes are restricted to a single prompt. *Tips for Quick-Write: Quick Writes work best for English learners when they are given a "stem" as part of their prompt to get responses. For example: "Other students in our school think that Mexican students are_____." "If you want to make school better for English learners, you could_____."
Panels *(A few selected students speak in front of faculty to specific questions)*	**Benefits:** Real students talking to each other and teachers in real time —the face -to-face contact can be powerful; responses are in the words of the students. **Drawbacks:** Students can become shy or intimidated by the "in-front-of-the room" format; teachers need to be prepared to listen respectfully.
Interviews	**Benefits:** Good for getting individual stories and data. Can be more comfortable for students because they are talking to a real person (compared to surveys or Quick Writes); more revealing than surveys because of depth of response and opportunities for follow up questions. **Drawbacks:** Very labor intensive; interviews take a lot of time to prepare, conduct and analyze. Usually you can only "hear" from a small number of students.
Videos	**Benefits:** Videos can be edited. EL students often feel more comfortable speaking and being recorded by phones and videos, particularly knowing they can start over, that it can be edited, etc. For confidentiality, faces can be blurred if students prefer—helping them feel freer to share their experiences. Videos can be used again and again in multiple settings. Videos often have more human impact that survey or interview data. And in video formats, you can combine different voices and student experiences to present a fuller picture.

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Consider multiple approaches. For example, you might assemble a team of interested staff to interview some English learner students. This is not to create a comprehensive profile of the students in the school, but rather as learning about the complexities, intersectionality of students' identities and experiences—and to exercise the practice of identifying commonalities and typologies of need. As the counselor leading the effort, select a list of ELs to interview—you might select just one typology (e.g., newcomers, or LTELs) or a mixed group. Assemble what background information you can about the student to share with whoever will be doing the interviewing: e.g., length of time in U.S. schools, English proficiency currently and the history of progress toward English proficiency, academic record, disciplinary referrals, awards, etc. Explain to the students why you are doing the interviews and that you are wanting to learn more about the English learner students in the school and would like to hear about the students' experiences. Assure confidentiality. Ask their permission to interview them—and be clear they can decline. If there is a particular issue you want to learn about, interviewers could be given the same set of questions to ask. Or if the purpose is more generally to hear about what students have to say, it can be left to the interviewers to approach the task as an Empathy interview. Empathy interviews open up the topic, and then leave it to students to talk about whatever arises for them. Interviewers can probe for deeper understanding, but the student actually shapes the content of the interview. After interviews are completed, bring the interviewers together to talk about what they heard. What did they learn about the experiences of English learners in your school? What did they learn about how various factors in their lives impact their schooling—and about the school's responses to those factors? Share insights into the English learners and experiences in the school.

STUDENT QUOTES

The following quotes were collected by a high school Counselor who interviewed Long Term English Learners using the prompt: "What do you want your teachers to know about what it is like as a Long Term English Learner in our school?" The collected quotes were used in a professional development session the counselor held to build awareness about Long Term English learners in the school.

> It's not right. I want to take the nursing class, but I can't because of the ELD. And I don't really think it helps me. I mean it helps me some with my English, but it doesn't really help me with my classes. Just give me a chance to take something else instead!

> I want my teachers to know that I am really smart and that I could learn and do more stuff than they think I can do. It's just my language doesn't sound like I can. I'm a good thinker. We just don't say anything when we don't really know what we are supposed to be talking about. We don't know how to get started. What I really don't like is writing in English because it appears that I don't understand. They just don't think we're smart.

> I am a complicated person. The teachers can help students better by letting the students be themselves. There are things that are complicated at home. It makes it so I can't pay attention all of the time at school. And if I don't pay attention, I miss stuff. They should know how much we are dealing with.

> I've been taking ELD classes since I was a little kid. I think like first grade. It's good. I mean it helps me, but I don't like it anymore. I'm stuck in it. I can't take other classes like everyone else. I want to get on with my career, but I can't take electives. Just have to take 2 English classes. And that's not right.

> BORING! They call it Academic English to make it sound fancy, but it's the same old ELD. The teacher is nice, but it's just boring. I don't know why I have to still take it. Over and over, every year. There it is. ELD on my schedule. And I want to try some other things. I tell my counselor NO MORE ELD. But she says I have to until I pass the test.

It's a hard test [speaking about the ELPAC]. It's long and it's hard. Not the speaking part. That's easy. But the writing. They say you have to write a story about a theme but I never experienced the theme so I couldn't write about it. I didn't have anything to say because I didn't know the theme.

I have to take it every year. I don't know why we have to take it. The writing part is hard. And every year we have to do it again and again. My teacher told me I'm really close to reclassify, I just have to try harder.

My family expects a lot from me. I really want to graduate. That would be their dream, to see me walk. I hope I can do it, but some of my classes are really hard, and I don't get good grades. So I have to earn more credits. Or something. I don't really know.

It doesn't make sense. I'm no English learner. I speak English all the time. I'm not really an English learner. In my ELD class there are all these kids who really don't speak English as good as me, so why am I there?

I've forgotten a lot of my Spanish. It used to be when I was little that it was my language. But now I don't really speak it so well. I'd say English is my language now. I mean Spanish also in a way, but don't ask me to translate, and don't make me try to speak to people who really DO speak Spanish. It's bad forgetting where your parents came from, and you can't talk to the family in Monterrey, and we go there every summer. If you forget the language, you can't really go back, not really. My cousin separated from Spanish and he isn't that much part of the family now. I feel bad for him. I think he didn't mean to forget. It just happened.

I'm trying to set goals so I can pass the test (ELPAC). My teacher says that I have to work on reading. I'm trying to do that. I really want to pass. If I reclassify I can take band. Finally! I've wanted to get out of ELD since 7th grade so I can do band. I only have one more year left of high school, and I want it to be good.

The class that made me feel successful was math class in 8th grade in middle school. The teacher, Ms. Ruiz would help us learn our way in math, which was better than thinking that all her students learn the same way. The biggest challenge I faced throughout my years of education was having to do all my work for all 6 classes in time. One thing I wish teachers to understand about me is that I do not learn the way they teach, they need to simplify the work for me so I can pass their class. They need to help me understand because I don't know what they are saying. They go so fast and I don't know what they are talking about.

REFLECTION

How similar are these to what you are hearing from LTELs in your school? How might you use these quotes (or quotes LIKE these that you gather from your own students) to raise awareness of English learners in your school?

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A TOOL: Creating a safe, inclusive, affirming school for English learner students.

The following tool has four sections for reflecting on the school climate, culture, and practices that contribute toward creating schools in which English learners are safe, included and affirmed—the kind of climate that is needed for learning. The sections include, a) eliciting and supporting student voice, experience and identities; b) affirming and reflecting EL experiences; c) supporting bilingualism; and d) creating safe and inclusive schools. You can focus on just one or all of the sections. You are invited to use this assessment to reflect upon your own practice, or your counseling program overall, or the school in general. If you choose to use it to reflect upon the school climate overall, consider the role you and your counseling program might have in shifting the school toward more proactively and effectively demonstrating the value of cultural and linguistic diversity.

TOOL: REFLECTING ON SCHOOL CLIMATE

Indicator/Example	Not present, not happening, not addressed	Aware of this to some degree, but it's not a focus	Working on this, but still a lot to do	This is a strength	Not sure, needs inquiry, clarification, dialogue with others
Do we elicit, support and respond to student voice, experience and identities?					
We have regularly structured mechanisms through which we invite students to share their opinions, perspectives and ideas, elicit their voices, and hear from our English learner students about their experiences and needs (e.g., listening sessions, shadowing, surveys, panels).					
We understand the intersectionality of English learner status, racial identity, cultural/ethnic identity, nationality, and economic status in the lives of our English learners.					
Our school has language clubs, ethnic and cultural clubs that support students' cultural identity developmental and support connecting with their heritage.					
Student voice and expression are visible and affirmed on the walls, materials, curriculum and in the everyday life of our campus.					
I (or our counseling program) have an open-door policy and explicitly encourage my caseload of EL students to come and talk to me about their experiences at schools and needs for support.					
I (or our counseling program) regularly facilitate forums of EL student voice to inform myself and our staff about the experiences and needs of our EL students.					
Do our English learners see themselves reflected and affirmed in the life of our school?					
The languages of our families/community are visible in the welcome messages and information on the walls/in the halls of our school.					
Students' names are correctly pronounced throughout the school.					
We have books in our library and curriculum in which our students see themselves reflected—and materials that are authentic and correct about the cultures and national/ethnic communities of our students.					

Indicator/Example	Not present, not happening, not addressed	Aware of this to some degree, but it's not a focus	Working on this, but still a lot to do	This is a strength	Not sure, needs inquiry, clarification, dialogue with others
Educational events and celebrations regularly embrace and feature the cultural and language communities of our students.					
We have a mission, vision or other formal statement about who we are as a school community that specifically embraces our linguistic and cultural diversity as an asset, reflects a commitment to equity and the aspirations of each student.					
We have regular cultural/arts activities reflecting the cultures of the school community.					
We have a network of cultural community members whom we call upon for support in understanding the cultures and community experiences of our students.					
Leadership and staff have received professional development related to cultural and linguistically responsive and sustaining pedagogy and approaches.					
It is an explicit goal for our students to develop a prideful and knowledgeable sense of identity about their own culture and language.					
When new immigrant or refugee communities enroll in our school, we engage in learning sessions to understand the new students and their families' backgrounds.					
Welcome messages and posters in the languages of my caseload of students are posted on the walls of my office.					
Is our school climate supportive of bilingualism?					
We have an explicit vision or mission statement affirming the importance of bilingualism, language diversity, multiculturalism.					
Our school has signs, posters and other visual forms that underscore that we value multiple languages and bilingualism.					
Our school does not tolerate comments that are anti-bilingual, anti-immigrant, or racist.					
Teachers intervene with positive messages when they hear students express shame or embarrassment about their home language.					
We sponsor student clubs and activities encouraging the development of biliteracy and the learning of multiple languages.					
The development of home language is encouraged and prized, and students have opportunities to utilize their home language in their learning.					
I invite students to share their language stories with me.					

Indicator/Example	Not present, not happening, not addressed	Aware of this to some degree, but it's not a focus	Working on this, but still a lot to do	This is a strength	Not sure, needs inquiry, clarification, dialogue with others
I counsel students about the importance of bilingualism and the value of their home language—and offer options and opportunities for them to use and develop their bilingualism.					
We offer a full sequence of World Language courses (through AP) and curriculum options that provide opportunities for all students to develop literacy in their home languages (e.g., Native language courses) and in other languages.					
Teachers encourage creative expression (oral and written) in the students most comfortable and chosen languages—enabling language choice.					
In the classrooms and library, there are books in the home languages of our students.					
Students are encouraged to do research on issues of language and culture in their own family and community, and to study and engage in dialogue about the history and current politics of language and cultural relations in our community, state and nation.					
We actively recruit and support pathways to biliteracy culminating in the Seal of Biliteracy to graduates to formally acknowledge and certify development of biliteracy skills to an advanced level.					
Is our school safe and inclusive for our EL students?					
It is an explicit goal for our students to develop cross-cultural competencies for understanding, communicating and interacting respectfully across cultural differences.					
We have clear and enforced norms related to zero tolerance for bullying and harassment based upon student ethnicity, language, racial, and gender identities.					
Our school is explicitly a "safe sanctuary" for immigrants, and our staff (leadership, front office and teachers) are knowledgeable about the implications.					
We provide information for immigrant students about college admission and financial options open to them, the impacts of their immigration status on those future opportunities, and specific information as well for DACA students.					
We have schoolwide practices and mechanisms to support building an inclusive, safe, and equitable community (e.g., Restorative Justice, PBI, etc.).					
Students on our campus do not experience bullying or harassment based on nationality, immigration experience, or language.					

Indicator/Example	Not present, not happening, not addressed	Aware of this to some degree, but it's not a focus	Working on this, but still a lot to do	This is a strength	Not sure, needs inquiry, clarification, dialogue with others
Our data demonstrate equitable (proportional) application of our disciplinary and reward systems by race/ethnicity, EL/EO status.					
Our English learners are only separated from non-EL peers for purposes of meeting educational needs, and only for the time required to do so.					
Our English learners are integrated with other students for non-academic activities and functions (e.g., physical education).					
In the informal and social life of our campus, ELs and non-ELs tend to be socially integrated.					

REFLECTION

Reviewing your responses to the Reflection Tool above, what stands out to you as a high priority to work toward? What more could be done in your school to strengthen the embrace of English learners and to create a climate that affirms language and cultural diversity? What role can you as a counselor, or the counseling program overall play in strengthening the school climate to become more assets oriented, safe, affirming, and embracing of English learner students?

The experience of being an English learner is still far too frequently marked by encounters with a world of bias and discrimination that views and treats them as "less than" due to their accent, their use of languages other than English, and "imperfect" English.

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The Adult Climate in Our School for Embracing English Learners

An affirming climate for cultural and linguistic diversity is shaped in large part by the attitudes of the adults and peers who form the "receiving" community. While attention is typically placed on student behaviors and the impacts of peer culture, the understanding, attitudes, and reception of teachers are also powerful influences on English learners. High school teachers face challenges in incorporating English learners into their classrooms. The vast majority of teachers want to teach successfully—to engage their students, to ignite and help their students grow in knowledge and skills. But few have received adequate professional development in strategies that make instruction comprehensible to students who don't yet sufficiently understand English. Much of the high school curriculum relies upon students having both background knowledge in the subject from prior grades and literacy skills in English to handle reading and writing tasks. This results in many schools with at least some teachers who dread or even resent the placement of English learners in their classes.

This is certainly true with newcomer students but also occurs with Long Term English learners who have accrued academic gaps and suffer from inadequate language and literacy skills to engage with high school curriculum content. Attitudes of complacency among teachers about low performance and dis-engagement are common with Long Term English Learners. These attitudes can permeate a faculty. Deficit views can be pervasive about the potential of English learners overall. General exhaustion of teachers that makes the need for extra accommodations and differentiated planning simply "too much" can also factor into classrooms that fail to be the affirming and embracing environments needed for this group of students who face language barriers and challenges in accessing the curriculum.

Counselors are in a position to hear a lot from students about their experiences in classes and with teachers and are able to see patterns in the outcomes of English learners as a group with various teachers.. Counselors need to have the authority to place students in classes with specific teachers. Counselors are positioned to learn a lot about the lives of English learner students through their work with individuals—information that may not be so easily accessible to teachers who work with large groups of students at once in the context of the classroom. This information is important for teachers to learn as a context for understanding their students.

In these contexts, the role of the counselor is three-fold.

- First, to serve as an **advocate and provider** of information to teachers to help them understand their English learner students and what language-supportive instruction means for them.
- Second, to know which teachers and classrooms are healthy supportive environments for various typologies of English learners—and to exercise **"selective" or "intentional" placement** of students into those classrooms where teachers are able to be supportive. This is a very common strategy identified by counselors throughout the state.
- Third, **to support English learners as they build resilience** in the context of systems and attitudes that are discriminatory, deficiency oriented and unsupportive of their needs.

Reflect on those teachers whose classrooms you know to be places where English learners find support and success—and those whose classrooms disproportionately and continually produce academic struggle and failure for ELs. Reflect also on the staff attitudes and responsiveness to English learners in your school. Consider those who are the voices advocating for English learners and actively working to make their classrooms affirming and places of learning. Consider also those who are willing to do what is needed (once they know what that is)—out of professionalism, or excitement or interest. Others may express resistance. But resistance comes from many different places—from overwhelm and exhaustion, from not understanding what needs to be done, from fear of taking risks, from lack of confidence, from resentment, from bias and outright hostility to "those students." Then consider how you might actively play a role in improving the climate for English learner students through engaging with faculty. Some actions to consider are included in the chart on the next page.

Teachers/ Administrators	Counselor Possible Actions
Not aware there is a problem with EL achievement or any particular need to do anything additional for EL support.	Produce and share data regularly about the educational experiences and outcomes of ELs in the school. Share information about bright spots and effective practices that are producing stronger outcomes than the norm. Create opportunities to share EL student voices about challenges, struggles and what they need. Host learning sessions for staff about ELs.
Don't believe there is anything they can do to change the outcomes or experiences of English learners.	Share information about bright spots and effective practices that are producing stronger outcomes than the norm. Create opportunities to share EL student voices about challenges, struggles and what they need—and also student voice about what is and has made a difference for them in developing English proficiency and succeeding academically. Share research articles.
A sense of complacency—no sense of urgency about doing something about EL engagement, support, access or achievement.	Use a combination of student voice and data to underscore the need for more responsive and supportive practices. Host shadowing of ELs to enable teachers to see the reality for ELs. Engage administration in messaging the importance of addressing needs of ELs.
Well-meaning and willing to provide support to English learners, but misguided or ill- informed beliefs, lack of effective strategies and/or lack of understanding about the cultural and linguistic issues ELs are facing leads to acting in ways that have a negative impact on students.	Share information about professional learning opportunities for teachers of ELs. Share data on EL outcomes within the school. Host learning sessions about the cultures and languages of communities served by the school. Start one on one conversations with teachers whose ELs are struggling—to talk about appropriate and needed supports. Share research articles. Offer information about key EL conferences.
Have some concern and empathy for English learners but don't know what needs to be done or how to do it.	Share information about professional learning opportunities for teachers of ELs. Share information about bright spots and effective practices that are producing stronger outcomes than the norm. Create opportunities to share EL student voices about challenges, struggles and what they need—and also student voice about what is and has made a difference for them in developing English proficiency and succeeding academically. Offer to partner in shadowing some ELs in the classrooms of other teachers.
Don't feel they have the resources or conditions (including the energy and bandwidth) to do what has to be done.	Encourage teachers to articulate what support, resources and conditions are needed to better respond to ELs. Join with those teachers in advocating with leadership for the needed resources.
Outright resentment or hostility about being expected to do something for English Learner students.	Avoid placing students in these classes.
Active advocate for English learners, and known for providing extra support, encouragement and instructional scaffolds that facilitate academic support for ELs.	Ask these teachers to join you in preparing some "tips" and sharing resources (plans, curriculum, materials, strategies) with others in the school. Place the most vulnerable ELs in these classrooms to the extent possible.

1 Mentors and the Importance of Relationships, Connection and Personalization

High schools can be large and complex institutions. The challenges of handling academic stress and the complications of adolescence as an English learner navigating different cultural worlds, can be overwhelming for English learners. Having a relationship with an adult who listens, who makes time to just check in and see how things are going is important for students. While counselors have that formal responsibility, many districts have found it effective to also create positions of Mentors. A Mentor's job is to forge a 1:1 relationship and maintain a connection with their mentees through regular sessions with an open agenda. The simple "how's it going?" and the chance for an English learner to share and be heard can be the seed for problem solving, for helping an EL feel connected to school, and for identifying the need for support services of various kinds.

Because connection is built through communication, the effort is to select a Mentor for an English learner who shares the home language of the student (particularly for newcomers and ELs who have been in the U.S. less than 6 years). It is also often helpful if the Mentor has the experience in their own lives of becoming bicultural and navigating across cultural and language worlds. But the most essential elements are empathy, skills of listening, the gift of time, and commitment to being there with some regularity.

Adult mentor positions are a common feature particularly of the array of LTEL services and supports in many districts out of recognition that it is easy for LTELs to fly under the radar and to dis-connect from school. More common as part of the services and supports for newcomers are some form of Student Mentors, Student Ambassadors, or Buddies. These are students who speak the languages of the newcomers, provide orientation to the school, offer support in navigating the social ecology of a school, and serve as some peer connection. They are paired up with newcomer students at initial entry to the school and are a source of information and support as the newcomer "learns" the new school and culture.

Both Adult and Student Mentors receive training, have clearly set out responsibilities and structures under the direction of the counseling staff. Because this is about relationship building, it is common for those relationships to sustain over time beyond the formal role.

Community and School Partnerships

> ***"...support the socio-emotional health and development of English learners...build strong family, community, and school partnerships."***

Students' lives in school are nestled within their lives outside of school—with families, friends, communities. As adolescents, they are grappling with entry into adult responsibilities and relationships. Supporting their journey in and through school necessarily interacts with the need to support them in handling those relationships and contexts outside of school. For immigrant, English Learner and multilingual students, the world in and beyond school is one of language and cultural diversity. They are finding their way (their identity, their skills) for moving in and across language and cultural worlds. Addressing their socio-emotional health and development means supporting them as they move across those worlds—and supporting them to develop the identities and competencies to bridge their worlds. This requires both understanding their communities and building partnerships. Strong family, community and school partnerships are necessary as counselors seek to understand and support their EL students, and as counselors build relationships and referral connections to appropriate and effective services beyond the school.

Partnerships with community groups is discussed in greater depth if you missed it under Principle #1 on pages above. However, counselors seeking to support the socio-emotional health and development of English learners in ways that are respectful of and appropriate to the cultural realities of their students, need to build their knowledge of legitimate, effective, and authentic community resources for immigrant student and family needs. This takes research and relationship building. This is done in part through collaboration and partnership with other formal roles

within the school system that have reach to those communities and may have specific language and cultural skills and connections: Home-School Liaisons, social workers, English Learner Coordinators, ELAC and DELACs, bilingual instructional assistants, district Translators, etc. At the very least, every counselor should know who fills those various roles that intersect with the community, their language skills, and the kind of relationship they each have with EL/immigrant communities. Hopefully, a collaborative community mapping has been created and lists of good culturally appropriate and linguistically accessible services and supports (legal, jobs, housing, counseling, etc.) have been created.

REFLECTION: Engaging with the Community to Support EL/Immigrant Students

TOOL: IS THIS US?

Is this us? **(Our counseling program, our counselors)**	**Yes**	**Sometimes or for some language & cultural groups**	**Not really**	**Reflections**
Strong referral networks and relationships have been established and are activated between our school's counseling staff and culturally/ linguistically accessible and responsive community-based organizations, and health and social agencies.				
School facilities are available and used for community events and activities sponsored and held by organizations representing culturally and linguistically diverse communities.				
The school serves as a site and hub for the delivery of culturally and linguistically responsive support services (e.g., health, dental, mental health, social services, legal, housing and food).				
Opportunities for internships, mentorships and learning in immigrant and "language minority" communities are organized by the school—including opportunities to leverage and use bilingual and cross-cultural skills.				
Our counseling staff and school leaders attend immigrant community events.				
Immigrant and diverse language community mental health experts are drawn upon as resources for our counseling staff.				
We have created an asset map of valuable partners and resources in our community that serve the language and cultural groups of our students.				

Reflecting upon your responses to the above Tool, consider which communities you might make a priority to learn about, reach out to and build relationships with. Who might help you do so? What steps might you take?

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CONNECTING TO FAMILIES

Principle #1 of the English Learner Roadmap calls for schools to value and build strong family, community, and school partnerships. English learner parents face language, cultural, economic (and sometimes legal) barriers to such involvement. Differences in culture, language, and life experience can be vast. Many parents are unaware of the expectations and ways of doing things in U.S. schools. They may not have a strong educational background, and many work long hours and hold down several jobs, making participation in school difficult. Lack of transportation and lack of translators add to these challenges. And some of the difficulties reside in the school system itself—attitudes and practices that serve as barriers. These parents and guardians of newcomer and immigrant students are unfamiliar with how our schooling system works. This is particularly true of the complex system of secondary education. Counselors have an important role to play in ensuring parents and guardians have crucial information about requirements, processes, assessments, how their students are doing, and their own roles in supporting successful journey through high school to graduation. While some districts have initial assessment and welcome centers for newcomer students that include materials for parents and supports for parents in learning about how the schools work—in many cases the task of orienting and working with parents falls to counselors.

English learner parents face language, cultural, economic (and sometimes legal) barriers to involvement in their students' education. Differences in culture, language and life experience can be vast. Many parents are unaware of how U.S. schools work and the expectations related to getting students to graduation prepared for college and what comes next. They may not have a strong educational background or may have experiences in very different national schooling systems. Many work long hours holding down several jobs and may not know to or have the time to engage with their children's counselors or to check on their students' progress in school. Participation can be difficult. Lack of transportation, lack of translators, lack of time all contribute to that challenge. And challenges reside in the school system itself—attitudes and practices that serve as barriers.

Effective counselors of English learner students proactively create welcoming and supportive conditions that facilitate communication and building relationships with the parents and families—addressing barriers to engagement, seeking meaningful communication, ensuring needed information gets to families so they can monitor their students' schooling and advocate effectively for them.

Concretely, this begins for newcomer families upon enrollment. It may fall to individual counselors or be a function of newcomer admission processes, but an initial orientation to U.S. schools for the parents (as well as, of course, for the students) is an essential start. This can be done by bilingual staff, or even by videos in the home languages of the families. It should be offered both verbally and in written form, covering issues such as, concrete logistics of school (hours, school calendar, grades, the four years of a high school program, graduation requirements), the language support services (including ELD and home language options), how to access interpreters and translations (including information on staff who speak specific languages), etc. Beyond the specific information, counselor outreach to families is important to build relationships and to support families in linking to the legal, economic, housing and other services needed.

The need for outreach and communication to parents continues throughout a students' high school journey. One college counselor spoke of the kind of information parents need—but also the kind of dialogues it's important to engage.

> ***"I'm a college and career counselor at our school, and I've come to realize that it's a whole new world for the parents of our newcomer students. Our schooling system that drives toward graduation doesn't necessarily make sense to them. They are focused on making a living, and don't see college as an avenue to sustaining family or as an important thing for their children. They expect and need their kids to work and contribute. And it's not just about preparation for college, it's also about attendance. It can be a struggle to try to help them see that attendance makes a difference, that graduation makes a difference. I try to be nonjudgmental, but the advantage of getting an education for their children has to be explained."***

For all English learners, parent communications at least once a quarter is important to monitor and discuss progress toward reclassification and toward graduation. The frequency is related to the urgency of using the final four years of schooling well.

TOOL: REFLECTING ON COMMON BARRIERS

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

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

BARRIERS/CHALLENGES

Possible barriers to Parent Engagement	Suggestions
Meetings are scheduled during working hours or when parents have family responsibilities (e.g., dinner time).	Create multiple opportunities for parents to get information, provide input, suggestions, reactions—at varying times of the day, in various ways (oral and/or written).
Language differences exist. Staff and parents don't share a language.	Obtain simultaneous translation equipment and use it where needed. Obtain communication apps with translation. Hold important meetings facilitated by an interpreter or staff person who speaks the language of the families. Prepare (or have prepared) standard communication notices and informational material in the major languages of students in the school—as backup to verbal communications.
Transportation is difficult for parents to attend meetings at schools.	Hold important meetings in community locations that are more accessible for parents.

1 TRANSLATION

In our multilingual state, with over 100 languages spoken by the students who attend public schools and over 2 million students whose parents/family members/guardians speak a language other than English, the challenge of translation is squarely on the plate of counselors committed to providing clear guidance and information to students and their families. Where a counselor speaks the language of the student and the family, communication is greatly facilitated—even when it is about complex educational regulations and issues. Bilingual skills among counselors are a major resource in a counseling role. However, no single counselor will speak the languages of all of the students in their caseload. And, some education-related information requires specialized vocabulary and exact interpretation. For this reason, translation and interpretation services are key needs for counselors of English Learner and immigrant students.

Informally, for purposes of quick notes and conversation, many counselors are able to rely on their own language skills with in-the-moment support from easily available translation devices such as Google Translate. For creating more commonly used notifications and informational exchanges, districts usually have translators and interpreters available. But they are generally not so readily available for informal communications between counselors and families or counselors and students. It is not unusual for counselors to call upon bilingual paraeducators or staff they know who can speak the various languages needed. However, a system of translation and an approach to good translation support is essential.

Counselors need to send a number of notifications to students and to parents during the course of a school year. A number of these notifications pertain to the day-to-day operations and events during a typical school year: permission forms, notifications about course sign ups and scheduling, announcements of services, publicity for a school play or carnival, a newsletter about back-to-school night, and notifications regarding parent conferences. Other notifications relate to more critical issues, including school accountability, statewide testing (including ELPAC assessments and results), health, attendance, suspension and expulsion, reclassification, curriculum, progress toward graduation.

TRANSLATED MATERIALS

English Learner parents are legally entitled to "meaningful communication in a language they can understand" (such as through translated materials or a language interpreter), and to adequate notice or information about any program, service or activity that is called to the attention of non-EL parents.

For more information about the civil rights of EL parents and guardians and the district's specific obligations to parents of EL students, visit:

https://www.ed.gov/media/document/dcl-factsheet-lep-parents-201501pdf

The federal Elementary and Secondary Education Act (ESEA) specifies that certain parental notifications be sent in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Other federal laws, such as the Individuals with Disabilities Education Act (IDEA), contain similar requirements that spur translation efforts by schools. In California, Education Code (EC) Section 48985 states that when 15 percent or more of the students enrolled in a public school speak a single primary language other than English, a school is required to send home parental notifications in both English and the non-English language.

For communications and notifications emanating from the counseling department, translation support is crucial. Counselors may want to know: How can I find out what languages are spoken by the students in my school? While the languages of English learners are commonly listed in the student information system and rosters, information about the many students (FEP, RFEP) who have languages other than English at home but are not currently English learners is not always readily available. Yet for these students, too, counselors need to know about home languages in order to communicate with families. Districts are one potential source of this information. And, the California Department of Education DataQuest lists English learners by language and grade for every school and district, as well as language group data to determine 15% and above translation needs.

TABLE: ENGLISH LEARNERS BY LANGUAGE & GRADE

This is an example of data that can be found on California Department of Education's website DataQuest. It shows English Learners by Language and Grade for a High School site, with languages listed in descending order by number of speakers.

Language name	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Of Total
Spanish/Castilian	108	115	111	177	511	85.02%
Philippine languages	5	4	6	4	19	3.16%
Pashto	4	3	3	7	17	2.83%
Persian/Farsi	3	2	3	4	12	2.00%
Mayan languages	1	4	2	0	7	1.16%
The list continues with 14 other languages...						

For that same school, the DataQuest list of Language Group data that can be used to determine if the 15% and above threshold requiring translation looks something like this:

TABLE: TRANSLATION NEEDS 15% AND ABOVE

Language	# Of ELs	# Of FEP Students	Total EL + FEP	Percent of total enrollment that is EL + FEP
Spanish/Castilian	511	553	1,064	68.29%
Philippine languages	19	33	52	3.34%
Hindi	6	32	38	2.44%
All other language groups is descending order by number				

In the example above, a counseling staff would want to know who they can enlist for translation support for all of the languages spoken by students at their school, but only officially would be required to provide translations for Spanish/Castilian speakers which is the only group to exceed the 15% level.

In most districts both parents and staff can request translation from the district of documents and interpretation support. Depending on the district, this may be relatively easy and prompt—or not.

The California Department of Education hosts a Clearinghouse of Multilingual Documents (CMD). The CMD is an online resource that helps local educational agencies (LEAs) to locate, access, and share parental notification documents that have been translated into non-English languages. (LEAs include districts, county offices, and charter schools.) Because many parental notifications contain much information in common, districts throughout the state have found themselves translating much of the same information. The result is an unnecessary multiplication of effort. The vast majority of documents found through the CMD database are the result of the CMD's own translation project, which focuses on the translation of statewide templates. Users can download a translation, copy it, paste it on local letterhead stationery, and modify it to suit local needs. In this way, the CMD can help schools to reduce translation costs and workload. And the use of statewide templates not only reduces redundancy of effort but also fosters a more consistent dissemination of information to parents across the state.

Through the CMD, the California Department of Education also provides translation glossaries of educational terms which supports counselors (and administrators) with the special and technical vocabulary related to education. The glossaries are intended for use by CDE translators, but the glossaries are posted at the CMD site so that LEAs and their translators can refer to them as they choose. Counselors find them very helpful to support their own communications with English Learner students and families.

Resource: *A publication from CDE Press, Quality Indicators for Translations and Interpretation in Kindergarten Through Grade Twelve Educational Settings: Guidelines and Resources https://www.cde.ca.gov/sp/ml/documents/qualityindicators.pdf offers valuable, practical information for improving the quality of local translations. It provides useful information regarding translation and interpretation, guidelines for translators and interpreters, and valuable local, state, and national resources.*

How to Find Language Group Data on DataQuest

On the www.cde.ca.gov website, go to "DataQuest" and follow these simple steps to access reports for the school or district in which you are interested:

1. Begin by selecting "District" from the pull-down menu for "Select Level." NOTE: If you are interested in schools overseen by a county office, you still should select "District" for the purposes of this report.
2. From the "Subject" pull-down menu, below the heading "Enrollment Data," find and select "English Learner Data." Then select "Submit."
3. On the resulting page, enter the first four letters of the name of your school or your district. Select "Submit."
4. On the next resulting page, select the name of your site or district from the pull-down menu.
5. Then, under "Select a Report," choose either the "Language Groups by Grade" or the very last report in the list, "Language Groups by School Determined to Meet 15 Percent and Above Translation Need."
6. Select "Submit."

ENGLISH LEARNER PARENTS HAVE RIGHTS

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

RIGHT TO ENROLL STUDENTS IN SCHOOL REGARDLESS OF IMMIGRATION STATUS

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

RIGHT TO BE NOTIFIED OF ENGLISH LEARNER STATUS, ASSESSMENTS AND PLACEMENT

Parents/guardians of English learners and fluent English proficient students must be notified of their child's initial English language proficiency results and program placement, and continue to be notified annually of their child's English language proficiency assessment results and program placement. They are entitled to receive full written and (on request) spoken descriptions of the language acquisition program options and all educational opportunities available to the pupil. Parents have the right to be notified of their child's performance on standardized tests and to request that their child be excused from participation in those tests. Their students must receive appropriate language accommodations/ supports on state assessments, and English learners who are in their first 12 months of attending school in the U.S. do not have to take the English language arts (ELA) test, which in California is called the California Assessment of Student Performance and Progress (CAASPP). All other English learners are expected to take these assessments. All students can use tools during the test that include an English glossary and an English dictionary. Additional supports are available to specific students who need them, such as translation of test directions into a variety of languages for all tests, translation glossaries for math items, a "stacked" translation of the math test that features Spanish test questions above the English ones, and a read aloud in Spanish of the math test. Successful communication provides EL parents the school-related information they need to make informed decisions about—and be helpful participants in—their children's education. This may include but not be limited to information about language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, reports about district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, and magnet and charter schools.

RIGHT TO VISIT CLASSROOMS AND TO REQUEST CONFERENCES

Parents have the right to request a conference with their child's counselor, teachers, or the principal. Parents also have the right to visit their child's classroom to observe. The time and date of the visit must be arranged in advance with the school.

RIGHT TO BE INFORMED OF STUDENT ATTENDANCE AND ACADEMIC PROGRESS

Parents have the right to be notified in a timely manner if their child is absent from school without permission, and the right to be informed of their child's academic progress. They have the right to access to their child's records and to question anything they feel is inaccurate or misleading or an invasion of privacy. Parents have a right to a timely response from the school about their questions.

RIGHT TO TRANSLATIONS

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

RIGHT TO BE INVOLVED IN SCHOOL DECISIONS

Most schools in California operate a School Site Council (SSC), charged with proposing how certain funds, including LCFF dollars allocated to schools, are used. Their most important task is developing and annually reviewing the School Plan for Student Achievement (SPSA) that shows how a school is working to improve student achievement. Schools with more than 20 English learners must also have an English Learner Advisory Committee (ELAC). This group must include parents of English learners who are elected by other parents of English learners. The ELAC offers advice and helps the school make important decisions about services for English learners. This group, and other parents of English learners, should also offer advice on the SPSA. School districts are also required to consult with families, including parents of English learners, when developing their Local Control and Accountability Plans (LCAP) and Title III plans. These plans describe the district's goals, plans, and budget overall and for English learners. The district's Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) must also review and provide comments on the LCAP, and superintendents are required to respond in writing to these comments. A PAC is required in all districts, and a DELAC is required in districts with at least 15 percent English learners and at least 50 English learners. Each district must also have a written parent engagement policy. Community members have the

right to file a complaint, using the state's Uniform Complaint Procedure (UCP), if they believe the district has violated certain laws, including cases where the district has failed to properly engage families or provide appropriate services for English learners. The UPC process must be easily accessible to parents who do not speak English. (For more information on LCFF, SPSA, Title III and other funding, see pages 126-131 under Principle #3.)

RIGHT TO CHOOSE THE LANGUAGE ACQUISITION PROGRAM FOR THEIR CHILD

Parents of English learner students have the right to choose the language acquisition program that best suits their child. School districts must provide English learners with supports that help them learn English and achieve academically in their classes. By state law, this base program, including Designated and Integrated ELD, is required. But if parents of English learners don't want these supports, they have the right to opt their children out of the whole program, or even just part of it. However, parents cannot opt out of annual language testing or decline to have the "English learner" label assigned to their child based on the initial test. (For more information on the Opt Out of ELD option, see pages 102 this link in Section II, Principle #2.) As part of the development of the Local Control Accountability Plan (LCAP), LEAs are to solicit parent and community input regarding the language acquisition programs and language programs the district offers. Districts must annually notify parents about the types of language programs offered, and these offerings can include bilingual programs. The information includes, but is not limited to, a description of each program. These notices should be in English and in the parents' primary language. Under Proposition 58 (EdGE), the parents of both English Learner and other students have a right to request a multilingual program/bilingual/dual language program. If enough parents come together to demand it (30 parents in a school or 20 in a grade), parents can request that their school offer, to the extent possible, a specific language acquisition program—including a request for a bilingual program. Each district should have a locally defined process for parents to submit requests to establish a new language acquisition program at a school if it doesn't yet exist. Schools are to keep written records of these parent requests for at least three years.

A written response from the LEA is required when the parents of 30 pupils or more per school, or 20 pupils or more in any grade in a school, request a new language acquisition program that is the same or similar. (This notification also goes to all parents, teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee within 10 days). It is the district's responsibility to conduct an analysis to determine the costs and resources necessary to implement the new language acquisition program, and to determine within 60 calendar days if it is possible to implement the program. In the case of an affirmative determination to implement a new language acquisition program at a school, the LEA will create and publish a reasonable timeline of actions necessary to implement the requested program. In the case where the LEA determines it is not possible to implement a new language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided. The LEA may offer an alternate option that can be implemented at the school. Although the CA EdGE Initiative does not include a distinct appeal procedure, the implementing regulations require an LEA to explain its determination in writing. Parents can act locally if they do not agree with the decision. Also, every LEA is required to have established local complaint policies that describe the procedures to follow to resolve complaints, called Uniform Complaint Procedures (UPC). Under certain circumstances, a disagreement with an LEA about whether to establish a new language acquisition program might fall within the UCP.

In our multilingual state, with over 100 languages spoken by the students who attend public schools and over 2 million students whose parents/family members/guardians speak a language other than English, the challenge of translation is squarely on the plate of counselors committed to providing clear guidance and information to students and their families.

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TOOL: STRONG FAMILY-SCHOOL RELATIONSHIPS

Indicator/Example	Not present, not happening, not addressed	Aware of this to some degree, but it's not a focus	Working on this, but still a lot to do	This is a strength	Not sure, needs inquiry, clarification, dialogue with others
Active outreach to parents/families of EL students informs them of availability of staff who speak their languages, translation supports, and mechanisms of communication.					
We provide information to parents in their home language about graduation requirements, and the graduation plan for their child.					
Newcomer parents are provided orientation (verbally and in writing—in their home language) to the U.S. schooling system, to the logistics of the school program their student will be entering, and to supports available for their child and for themselves.					
The school has an active and well- attended ELAC parent advisory committee.					
ELAC parents are actively recruited and involved in the School Site Council.					
We provide information to parents upon enrollment about the goals and outcomes of the specific EL language acquisition programs at the site—and how they serve their students.					
We have designated multilingual staff positions as liaisons to parents/families with responsibility for coordinating and ensuring parent engagement and creating a family-friendly school.					
We meet at least quarterly with EL parents to review their students' progress.					
Our counseling staff holds regular forums, including some drop in open times where parents can ask questions, share concerns—with translation available if our counselors do not adequately speak the languages of the families.					
Active outreach to parents/families of EL students invites their participation in a variety of ways in the life of the school and makes clear that they are welcomed.					
Our counseling staff emphasizes relationship building, personalization, and frequent interaction with parents.					
We have a family center on campus staffed with people who speak the languages of the families and providing a space and support for parent interaction and support.					
Provide training and support for families on uses of technology and applications required for student learning through distance learning.					

Indicator/Example	Not present, not happening, not addressed	Aware of this to some degree, but it's not a focus	Working on this, but still a lot to do	This is a strength	Not sure, needs inquiry, clarification, dialogue with others
Support the socioemotional health and basic needs of students by connecting families to resources that are linguistically accessible.					
Encourage families to support their students to engage with and continue to develop/maintain their home language.					
Family and community members are utilized as experts and resources for student learning.					
We have staffed positions to support communication to different language communities.					
We host multilingual community events.					
Build partnerships with EL, immigrant and cultural community groups.					
We hold meetings in the community or provide other supports to make meetings more accessible to EL parents.					
Front office staff speak the languages of the families, and work to create a welcoming climate.					
Our counseling staff have received training in cross-cultural communications and strategies for strengthening two-way partnerships between home and school.					
EL parents and community members are represented on the leadership bodies and major communities of the school—and parents involved in the life of the school reflect the full diversity of the school community.					
School leaders participate in community dialogues and are engaged in community efforts to address local needs/ challenges/ issues					

Effective counselors of English learner students proactively create welcoming and supportive conditions that facilitate communication and building relationships with the parents and families—addressing barriers to engagement, seeking meaningful communication, ensuring needed information gets to families so they can monitor their students' schooling and advocate effectively for them.

1

But Is This Really Our Job? The California Standards for the School Counseling Profession Says It Is!

The California Standards for the School Counseling Profession (CASC) lays out key elements of the role of school counselors that address many of these EL Roadmap Principle #1 concerns. They include the following standards, elements, and indicators.

- Effective school counselors recognize and leverage the cultural assets and resources of students of diverse backgrounds, rejecting biased or stereotypical materials and enhancing the curriculum to embrace their heritage.
- Effective school counselors address individual assumptions, values, and beliefs to support students' diverse academic, linguistic, cultural, social-emotional, physical, and economic strengths and requirements.
- Effective school counselors integrate students' diverse cultural backgrounds and life experiences into school counseling practices.
- Effective school counselors identify and address systemic bias within a school system.
- Effective school counselors lead comprehensive and culturally sustaining school counseling programs.
- Effective counselors ensure that the school environment is inclusive, safe and supportive for the overall well-being of students, foster a positive school climate promoting inclusivity, empathy, and respectful interactions among students and staff in order to reduce conflict.
- Effective school counselors assist students with examining their identities, personal values, biases, and assumptions while fostering understanding and acceptance of diverse cultures and experiences.
- Effective school counselors ensure that students from historically marginalized backgrounds, including those from low socioeconomic backgrounds, ethnicity subgroups, English learners, youth in foster care, youth experiencing homelessness, students with special needs are, LGBTQI+, are not subjected to discrimination based on their identity factors.
- Effective school counselors promote school-wide practices that are culturally responsive, trauma-informed, and restorative, fostering environments that are inclusive and equitable.
- Effective school counselors identify and address underlying issues such as learning difficulties, lack of interest, external stressors, and disciplinary issues, thereby enhancing students' academic engagement with specialized interventions.

REFLECTION

To what degree is your job description and the expectation of your principal and district aligned with the above description of the roles of effective school counselors? Which parts seem particularly important to you in serving English learner students that may not be explicitly recognized and embraced by your formal job description?

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KEY MESSAGES

There can be enormous diversity within the English learner population. There is no single "English learner" type.

No single English learner program or pathway or set of instructional approaches is sufficient to address the needs of this multifaceted group of students.

Beyond the issue of English proficiency levels, there are numerous factors in the lives of English learners that must be recognized and addressed.

English learners (as immigrants or the children of immigrants) are impacted by a complex immigration system that often is a source of major stress in their lives, impacting school experiences, engagement and future planning.

Every school needs to know who their English learner population is, and design programs and services and instruction around those needs.

To know and serve their English learner students well, educators need to understand and know specific background characteristics of their students (culture, prior schooling) and be able to understand the academic typologies (e.g., Long Term English Learner, under-schooled newcomer, newcomer, etc.). And counselors need this information in order to effectively place, support and guide their EL students.

Inviting, eliciting, supporting and responding to student voice is an essential strategy for becoming and remaining informed about the dreams, assets and needs of English learner students.

When students feel they do not belong, or feel unsafe, it is difficult to learn.

Selective placement into classrooms in which teachers are most supportive is a useful strategy for the most vulnerable ELs.

English Learners face language and cultural barriers to participation in schools and are often on the margins of activities. When this occurs, it negatively impacts their sense of belonging, their participation and engagement, and their learning

If schools do not affirm the value of students' home languages and connection to language and heritage, there is danger of them rejecting their home language, losing the language as they become English speaking, with painful impacts on family connection

Counselors play a role in creating the school climate and culture that values and embraces EL students and their languages and cultures as assets.

Supporting the orientation of EL parents to U.S. schools and proactively building relationships and mechanisms to engage parents in making decisions about and monitoring their child's educational program and progress is an important role of counselors of EL students.

PRINCIPLE #2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

In adopting the English Learner Roadmap policy for California, the State Board of Education articulated a mission for California schools to "prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world." At the heart of this policy is Principle #2, which focuses on the intellectual quality of instruction and full and meaningful access to a curriculum from early childhood through high school that successfully graduates students with those skills and competencies. Principle #2 provides a framework for high school counselors as they provide crucial guidance and support for English learners navigating through the last years of their PK-12 journey with the goal of successfully completing high school and attaining a high school diploma.

Text of PRINCIPLE #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access to comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

1. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD.
2. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation, and mastery.
3. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same high expectations for ELs as for all.
4. ELs are provided access to the full curriculum along with EL supports and services.
5. Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.
6. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning and provide opportunities for bilingual/biliterate engagement appropriate to the program model.
7. English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages). They are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

2 REFLECTION

Read through the overarching Principle #2 statement above and the chart of elements of Principle #2 below, reflecting upon your role as a high school counselor. Consider the aspects of the counselor's role in the chart below. Are there other aspects of the counselor's role you would add to the chart? Which aspects of your job directly intersect with enacting "intellectual quality of instruction" and "meaningful access"? What questions does this raise for you regarding implementing the Principle for English learner students?

Elements of Principle #2	Examples of the Counselor's Role in enacting Principle #2
Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD.	Ensure EL students are placed in appropriate Designated ELD.
Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation, and mastery.	Know which teachers provide effective instruction scaffolded for EL students in order to inform decisions about placement (e.g., selective placement). Monitor grades, student experiences, and EL student success in specific courses. Consider clustering EL students in class placements to facilitate appropriate scaffolding and support. Engage in working to counter deficit-oriented attitudes toward ELs. Provide information to teachers about EL student language proficiency status and implications for scaffolding and support.
Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same high expectations for ELs as for all.	
ELs are provided **access to the full curriculum** along with the provision of EL supports and services.	Design student schedules to accommodate access to the entire curriculum. Where needed for newcomers, provide options for a 5th/6th year high school program, and support newcomers with clear plans and pathways to a high school diploma.
Students' **home language** is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English	Work to ensure options for home language development (e.g., Native speakers' courses in world languages) and bilingual support (e.g., tutors, instructional assistants, homework support in home language). Support a robust pathway toward attainment of the Seal of Biliteracy. Support student clubs and other avenues to create an assets-based school climate and experience for students with home languages other than English.
English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	Careful placement of ELs into the combination of courses that add up to a coherent and comprehensive language development program Partner in the site and district effort to plan and provide articulated dual language pathways across grade segments from elementary through high school
Other aspects of Principle #2:	Other thoughts about the Counselor's role in giving life to Principle #2:

What Counselors Need to Understand About English Learners as a Foundation for Appropriate and Meaningful Program Planning and Placement

In order to advise, support and place English learner students appropriately, it is helpful to be grounded in some foundational understandings about second language learners and the process of developing proficiency in two or more languages. Each of these understandings has implications for counseling.

1. **Becoming proficient in a second language (for academic use) normatively takes 5-7 years.** Across the years, ELs need continued, intentional language development support designed for where they are in the continuum of second language learning. This is why there are different levels of ELD. "Proficiency" is age, grade, and context specific. What it means to be a proficient six-year-old is a less demanding level of language than what it takes to be a proficient 16-year-old. The vocabulary, register, and practices needed to be a proficient user of a language in an academic high school course differ from the vocabulary, register, and practices required to be proficient in social situations with peers. This is why a student can seem fully comfortable and proficient in using English in interactions with others but struggle to engage with high school academic content and tasks in English. Across those 5 – 7 years, ELs need continued intentional and coherent language development support designed for where they are along the continuum from little to proficient use of the new language. By high school, those who started U.S. schools in kindergarten or first grade should have reached levels of English proficiency to reclassify as English proficient (RFEP). Sadly, the lack of quality and coherent English Language Development through the years has contributed to far too many becoming Long Term English Learners who struggle with the English language demands of high school curriculum. Once they reach high school, they face accrued academic gaps and need support to fill those gaps and need to finally get strong English language development (ELD).

2. **Proficiency is age, grade, and context specific.** What it means to be a proficient six-year-old is a far less complex level of language proficiency that is required to be a proficient teenager. The language demands of the primary grades are far less than those of a high school curriculum. The language needed to function socially differs from what is required to function in academic settings and for academic purposes. Language demands are greater as students become older and as they move into more advanced curricula, which doubles the challenge for students who are still English learners in secondary schools. This means that reclassification is a higher standard for a high school student than for elementary and middle school students. This is also why a student may seem English proficient for social purposes (and view themselves as no longer being an English learner) but not have the foundation for academic work and still need English Language Development support. They sound like, they seem like, they know English. This is why, commonly, teachers can assume a Long Term English Learner student is not an English learner and thereby overlook the kind of scaffolding and support that is still needed.

3. **A first and second language are inter-related.** Schools focus on the learning of English and exclude attention to the home language to the detriment of student's overall language development. A strong first language is the foundation for developing a second language—and the development of two languages simultaneously pays enormous dividends in terms of linguistic proficiency in each language. Leveraging the linguistic facility and the knowledge a student has in their first language is a powerful support for learning in the second language. Newcomers who arrive with strong home language, and particularly those with strong literacy skills in their home language, often make a smooth transition to mastering English—and are able to use their proficiency in the home language as a foundation for developing the new language. Conversely, ignoring the home language and engaging a student in learning only through the new language, impedes learning. We see this in Long Term English Learners who have generally weakened or even lost their childhood home language by the time they enter high school.

4. **The home language is at significant risk in English-instructed schooling.** Unless the home language is invited, leveraged and engaged in a student's academic learning and development of literacy, it becomes "left behind." Language loss and abandonment occur early in English learners—sooner than in prior generations of immigrants—as English learners enter the English world of school and begin to absorb attitudes about status, value, and usefulness of the home language. (For more information, see Principle I pages 54-57 in this Toolkit.) Bilingualism and biliteracy have academic, brain, personal, and economic benefits, but these dual language capacities seldom develop in the context of English-only instructed schooling. Instead, the schooling of too many English learners operates as a subtractive process of lessening (or even losing) the development of the home language as the student becomes an English user. This is a classic situation for Long Term English Learners, who by the time they arrive in high school, are more comfortable and dominant in English (albeit a limited proficiency in English) than in their home language. This is one reason that dual language programs generally have stronger academic and language outcomes than English-only programs for English learners. It is never too late, however, to re-ignite what was a child's home language. Native speakers classes and other opportunities and supports to use one's home language can be very successful for LTELs.

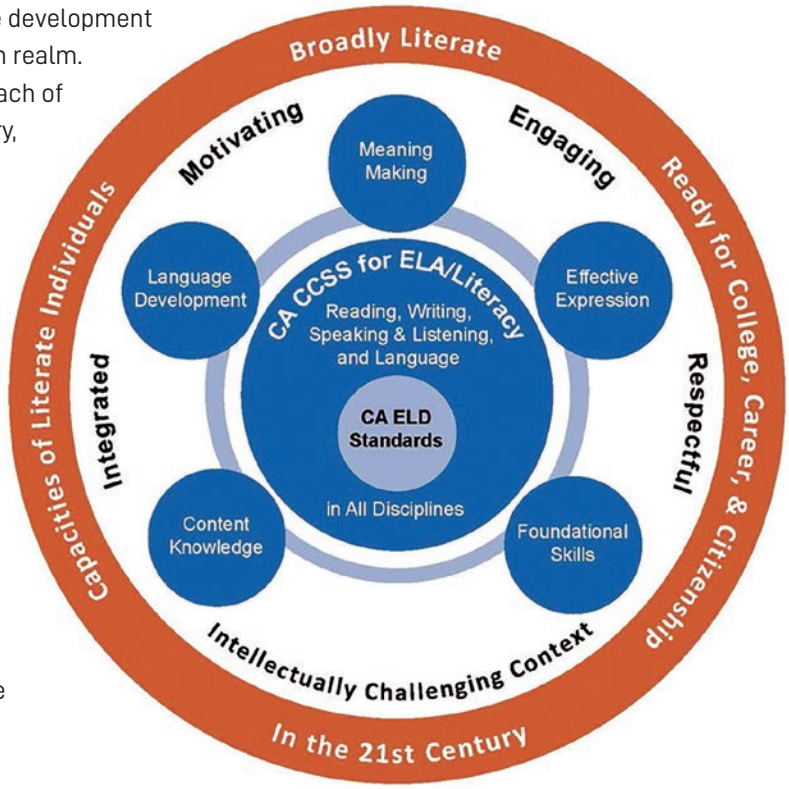
5. **Sociocultural & socio-emotional factors impact language learning.** Language is culture, identity, connection to heritage and family, and a marker of belonging. How a student's home language is viewed and treated in school impacts their relationship to school and attitudes about school learning. This sense of connection and identity related to the home language is true even when a student has largely lost their home language by the time they are in high school. In addition to the socioemotional impacts of language status and language attitudes, there are actual learning impacts. An "affective filter" in the brain makes second language learning problematic when students feel embarrassed, at risk, and unsafe. The typical silence of many English learners in their classes, and lack of participation in interactive and discursive activities is often related to stress, nervousness, or even fear of speaking English in classrooms that feel unsafe. They are afraid of being laughed at, not understood, or humiliated. It makes learning difficult in these situations. This is one reason that creating affirming and safe environments for ELs is an essential element of effective instruction and why the English Learner Roadmap Principle #1 calls specifically for assets-oriented approaches and affirming and safe school environments. (For more discussion of the sociocultural factors, see pages 46-48 in Principle 1.)

6. **There are four interrelated domains of language: reading, writing, listening, and speaking.** Learning a language and becoming a proficient user of that language involves all four domains. None develops in isolation of the others. In high schools, this can be forgotten with the heavy focus on literacy. Oral language is the foundation for literacy. It is through oral language that students develop awareness of the sounds of the language (necessary for both reading and writing). It is through talk that English learners develop the skills of putting their thoughts into words—a necessary precursor to writing. It is through engagement in discourse that English learners hear others expressing themselves in the language. The more English learners speak and actively use English, the more rapidly they become proficient. Students need many opportunities to practice and use a new language. Language is learned in interaction with users of that language who serve as models. Interaction and the degree of student talk in a classroom is a mark of a supportive language learning environment. And for Long Term English Learners particularly, the opportunity to use English orally in academic settings is a major aspect of developing the academic language needed. This is why a narrow focus on reading and writing, including interventions focusing just on reading and writing in the absence of rich oral language interactions is inadequate for English learners. The ELPAC assesses all four domains of language. Counselors can review English proficiency assessment results

by domain, allowing them to discover which domains are stronger or weaker and where work needs to focus. Typically, high school English learners will show strength in speaking and listening before it shows up in reading and writing. However, one of the surprising findings for Long Term English Learners is that they are often as low in listening skills in English as they are in reading and writing.

7. **While learning English, scaffolding and supports are necessary for access, participation, and comprehension.** Language learning requires comprehensible, varied inputs. Comprehension and learning in a new language are assisted by visuals, tangible hands-on materials, actions, etc. that give meaning to the content while language is being learned. This is where English vocabulary is learned—and it is also where and how learning can proceed even if students don't yet have the language of instruction. Teacher use of differentiated scaffolds designed for the language proficiency levels of the English Learner enables students who don't yet have adequate language to express themselves to comprehend and communicate. It is through scaffolds that teachers also model and reveal the complex language structures of English that students need to master. Without adequate scaffolding, ELs are significantly precluded from access. Access tends to be thought of in the limited sense of whether or not ELs are being placed in classes across the entire curriculum but the real issue of access lies in the degree to which teachers use scaffolds that support comprehension, participation and mastery across a language barrier. While learning English, instructional scaffolding and supports are necessary for access, participation and comprehension. Language learning requires comprehensible and varied inputs. Comprehension is assisted (and learning vocabulary is bolstered) by visuals, tangible, hands-on materials, project-based activity, actions, etc., that give meaning to the content while language is being learned. Furthermore, differentiated scaffolds enable students who don't yet have adequate language to express themselves in English to be able to communicate and participate. The scaffolds model the language structures students need to master. Without these scaffolds, English learners are precluded from access and struggle. ELs need to be in classrooms in which teachers proficiently use differentiated scaffolding.

8. **Language, literacy, and content development are reciprocally related and must be integrated!** A high school curriculum is notoriously divided into separate and isolated disciplines. Math, science, history/social studies, computer sciences, the arts, and language arts are all separate departments with separate faculty and curricula that focus on separate disciplinary standards. ELD courses where English learners are provided second language development instruction are handled separately as their own realm. The content and curriculum students face in each of these realms is wholly separate. The vocabulary, language, and discourse styles demanded for each is different. This system is uniquely unsuited to what an English Learner needs as they face the challenge of learning content in and through a language they don't yet adequately know—particularly within the demanding levels of high school education and in the time-limited four years of high school. When California adopted the Common Core standards in 2010, they were explicitly focused on the language needed for academic engagement across the curriculum. The 2014 ELA/ELD Framework again underscored this integration by laying out the inter-relationships between knowledge development, literacy, and meaning-making.



2

The passage of the EdGE Initiative in 2016 described and wrote into EdCode the notion of Integrated and Designated English Language Development, explicitly calling for language development across the curriculum for English learners. Behind all of these is the basic understanding that language is learned in and through content, that content is learned through language, and that literacy (language in written form) is a means of learning content and also developing language and that literacy occurs through language. This is the basis for California's approach to English Learner programs, which require both Integrated and Designated ELD. English learners need their content classes to support the language development that gives access to and meaning to their instruction in that academic content. English learners need their separate Designated English Language Development time to prepare for, respond to, and gain practice in the linguistic demands they encounter across the curriculum.

REFLECTION

Reading through the eight basic understandings about English learners, reflect upon the implications for the work and role of counselors. Reflect also on how well you feel the counseling staff, faculty, and administrators in your school understand these basic foundations. Which are well understood and acted upon? Which are understood but not really acted upon? Which are still not understood? What does all of this imply for you?

Basic Foundational Understandings about English learners that impact instruction and placement	Some implications for counselors	How well understood and acted upon are these understandings?		
		Well understood & acted upon	Somewhat understood, not so well acted upon	Not understood; no evidence
Becoming proficient in a second language (for academic use) normatively takes five – seven years.	Seemingly English fluent LTELs still need ELD; A coherent system of ELD courses addresses the different proficiency levels and language needs of ELs.			
Proficiency is age, grade and context specific.	ELs need to understand why they are in ELD. Monitor RFEPs that were reclassified in primary grades for how doing in high school academic settings.			
A first and second language are interrelated.	Ensure opportunities for ELs to continue to develop and use home language.			
The home language is at significant risk in English instructed schooling.	Focus on creating a climate of assets oriented affirmation of bilingualism and home language connection.			
Sociocultural & socio-emotional factors impact language learning.	Listen to ELs re: climate & attitudes in their classrooms re: safety/ acceptance of their engagement and language use—and act accordingly with selective placement and work with faculty/administrators.			

Basic Foundational Understandings about English learners that impact instruction and placement	Some implications for counselors	How well understood and acted upon are these understandings?		
		Well understood & acted upon	Somewhat understood, not so well acted upon	Not understood; no evidence
There are four inter-related domains of language: reading, writing, listening and speaking.	Review ELPAC domains for ELs and communicate with teachers; Avoid interventions focusing on just reading or just writing.			
While learning English, scaffolding and supports are necessary for access, participation and comprehension.	Advocate for quality integrated ELD across the curriculum. Know which teachers are using supportive scaffolding, and engage in selective placement for struggling ELs.			
The development of language, literacy and content are reciprocally related and must be integrated!	Advocate for curriculum planning time between ELD teachers and content area teachers—particularly those subjects where ELs are struggling the most.			

Sadly, the lack of quality and coherent English Language Development through the years has contributed to far too many becoming Long Term English Learners who struggle with the English language demands of high school curriculum. Once they reach high school, they face accrued academic gaps and need support to fill those gaps and need to finally get strong English language development (ELD).

2 A Counselor's Primer on English Proficiency Levels, the ELPAC, and Reclassification

English learners differ in their levels of English proficiency (from no English to some English to full proficiency. Their level of proficiency should inform placement and instruction. Both state and federal law require that local educational agencies administer a state test of English Language Proficiency to eligible students in kindergarten through grade twelve. The legal basis for requiring this testing is that all students have the right to an equal and appropriate education, and any English language limitations left unidentified and/or unaddressed could preclude a student from accessing that right.

Upon initial school enrollment, a Home Language Assessment is filled out by parents/guardians indicating whether there is a home language other than English. This triggers an English language proficiency assessment to determine if the student requires and has a right to language supports to "overcome the language barrier." In California, the test is the ELPAC (English Learner Proficiency Assessment). The ELPAC tests students in four different areas, called "domains": Listening, Speaking, Reading, and Writing in English. The Initial Assessment is given only once during a student's time in the California public school system to students if their home language survey indicates a language other than English. The Initial ELPAC is given within 30 days of a newcomer student's enrollment at the school. For newcomers, it is administered anytime throughout the year when a student whose primary language is not English enrolls in a U, S. school for the first time. Initial ELPAC assessments are usually administered at the district level or by the English Learner Coordinator. Annual Summative ELPAC assessments are usually administered or coordinated by the English Learner Coordinator. These coordinators are your best resources for understanding the ELPAC process and results for students at your school.

The initial ELPAC's result in the following designations:

- **Initial Fluent English Proficient (IFEP):** Students speak a home language other than English, and the student is sufficiently English fluent upon enrollment in school, so language acquisition support is not needed for access.
- **English Learner (EL):** The student has a home language other than English, and the student's English proficiency is not sufficient to meaningfully access an English-taught curriculum without language acquisition support
- **Redesignated Fluent English Proficient (RFEP):** Once an English Learner has gained sufficient English proficiency to be reclassified as Fluent in English (based upon assessment), they no longer require language support and are "reclassified." or "redesignated" from English Learner status to RFEP.

The ELPAC is aligned with the 2012 California English Language Development Standards and consists of two separate assessments: one for the **initial identification** of students as English learners (ELs) when they first enroll in a U.S. school and a second for the **annual summative assessment** to measure a student's progress in learning English and to identify the student's level of ELP. The information from this test is used to decide how much and what type of support is needed to provide for EL students to help them succeed in school. The Summative ELPAC is given annually to all EL students to measure how well they are progressing toward English proficiency in each of the four domains. The Summative ELPAC is given only to students who have previously been identified as an English learner student based upon the Initial Assessment results, until students are reclassified as English proficient. It is given each spring between February 1, and May 31. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress.

Summative ELPAC Score reports will show both an Overall Score and Level (which is the total number of points received by the student on this test), an Oral Language Composite and Written Language Composite score and level (comprised of speaking and listening), and a Written Language Composite (comprised of reading and writing). This gives you information on where a student's strengths and challenges are in the English language and where they might need additional support. And finally a Beginning, Somewhat/Moderately, or Well Developed status is assigned to each domain: listening, speaking, reading, and writing.

The annual ELPAC assessment provides an overall proficiency score and a score for each of the language domains (listening, speaking, reading, and writing). The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English. (Note that Long Term English learners often plateau at Level 2). This is critical information for appropriate placement into ELD.

ELPAC Level	Description
4 Well Developed	English learners at this level have well-developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may still need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 CA ELD Standards.
3 Moderately Developed	English learners at this level have moderately developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the 2012 CA ELD Standards.
2 Somewhat Developed	EL students at this level have somewhat developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate to light linguistic support to engage in familiar social and academic contexts; they need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low to middle range of the "Expanding" proficiency level as described in the 2012 CA ELD Standards.
1 Beginning to Develop	EL students at this level have minimally developed oral (Listening and Speaking) and written (Reading and Writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial to moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 CA ELD Standards.

All students have the right to an equal and appropriate education, and any English language limitations left unidentified and/or unaddressed could preclude a student from accessing that right.

A student is expected to progress one or more levels a year along the continuum from Level to Level. Normatively, it should take between five and seven years to reach proficiency sufficient for academic engagement and access.

An important responsibility of counselors and EL Coordinators is to monitor student progress toward English proficiency and Reclassification—the point at which a student is reclassified from an English learner to "Redesignated Fluent English Proficient" status, thereby no longer requiring language supports to access an English taught curriculum. Equally important, counselors should monitor whether students are in fact growing each year in line with the expectations. Where students do not grow, or even fall behind, is a red flag calling for intervention and support.

RECLASSIFICATION

Reclassification is the process whereby a student is reclassified from an English learner to RFEP status indicating they no longer require linguistic supports in order to access an academic program taught in English. Specific reclassification criteria must be met to determine if a student has sufficient English proficiency to be reclassified as a fluent English speaker. There is one state-set and three locally determined criteria. Each LEA develops these criteria as part of a locally-approved reclassification process utilizing multiple criteria to determine whether to reclassify a pupil as proficient in English. Statewide, these criteria must include, but are not limited to, all of the following:

1. Language proficiency assessment can use objective assessment instruments, including, but not limited to the English language development test (ELPAC). An ELPAC Overall Performance Level of 4 is the statewide standardized English Language Proficiency criterion for students assessed with the Summative ELPAC. All students with an English Language Proficiency Assessments for California, or ELPAC score of Overall PL 4 are eligible to be considered for reclassification in conjunction with the other three reclassification criteria.
2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery, using the students' classroom academic performance in core subject areas as evidence of curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. It is generally the responsibility of the EL Coordinator to identify students eligible for reclassification. Once a student has been reclassified as an RFEP, they no longer are required to receive ELD. At this point, their course placements should be adjusted so they are able to fill their schedule with additional requirements and interesting courses.

EL Status Through English Learners' Eyes: Socioemotional and Affective Impacts of Labels

The identification and labeling of students as "English learners" and the apparatus of yearly testing and monitoring for progress were created as vehicles to ensure that the schooling system embraces and is responsive to the needs and basic rights of access of students facing a language barrier to educational access. Yet students don't necessarily experience it that way. Particularly in secondary schools. In many schools, students regard the label as having deficit and negative connotations. ELs are unhappy that they "have" to take ELD, which takes up time in their schedules that could be spent in electives. Many LTELs don't view themselves as English learners at all, and don't take the yearly ELPAC tests seriously. Parents don't want their children labeled as an English Learner, fearful that their students will be stigmatized and tracked. It falls to counselors and EL Coordinators to offer explanations about ELPAC, about why ELD is required for all ELs, about the benefits of ELD, and about the pathway to reclassification. It is up to leadership in every school to combat the deficit thinking that is too often held by staff about English learners.

ACTIVITY

Interview some English learners. Do they understand what it means to be an English learner? Do they know their ELPAC score and what it means? Do they understand why they take the ELPAC every year? How do they feel about their "English learner" status? What might be done to change the negative connotation of being "an EL"?

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TWO RESOURCES

The English Language Proficiency Assessment California Information Guide (CDE, 2023)

A Parent Guide to Understanding the ELPAC document on the CDE website at
https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf
A resource for parents and guardians that provides the what, where, when, why, and how of the ELPAC

It falls to counselors and EL Coordinators to offer explanations about ELPAC, about why ELD is required for all ELs, about the benefits of ELD, and about the pathway to reclassification. It is up to all leadership in every school to combat the deficit thinking that is too often held by staff about English learners.

2 The Base Program: English Language Development (ELD) Integrated and Designated

Second language development and support for the attainment of English proficiency for an English Learner is a basic matter of access to the curriculum, participation in the life of the school, and the development of a skill needed for college, career, and engagement in an English-speaking world. Ensuring English learners are provided the instruction and support to become English-proficient while also providing access to the curriculum is a civil rights requirement of schools.

In California, the comprehensive base program **required** in order to serve all English learners includes an explicit and dedicated "Designated ELD" time and curriculum focused on the ELD standards with attention to linguistic demands of other content area standards, and "Integrated ELD" or language development and comprehension strategies integrated into the teaching of all academic content focused on content standards but drawing upon the ELD Standards.

Core to both Integrated and Designated ELD is the use of the California English Language Development Standards adopted in 2014 in alignment with what was then new Common Core language arts standards. The ELD Standards are specific to each grade level, and tightly aligned with grade-level ELA expectations for the kind of language students need for academic engagement. They are designed with clear descriptors and focus on the continuum of English proficiency levels from Emerging, Expanding to Bridging levels.

There are three parts to the ELD Standards:

> **Part I: Interacting in Meaningful Ways** focuses on the ability to engage in dialogue with others, to interpret written and spoken texts, and to create both oral and written texts.
>
> **Part II: Learning How English Works** focuses on the structures, forms and rules of the English language, including how text is organized. This second part delves, for example, into how verbs and verb phrases, nouns and noun phrases, adjectives and adverbs all serve to provide clarity, detail and precision in expression ideas – and how English is structured to condense and connect phrases.
>
> **Part II: Using Foundational Literacy Skills** doesn't actually contain specific ELD standards, but refers back to the ELA standards with reference to the background characteristics (e.g., age, native language, schooling experience, etc.) impact development of English literacy skills.

The ELD Standards are written to not only describe student learning, but also the kind of modifications and scaffolding each level requires from teachers – describing substantial, moderate and light levels of support.

These standards are intended to be used both in Designated ELD as the focal standards driving instruction, and to be used by all content teachers throughout the curriculum in tandem with their content standards. This has been a new and challenging concept for many high school content teachers.

A major task for counselors is ensuring English learners are placed into appropriate ELD courses, including both Designated ELD designed for their language needs, and into all other courses with teachers using the ELD Standards to plan the kind of supports and language-intentional instruction English learner students need.

COMMONLY ASKED QUESTIONS ABOUT ELD

NOTE: These answers are a combination of what state law requires and state guidance recommends. They draw from a research-based understanding of effective ELD. The reader is encouraged to also consult with their LEA's Master Plan for English learners, which should further elucidate the district's approach to ELD.

What is Designated ELD?

Designated ELD is a protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. It is just for English learners. Students are grouped by English language proficiency and need for targeted instruction. In high school, a teacher of Designated ELD must be credentialed to teach it.

What Is Integrated ELD?

Integrated ELD occurs in all content courses (all disciplines, across the curriculum) as teachers use the CA ELD Standards in tandem with their content standards to guide their lesson planning, support students during instruction, and evaluate student work. The focal standards for I-ELD are the content standards, and the purpose of the ELD Standards is to ensure that EL students are supported to participate in and be successful with core content learning. Previously used terms such as "sheltered instruction" "SDAIE" and "Content ELD" are incorporated into the more robust Integrated ELD definition now in use in California.

What are the Differences? The Relations?

Integrated ELD is focused on content with language support, while Designated ELD is focused on language skills using content for examples, application, relevance, and context. Integrated ELD focuses on supporting students in learning the language needed for subject-matter demands and participation during content instruction. Designated ELD Is no longer just a time to teach basic vocabulary and grammar, nor is it a time for the discrete and isolated practice of English—but is a daily designated ELD block of time that builds foundational knowledge of English in and through the content to prepare and support English learners for the linguistic demands of their academic courses.

FIGURE 4: INTEGRATED ELD VS. DESIGNATED ELD— FAQS

FAQs	Integrated ELD	Designated ELD
When?	Occurs in all content areas throughout the day.	A protected time during the regular school day.
Who teaches?	All teachers with EL students, authorized and well trained in both content and use of the ELD Standards.	In Secondary: Qualified teachers who are authorized and well trained in teaching ELD.
Student grouping?	EL students are integrated with proficient English speakers.	EL students are grouped, to the extent possible, by their ELP levels, and at times by "typology" (e.g., newcomer, LTELI and where possible, through formative assessments to identify common language needs.
Standards used?	The content standards are the focus standards, with the CA ELD Standards used in tandem with relevant content standards to scaffold learning and support language use.	CA ELD Standards as the focal standards in ways that build into and from content instruction in response to the linguistic demands of the content.
Why?	Promoting the development of grade-level content knowledge and increasingly advanced levels of academic English. Also supporting the participation and engagement of ELs in learning activities related to acquiring content knowledge.	Promoting the development of proficiency of the English language, including critical English language skills needed for successful learning throughout the curriculum and (secondary) in content courses.

The ELD Standards emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic as well as on the student's language proficiency, which is determined by the annual ELPAC assessment. The Standards describe three general levels of support needed: substantial, moderate, and light.

Are we required to provide Designated ELD for all English learners?
Yes. ELD is a required course of study for all English learners in California. During the regular day, differentiated ELD instruction appropriate to the English proficiency level of each EL must be provided even to ELs with ELPAC scores of 3s and 4s. Districts are to provide ELs with instruction using whatever ELD standards-aligned materials are deemed appropriate and are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

How much time per day is required for Designated ELD? Is there a legal requirement for a specific number of minutes of ELD daily?
While ELD is required daily, the state does not require a specific number of minutes of ELD instruction for ELs. The California ELA/ELD Framework also does not suggest a specific amount of daily instructional minutes for ELD. Each district has the discretion to determine the amount of time appropriate for students at different English language proficiency levels and of different language development needs. Usually in high schools the amount of time for ELD is dictated by the length of periods in the master schedule. Discretionary decisions about the number of minutes should be based on EL student data and evidence to inform the appropriate amount of time that could benefit their students. The amount of time should also be responsive to the typology of EL (e.g., newcomers often need more intensive and longer blocks of ELD). The district should have a rationale for the scheduling and amount of ELD students are receiving related to progress in English and student needs (Castañeda v. Pickard, 1981). This requires a sound theoretical rationale for what is being done, that implementation actually enacts that theoretical model, and that students are progressing adequately toward English proficiency as needed to participate in the academic program. However, while the state does not require a minimum number of minutes, district policy and Master Plans for ELs may specify a required number of minutes.

What's the purpose of English Language Development and language support?
There are three key responsibilities for what must be provided for English learners to ensure that language is not a barrier to equal educational opportunity, and to provide access to the academic curriculum and enable them to acquire academic English rapidly, efficiently, and effectively:

1. Schools must provide ACCESS to the content: This is "Integrated ELD" entailing using a variety of strategies designed to make the content comprehensible (e.g., graphics, visuals, gestures, realia, hands-on experiences). These are planned for and built into instruction across the curriculum and throughout the day as part of the regular instruction.

2. Schools need to support ELs to develop the LANGUAGE they need to participate: This entails providing language support through the use of graphic organizers, a focus on designated "language functions," differentiated sentence frames and sentence starters, visual and hands-on tangible engagement with subject matter to make language comprehensible, and by explicit instruction to engage in academic discourse including a focus on academic vocabulary. These are planned for and built into instruction across the curriculum and throughout the day through Integrated ELD. The language functions and forms needed to participate are also practiced and focused upon in Designated ELD.

3. Schools need to teach English learners how English works: This involves explicit instruction and focus on learning and mastering the structures and rules of how English works through Designated ELD that focuses on grammatical structures, language functions, and English language routines and provides lots of oral practice and application. Instruction is geared to the language needs of ELs given their English proficiency level and assessed need and is delivered through daily Designated ELD for students grouped by language need.

What is integrated ELD? What is Designated ELD, and what's the difference? If a school provides either Integrated or Designated ELD, do they need to offer the other as well?
Both integrated and designated ELD are to be provided daily to all English learners. Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers who have ELs in their classrooms to support comprehension of the academic content and to scaffold their participation in educational tasks. Designated ELD is provided to ELs by skilled teachers during a protected time during the regular school day designed to explicitly focus on learning English in response to student needs (e.g., EL proficiency level, typology, and challenges of linguistic demands related to academic study). One does not substitute for the other, nor is one sufficient to address the language development and access ELs' needs. ELs must have both Integrated and Designated ELD.

Are LEAs required to provide ELs with ELD that is appropriate to their English proficiency level?
During the regular day, ELD instruction appropriate to the English proficiency level and assessed need of each EL is to be provided by an authorized teacher until the student is reclassified as fluent English proficient. LEAs provide ELs with instruction using materials specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively. However, ELD is to be "needs-responsive." Other aspects of language needs beyond formal English proficiency level might further inform grouping and instruction. For example, students with a very strong literacy level in their home language might be grouped together for ELD because they can draw upon the contrastive analysis in the learning of English. LTELs within or across classrooms could be flexibly grouped in small groups to work on commonly needed skills in literacy for part of the day. Newcomers may be most appropriately served through a double period of ELD for the initial semester of enrollment. Or language needs may be identified through observation and formative assessment that might indicate a rationale for pulling a group of students struggling with the same aspects of English. English proficiency level is a key aspect of defining need but is not the only basis for targeting and differentiating ELD.

Can an ELD class take the place of the English Language Arts class?
No. A Designated ELD course must be IN ADDITION TO an English Language Arts class. They serve different purposes.

Can reading intervention serve as ELD?
No. ELD may not be replaced by reading interventions. ELD is a curriculum based on the ELD Standards that encompasses the development of all four domains of language (listening, speaking, reading and writing) and is geared toward the English proficiency level of the student. Reading interventions can supplement Designated ELD for the student who needs specific support with reading but should be designed and delivered with Integrated ELD strategies.

STRUCTURING DESIGNATED ELD

There is no one single approach to structuring and delivering Designated ELD that works for all contexts. The number of English learners and the range in proficiency levels of English learners both impact how grouping is done. As long as the Designated ELD instruction is based upon the ELD Standards and is differentiated in response to the needs of the students, multiple delivery approaches work. Some principles for grouping include:

- Students should be clustered to the extent possible with students of like-language needs to receive differentiated instruction aimed at addressing their specific place in developing English proficiency.
- Placement for ELD should allow for flexibility of movement as students are ready to progress to a higher level of proficiency.
- Designated ELD should be connected to and aligned with the linguistic demands of the academic content ELs are encountering throughout the curriculum
- The teacher delivering ELD should have expertise in ELD and the conditions that support designing lessons responsive to academic content linguistic demands and to the level of English proficiency of the students.
- Fitting in ELD cannot be at the expense of access to the core instructional program

2

Another key factor in structuring how ELD is delivered is the presence of newcomer students and the presence of Long Term English Learners. Because the language needs of these students are different from English learners who have been in the United States 3 to 6 years and who are progressing normatively, grouping students for ELD should to the degree possible facilitate a separate focus on each of those three different groups. While that may not always be possible given the numbers of each group, LTELs should not be placed into ELD sections with newcomers.

Additional scheduling "tips" to support ELs include:

- Ideally, master schedules would include common planning time for grade-level teams that include ELD teachers and content area teachers to collaborate on shaping both integrated and designated ELD around the linguistic demands of the academic program.
- In addition, schools should arrange periodic ELD planning time for vertical articulation across grade levels or content areas.
- Ensure ELs get access to the required time per day of all content areas. Designated ELD is not an appropriate excuse for preventing EL's access to core content classes.
- Do not pull ELs out of art, music, electives, or physical education to provide Designated ELD. These are important subjects for social and academic skills development, motivation, and engagement, and are an essential part of providing full access to the curriculum.
- For schools with small EL populations, cluster the few EL students together in classes with experienced EL-authorized teachers who can provide support through small group work within the class.
- For secondary schools with large EL populations, dually certified teachers with content area certification and full EL authorization provide optimal flexibility in scheduling and delivering ELD.
- All current and projected ELs should be placed into ELD levels according to their time in U.S. schools and level of English proficiency. (All ELs are required to be scheduled into ELD with two exceptions: 1) students who have formally opted out and 2) students who scored a 4 in the most recent ELPAC administration and are awaiting reclassification.)
- Planned sections should exist of appropriate ELD and all other needed courses with spaces reserved for late-arriving newcomers. Sites should assume that newcomers will enter mid-year, leaving room for empty seats, particularly in ELD 1 or 2 in 9th and 10th grades.
- ELD classes should not be double-coded with English classes.
- All ELL students should have access to non-ELD elective courses.

In secondary schools, scheduling ELD and placing students most appropriately is complicated by the challenges of master scheduling an entire student body into the variety and combination of courses students need for access to the full curriculum pathways needed for graduation, college, and career. The number of ELs per grade level and per proficiency level, and the presence of students with specific types of ELD needs (e.g., Newcomers, Long Term English Learners, Students with Interrupted Formal Education, SIFE) all impact the ability to create a full ELD class around specific needs. For this reason, and because of the urgency of delivering quality targeted Designated ELD, some districts allow ELD to be staffed with a smaller teacher-to-student ratio. Starting the school year with ELD classes with small numbers of students also provides room to accommodate newcomer students who arrive throughout the school year. This is particularly important for 8th, 9th, and 10th grades.

The more diverse the EL population is (and the smaller the number of any particular EL group), the more challenging it can be to target a whole class toward specific needs. Then, the more imperative it is that the teacher assigned to the class be knowledgeable and skilled at working with small groups and planning instruction that differentiates and targets specific needs. While this process can be particularly complex in the secondary context, strategic master scheduling to ensure EL students full access to the curriculum is a priority for equitable educational experiences.

Planning the ELD course sequences and determining which students should be placed at which place in that sequence is generally the responsibility of the ELD Director or Coordinator but should also include the counselors who will be overseeing the master schedule and student placement. The following chart is from one district, laying out their approach.

FIGURE 6: SECONDARY SCHOOL DESIGNATED ELD DELIVERY MODELS

Designated ELD Delivery Model	Placement Notes
Designated ELD Class Period by Proficiency Level at each grade level: At each grade level. ELD classes are created for each Proficiency Level (i.e., 9th grade ELD Emerging, 9th grade ELD Expanding, 9th grade ELD Bridging).	Where the numbers permit, having a dedicated ELD class of students of the same proficiency level and grade level allows for directly addressing the types of linguistic challenges faced in their grade-level content courses. If the proficiency level ELD classes for a grade level are scheduled at the same time, students can move between the classes as they accelerate and are ready to take on higher levels of ELD.
Designated ELD Class Period by Proficiency Level for grade spans: Classes are created by proficiency level (i.e., Emerging, Expanding, Bridging) for grade spans (e.g., grades 9-10, grades 11-121	Where there are not sufficient numbers to form a full class of a proficiency level at each grade level, preserving the proficiency level enables the teacher to focus on the level of skills and scaffolding students need. However, because the students are engaged with different grade- level content and tasks, the ELD teacher of these classes has to either create small groups within her ELD class to practice English skills within grade- level content demands, or engage in significant collaboration with teachers across grades by department to determine common themes and language functions that are needed.
Designated ELD Class Period by Grade level with Mixed Proficiency Levels	Where there are not a sufficient number of students of a proficiency level at each grade level, the choice to create mixed level ELD per grade enables tight connection to the linguistic demands of the academic program. However, the teacher must be able to plan for the various proficiency levels-and work in small groups to provide targeted instruction. If the teacher remains clear and focused on the differing levels of need, this model can be advantageous in allowing students to flexibly move to higher level groupings where able and still have more scaffolding in other areas. It requires a teacher who really understands ELD and differentiation-and is not easy to plan.
0/7th Period	Elective offered during early or late extra period so that ELs can take their D-ELD during the "regular" school day and still have access to electives.
Designated ELD within Content Classes	Designated ELD delivered to small groups for pre-determined amount of time (according to individual needs) within content class setting by the content class teacher in collaboration with ELD specialist (push in) and possibly with paraprofessional support (eg., for newcomer ELs).

Strategic master scheduling to ensure EL students full access to the curriculum is a priority for equitable educational experiences.

2 DESIGNATED ELD FOR SPECIFIC TYPOLOGIES OF ENGLISH LEARNERS

ELD classes are typically designed to address students by Proficiency Level first, and Grade level second. There is another consideration in grouping students for ELD. Long Term English Learners and Newcomers are two groups for whom specialty ELD is a way to meet their needs more directly rather than mixing them into ELD for a general EL population:

ELD for Long Term English Learners (LTEL)

All English learners require ELD, but the needs of Long Term English Learners tend to be different from other ELs. LTELs are students who have been in U.S. schools for 6+ years. LTELs may appear to be proficient because they typically have a functional command of English needed in most social contexts but have yet to demonstrate the depth of mastery of the English language or the academic language in the classroom or on the ELPAC. Research shows that the longer an LTEL persists in EL status, the worse he or she tends to perform academically. LTELs are among the least likely ELs to graduate, complete A-G requirements, and read at grade level. LTELs tend to have significant deficits in reading and writing, weak academic language and are often stuck at Intermediate levels of English proficiency. Additionally, over years of struggling academically, they may have content gaps. (For more on the characteristics of LTELs, this link in Section I, Principle #1.

LTELs should not be placed into ELD courses with newcomers or with English learners still in their first years of schooling in the U.S., even if their ELPAC levels are the same. Specific LTEL ELD courses are classes designed to explicitly address the language and literacy gaps that impede academic success for LTELs. These are not remediation or intervention courses designed for non-ELs. They are specifically designed for second-language students. These targeted acceleration courses focus on academic language and literacy development and emphasize student engagement, expository text, goal-setting, and empowering pedagogy. Key components include writing from evidence, oracy and discourse, vocabulary development, a focus on more complex forms of English language functions, reading of increasingly complex texts, and text-based academic discussions. Ideally, LTEL classes would be small, between eight and ten students, so that students receive targeted language instruction and specific support with the linguistic demands of their academic courses so they are able to progress toward reclassification at an accelerated pace. Designated ELD courses designed for LTELs are taken in addition to core ELA classes, not in lieu of them. Where possible, the specialized ELD course should be paired with clustering LTELs in their other courses so teachers can provide targeted Integrated ELD scaffolding.

ELD for Newcomer Students

Newcomer students in secondary schools are in a race against time to develop English proficiency (many from the basic Emerging Level) sufficiently to participate in rigorous high school curriculum. Newcomer ELD should also address additional language and cultural needs beyond what is provided in "regular" ELD classes. Newcomers benefit from basic cultural orientation and Survival English in addition to the thrust of the regular ELD standards. Double periods of ELD in the first six months to a year assist in laying the foundation of English as quickly as possible for participation in grade-level content courses.

For those Newcomer Students with Limited or Interrupted Formal Education (SLIFE), an additional variation of ELD is helpful. These are newcomers who arrive with interruptions in their formal education due to war, conflict in their country of origin, migration, poverty, etc. With two or more years of education gaps or interruptions, Students with Limited or Interrupted Formal Education face large academic gaps to close to learn English (including basic foundational literacy skills in English). They are also students who typically are dealing with the stresses of culture shock and post-traumatic stress. They may not be able to read or write in their native language, either. They may lack an understanding of the basic concepts of literacy and math, and content knowledge that their peers will have mastered. As part of their program, SLIFE students require instruction in the basic foundational concepts and skills necessary for academic success—and where possible these should be delivered in their home language. Designated ELD pairs those foundational courses with the focus first on Survival English and then the regular ELD sequence. The program for SLIFE students typically involves specially designed courses and significant multi-period blocks for a period of time before transitioning into a regular ELD sequence.

Oakland Unified School District offers their sites the following guidance related to differentiating ELD courses to address both English proficiency levels and the various typologies of need.

FIGURE 7: ELL SUBGROUPS

ELL Subgroup(s)	Required ELD Course		A-G Content Area Courses	Other Courses	Notes
	Middle School	High School			
Newcomer Programs	YEAR LONG MS ELD 1 (T0245) MS ELD 2 (T0345) MS ELD 3 (T6045)	YEAR LONG HS ELD 1 (T0242) HS ELD 2 (T0342) HS ELD 3 (T6042)	Newcomers should be enrolled in the typical A-G sequence of courses of their peers, although they can be in separate (sheltered or SEI) sections for the 1-2 years.	Newcomers are required by law to be mainstreamed to some extent with their peers by year 2. Electives are recommended for this main streaming in their 2nd year, and at least one content area course by their 3rd year.	Heterogeneous grouping of newcomers is strongly encouraged and supported by research. When possible, ELD level should not dictate grouping in other sheltered, newcomer courses.
Newcomers Outside of Sheltered Programs			Newcomers should be enrolled in the typical A-G sequence of courses of their peers. Clustering them with teachers familiar with ELD for emergent English speakers is ideal.	Sites are encouraged to explore a double. ELD blocks or other measures that increase opportunities for language development without depriving student access to A-G courses.	Determine who is a newcomer by running a simple query. Each newcomer holds an automatic tag in AERIES which denotes their time in US schools.
4-6 Year ELLs	Middle school 4-6 year ELLs should be scheduled in grade specific ELD courses with LTELs. If this is not possible, they should be scheduled in mixed grade ELD	YEAR LONG HS ELD 4 (T6152) HS ELD 5 P (T3621)	ELLs in these subgroups should be scheduled like grade level peers in A-G listed courses. Schools may cluster them into cohorts if there is a strategy behind it but this is not required.	It is expected that an ELD course for a student in this subgroup may replace an elective.	When very small numbers of ELLs are enrolled, 4-6 year ELLs may be combined with newcomers or LTELs in double coded ELD courses. For 4-6 ear ELLs who demonstrate readiness for ELD 5, see guidance in row below.
Long Term ELLs	YEAR LONG ELD grade 6 T4106 ELD grade 7 (T4107) ELD grade 8 (T4108) ELD mixed grade 6-8 (T4100)	YEAR LONG* Ac. ELD 1 (E1915) Ac. ELD 2 (E1914) Ac. ELD 3 (E1912) Ac. ELD 4 (E1913)	ELLs in these subgroups should be scheduled like grade level peers in A-G listed courses. Schools may cluster them into cohorts if there is a strategy behind it but this is not required.	It is expected that an ELD course for a student in this subgroup may replace an elective.	ELD 5 is appropriate to use with HS Long Term ELLs, however it should only be used once during high school to prevent repetition, hence the Academic ELD course IDs. MS students should be grouped by grade-level to the extent possible in order to implement the ElEd aligned ELD lessons.

Additional guidance as provided by another district for Newcomer ELs includes:

- Assign all Newcomers to ELD courses, which are leveled according to English fluency, and not necessarily correlated to grade level.
- Cohorting of newcomers outside of ELD should be heterogeneous by English proficiency and detached from ELD level placement as much as possible.
- SLIFE students should be integrated with other newcomer students the majority of their day, and any SIFE-specific support classes should be scheduled to prevent de facto tracking of SIFE students.
- Sites should plan for integration of newcomers into pathways/academies.

Typically, these specialty ELD classes benefit from smaller class sizes, and staffing commitments that allow for creating sections within a smaller than typical teacher/student ratio. Monitoring student progress and having criteria and systems for transitioning students into the regular ELD sequence is essential. In some cases, consolidating services across several schools within a district makes targeted services more possible—with one school serving as a Newcomer Center, for example.

Waiving out of ELD

A parent can opt their child out of English Language Development (ELD) programs or services in California. School districts must notify parents of this right. ELD waivers have to originate with counselors whose responsibility it is to provide an explanation about why their child is in ELD, the purposes of ELD, and how the sequence of ELD courses works as a pathway to proficiency and support for successful engagement in the English-taught academic curriculum. The decision to opt out must be voluntary and based on a full understanding of the child's rights, the range of services available, and the benefits of such services. In some districts, before a waiver is granted, the student is also met with to help them understand why they are in ELD. Even after opting out, the student maintains their status as an English learner and must take the Summative English Language Proficiency Assessments for California (ELPAC) annually until reclassified. Even without ELD courses, the school district is still legally required to provide "meaningful instruction" to the student until reclassification. Although it hasn't been formally or legally defined what "meaningful instruction" is, it is reasonable to interpret it as quality Integrated ELD. Once a student has waived out of ELD, the school district must continue to monitor the student's progress and offer EL services again if the student is struggling.

BEYOND ELD: The English Learner Program

Meaningful access requires that students be placed in core curriculum classes and provided the supports to access the curriculum. Together, the students' schedule of courses and support services add up to a program. To accommodate the diversity of assets and needs and to ensure students are receiving the targeted support and instruction they need to move quickly toward English proficiency and access the grade-level core curriculum, districts and sites need to have clear program plans, placement criteria, and choices for course placement.

IMPACTS OF ELD SCHEDULING: BEWARE OF THE "ESL GHETTO"

Within the complexity of master schedules, placing students into their ELD classes may result in locking English learners into the rest of their courses with other English learners. This can be a benefit if there is a shortage of teachers prepared to address the needs of English learners because it allows for teachers to recognize and respond to the scaffolding needed for their English learners with targeted Integrated ELD instruction. But this also raises serious concerns about tracking and segregating English learners from their English-fluent peers. Every effort must be made to avoid blocks of English learners spending all day across the curriculum with just other English learners. It can hamper their English development, create social segregation, and what some have called "the ESL Ghetto." Many high schools have made it a principle of master scheduling to schedule their ELD classes and English learners first and then build the rest of the master schedule around this.

ENSURING ACCESS TO THE FULL CURRICULUM

English learners are challenged to develop their English through an ELD course sequence and master grade-level courses needed in the pathway toward graduation and college readiness. By law, each LEA must ensure that EL students in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied enrollment in any of the following:

- Core curriculum courses (reading/language arts, mathematics, science, and history/social science).
- Courses required to meet state and local high school graduation requirements.

English learners must have access to enrollment in a full course load of courses that are part of the standard instructional program, and enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses. Within the structure of the typical six- or seven-period day in a secondary school, fitting it all in is always complex. The needed (and required) ELD courses take up time in a student's schedule. In too many cases, this results in making it difficult or even impossible for English learners to access enrichment and elective courses. However, English learners have a right to access the full curriculum. Furthermore, for many students, elective courses are essential to their engagement and motivation in school—and have tremendous value in their overall development. Secondary schools need, then, to craft solutions to this challenge. Examples include:

- Enabling English learners to have an extra period in the day.
- Utilizing Saturdays and summer course intensives to increase access to and movement toward English proficiency—especially in middle school and 9th-10th grades, freeing 11th and 12th-grade time that might have been needed for ELD. (For more discussion of expanded learning time, please see pages 141-144 of this Toolkit this link.)
- Entering partnerships with higher education to earn both high school and college credits simultaneously through dual enrollment for ELD and other courses.
- Providing primary language academic courses that have been A-G certified as a vehicle for satisfying academic course requirements for graduation—particularly useful for newcomers with strong literacy in their home language and a solid academic background.
- Creating career pathways that leverage students' bilingual skills, such as the Interpreter Pathway or a CTE course taught in a primary language, such as Spanish for Medical Fields.
- Offering an optional fifth-year alternative in high school for newcomer ELs. (See discussion of 5th and 6th-year high school options on pages 150-157 of this Toolkit.)

A basic guiding principle for approaching the scheduling of English Learners in high school should be that ELs benefit from acceleration rather than remediation. Time is of the essence for them. Whatever can be done to avoid wasting time, leverage opportunities through partnerships to earn credits, utilize native language resources, and do a powerful job of integrating language development with academic content, should be done.

Every effort must be made to avoid blocks of English learners spending all day across the curriculum with just other English learners. It can hamper their English development, create social segregation, and create what some have called "the ESL Ghetto".

2

PRINCIPLES FOR MASTER SCHEDULING

Districts should provide guidance on scheduling ELs. An example of district-provided guidance on scheduling EL are these principles from Oakland Unified School District's ELLMA Unit:

PRINCIPLES FOR MASTER SCHEDULING

As master schedule development unfolds, schools are asked to keep the following principles in mind as they develop schedules that include designated ELD for all ELLs:

INTENTIONAL GROUPING | Group students for ELD according to their ELL subgroup (newcomer, 4-6 year, LTEL) as much as possible. When groups need to be combined due to low numbers, avoid combining LTEL and newcomer students due to wildly divergent language development needs.

PROMOTE INTEGRATION | Avoid (or minimize) scheduling scenarios that lead to ELL students being grouped or segregated during the school day beyond their designated ELD course.

PRESERVE ELECTIVES | Maintaining access to electives for ELLs is a district priority and will be reflected in budget allocations.

CONTENT AREA CONNECTION | Ideally the content of designated ELD course curriculum is connected to content area instruction (i.e., ELA teachers also teaching ELD and using the same texts for both courses), and best case scenarios allow core content teachers to also teach ELD

MATCHING STUDENTS TO APPROPRIATE COURSES | ELLs should be grouped into ELD courses according to their identification as part of three broad ELL subgroups tracked in OUSD data systems:

- 0-3 year ELLs (a.k.a. "newcomers") - nearly all sites break newcomer ELD sections into further levels, often an N0/N1 and N2/N3 level in middle schools or smaller high schools, and then several potential levels in large high school programs.
- 4-6 year ELLs
- 7+ year ELLs (a.k.a. "Long Term English Learners" or LTELs) See note immediately below about subgroups within the LTEL population.

A basic guiding principle for approaching the scheduling of English Learners in high school should be that ELs benefit from acceleration rather than remediation. Time is of the essence for them. Whatever can be done to avoid wasting time, leverage opportunities through partnerships to earn credits, utilize native language resources, and do a powerful job of integrating language development with academic content, should be done.

Where there are small numbers of ELs overall or in one subgroup, combining students from two adjacent subgroups can be workable instructionally, however combining all the way across the spectrum (i.e., newcomers with LTELs) is strongly discouraged. At the high school level, some LTELs may be former newcomers, while most will be students without an immigration experience and a different relationship to English acquisition. Where possible, providing separate instructional contexts for these two types of LTELs is desirable if possible to achieve.

While students should be looked at holistically to determine the best placements, the following chart offers guidance for the major typologies of English learners.

PLACEMENT GUIDANCE FOR MAJOR ENGLISH LEARNER TYPOLOGIES

Student Population	Placement Guidance
Newly arrived newcomers with strong prior academic background and literacy in their home language, as well as study skills.	Academic course placement based on foreign language transcript analysis and/or L1 testing. Intensive ELD with flexibility for accelerated movement through a sequence. Primary language content course at an advanced academic level when possible. Placement in advanced academic courses, with reference resources in L1 if instruction in English-or taught in L1. Newcomer Class with Survival English and Cultural Orientation (one month to one semester). Tutoring services available. Strong Integrated ELD in content courses.
Newcomers at approximate grade level.	Newcomer Class with Survival English and Cultural Orientation (one month to one semester). Double periods of ELD can be helpful in first year. ELD pathway as sequence of ELD courses from emerging to bridging levels. A primary language content course or native speaker course to accelerate credit accrual and support continued home language development. Strong Integrated ELD in content courses.
Newcomers with interrupted formal education.	Newcomer Class with Survival English and Cultural Orientation (one month to one semester). Intensive ELD-double periods can be helpful. Primary language literacy development with small student/teacher ratio. Planned pathway to graduation (may include a 5th or 6th- year option, partnership with adult education or community college, and extended time through summer programs, after school and evening programs. Foundational Math, Foundational Literacy. Strong Integrated ELD in content courses.
Long Term English learners.	Specialized ELD designed for LTEL (oral fluency in English, emphasis on academic language, contrastive analysis). Placement in Native Speakers class, if possible, to foster L1 development. Strong Integrated ELD in content courses.

Placement should take into consideration not just the course content but the instruction to meet the needs of English learners. The placement of teachers within the master schedule should ensure that students with the greatest need have access to the most effective and appropriately credentialed teachers. This "selective assignment" of teachers with the skills and will to teach English learners to key courses (particularly for those English learners with greater challenges, i.e., SLIFE, newcomers, Long Term English Learners) is an important strategy. The "selective placement" of students to the classes taught by those teachers also becomes vital in scheduling an EL. This means counselors need to be aware of who those teachers are.

Placing Newcomers Appropriately: Translating Transcripts From Other Nations

Newcomer students have a limited time to adapt to the new culture and environment, master English, and complete their graduation requirements. Schools are obligated to provide them with an educational program that allows them to earn a regular high school diploma within a reasonable length of time and prepares them to meet college entrance requirements. While placing newcomers into the appropriate ELD course is informed by the ELPAC assessment and typology, placement into academic courses requires understanding their previous educational experience. Newcomer students arrive in California schools from hundreds of different nations—each nation with their own schooling system and ways of organizing and providing academic curriculum. Their prior schooling experiences may have been marked by years in transit, in refugee camps, in war, or majorly disrupted social/political conditions that have impacted their schooling. Those of professional or upper-class families living in major urban centers may arrive with world-class educations more rigorous than the curriculum in California schools. To place newcomers appropriately, a counselor needs to learn what they can about a student's prior education.

In many larger districts the job of translating and interpreting transcripts of newcomers is handled by an intake/assessment person in a Newcomer Center or centralized enrollment office, resulting in recommendations to the site counselors about placement. However, in other districts, it falls to the EL Coordinator at the school site or the school site counselor to make sense of a newcomer's prior schooling. Generally, this involves the following steps:

1. Tracking and analyzing qualitative data by interviewing the newcomer student and parents/guardians about their educational history. Recreate the students' academic history to the extent possible. Ideally this would include course names, course content, length of courses, and grades obtained both to inform placement and determine credits to be applied toward graduation.

2. Obtaining and analyzing the foreign Transcript (if any) that the student has brought attesting to prior schooling. If in-house translation is not possible, there are agencies (including consulates, refugee or immigrant centers, etc.) that can provide translation services. Based on the Transcript, determine how that past coursework prepares students for placement into courses, how those will be applied to graduation requirements, and if the past coursework is allowable as transfer credits. Substitutions, equivalencies, and waivers for the number of allowed transfer credits may be necessary.

3. Reviewing quantitative data from assessments given upon enrollment (i.e., ELPAC, any reading inventory, writing samples, and basic math assessments).

All of the above information helps place students in the courses they need. If a student doesn't have a transcript, the EL coordinator and/or counselor has to create a schedule for them as best as they can and then monitor closely whether those placements are working out as appropriate.

Interpreting foreign transcripts is a complex process that involves:

- **Verifying authenticity:** Confirm that the Transcripts are genuine.
- **Translating:** If necessary, translate the document.
- **Analyzing:** Examine the grades, coursework, degree, and accreditation status of the issuing institution.
- **Comparing:** Determine the equivalent level of education in the U.S. educational system.

Because newcomers (like all high school students) face the urgency of satisfying graduation requirements within the four years allotted for high school, counselors generally seek to grant credits for previous academic work in other countries wherever possible, even if it is a little ambiguous how closely that curriculum from other countries matches the academic curriculum in the United States. Here are some things to consider when interpreting foreign transcripts:

- **Course names**
  Translating course names alone is not enough because courses with the same name may have different content, hours of instruction, and grading practices.
- **Education systems**
  It's critical to have accurate information about the education systems of the countries from which the transcripts come.

2

INTERPRETING FOREIGN TRANSCRIPTS: RESOURCES

To help with the task of interpreting foreign transcripts, the following resources are suggested:

Transcript Interpretation:

Working with Refugee Students in Secondary Schools, from the Minnesota Department of Education – providing guidance to counselors on a range of topics related to refugee students, including procedures for interviewing, researching, evaluating and interpreting international transcripts.
http://bit.ly/working-with-refugees

The Metropolitan Area Foreign Student Advisors (MAFSA) provides several useful resources including a document with translations of course titles for 21 languages
http://bit.ly/MAFSA-resources

Seattle Public Schools Transcript Evaluation Worksheet provides a district example of how to make credit decisions, explain options for credit earned by exam, and document course equivalency decisions
http://bitly/SPS-transcript-eval-worksheet

Evaluating Foreign Transcripts: The A-Z Manual from the New York City Department of Education provides step by step guidelines for how toe valuate foreign transcripts, descriptions of the educational systems for 76 countries, as well as their grading systems and U.S. equivalencies.
http://bit.ly/eval-foreign-transcripts

The NAFSA Guide to Educational Systems around the World includes individual country guides for approximately 200 systems in a downloadable pdf format. Each guide lists the credential and U.S. equivalencies, grading scales and country specific resources to help determine placement recommendations.
http://bit.ly/NAFSA-guide

Los Angeles Unified School District's International Transcripts Bulletin includes a clear policy describing the guidelines schools need to follow for assigning credits and grades from international transcripts.
http://bit.ly/LAUSD-transcript-bulletin

Academic grading by country. Every country designs its academic grading system differently. This website enables a counselor to look up each respective country's grading system.
www.classbase.com/Countries

Newcomer students have a limited time to adapt to the new culture and environment, master English, and complete their graduation requirements. Schools are obligated to provide them with an educational program that allows them to earn a regular high school diploma within a reasonable length of time and prepares them to meet college entrance requirements. To place newcomers appropriately, a counselor needs to learn what they can about a student's prior education.

Once transcripts have been analyzed, assessments completed, and the academic history is reviewed, a newcomer can be appropriately scheduled into courses. Examples of newcomer placements from various districts include:

- For newcomer students with strong grade-level equivalent academic backgrounds—first semester: Double block of Newcomer ELD, placement into academic courses as suggested by transcript review of prior schooling—with bilingual instructional assistants, use of online resources in students' home language, and assigned bilingual tutors. The counselor monitors the effectiveness of access and support.
- English immersion for newcomers less than two years, clustered in courses where teachers have agreed and where paraprofessionals help with translation and bilingual support—and tutors assigned who can support in the home language. (Note: All newcomers have assigned tutors in the Woodland Joint Unified School District. Nearby universities offer a steady supply of tutors who speak numerous languages.)
- For newcomer students with limited or interrupted prior schooling, placement into a triple block of ELD Level I, plus a foundational Math class or grade-level Math that is supported by bilingual instructional assistants is the basis of the program, which should be closely monitored and designed to fill in gaps unique to each individual students as indicated by their educational history and translation of their transcript.

All of the above populations benefit from academic coursework and advanced language development in their home languages in addition to English. All should be candidates to receive the California State Seal of Biliteracy. A link to a discussion of Pathways to Biliteracy in this document can be found on pages 158-164 in this Toolkit here.


IF I WERE
A MAN
I WOULD
JOIN
THE
ARMY
DIGITAL BRIDGE
USA
ThinkPad

PRINCIPLE #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

INTRODUCTION

To realize the educational promise laid out in Principle #1 (assets-oriented and student-responsive schooling), Principle #2 (Intellectually rigorous and meaningful access), and Principle #4 (alignment, articulation, and coherence), requires a system that is designed and functions to lead and support the work of giving life to the vision. Principle #3 of the CA EL Roadmap is about creating the system in which ELs are well served. It is fundamentally about ensuring the organization, resources, human capacity, structures and leadership guidance that put into place and sustain quality programs and services needed for student success. In secondary schools, counselors are a crucial part of the system infrastructure designed to educate and support students through the final four years of their schooling journey on the way to successful high school graduation.

Text of Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build capacity to build on the strengths and meet the needs of English learners.

1. **Leadership** establishes clear goals, guidance, and commitments to English learners' access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress toward these goals and continuous improvement.

2. The school system invests **adequate resources** to support the conditions required to address EL needs.

3. A system of culturally and linguistically valid and reliable **assessments** support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

4. **Capacity building** occurs at all levels of the system to understand and address the needs of ELs, professional development and collaboration time, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs.

A Counseling System Structured and Organized for Effectiveness

Despite general responsibilities related to student advising and placement, and committed to providing emotional support and crisis management for all students, the actual job of school counselor regarding English learners differs from school to school, and from district to district. Not all school counselors have the same job responsibilities–especially with regards to working with English Learner students. And not all counseling of English learners is done by people with the designation, job description or the training of school counselors. In some schools, an EL Coordinator handles most of the advisement, monitoring and support of English Learner students, and general school counselors may or may not be involved except to take placement recommendations from the EL Coordinator. In some schools, a designated EL Counselor specializes in attention to English learners with a caseload just of English learners, whereas in other schools' English learners are mixed in across the general caseload of all counselors.

Regardless of the specific way that a school or district has structured and defined the roles, effective counseling of English learners involves a team. These teams may be formal or informal—but they require communication and connection among the various roles with responsibility and expertise for supporting English learners. This may include whoever at the district level does initial assessment and intake of newcomer students, the EL Coordinators (site and district) and Directors, Chairs (or lead teachers) of the ELD Department, the Migrant Education Coordinator, the DELAC or ELAC Chair, and others.

Too often, those with English Learner-specific expertise are siloed within schools and districts. The most effective counseling programs reach out to and draw upon that expertise. Districts have different approaches to how work is divided across roles, and how the teams collaborate. For example, in Elk Grove Unified School District, the district has an overall Refugee Coordinator serving refugees across all schools, and EL Coordinators at the school sites. These district and site coordinators are resources to and partners to the school counselors. In Vacaville, the team is comprised of a Migrant Education coordinator, a district and a site EL Coordinators, lead ELD teachers, and the Newcomer program teachers. Some districts have formalized these relationships with regular meeting structures for their EL teams and school site counselors—and even created a district-level mechanism. In Oakland Unified School District, once a month the staff of ELLMA and local area supervisors meet together.

This Toolkit is intended to support school counselors as part of *teams* that together comprise the overall **infrastructure** of counseling support. The constellation of people and roles that together welcome, support, place and shepherd English learners through their high school years to graduation are many. Although the specific titles may vary from district to district, and the number of people involved vary depending on the size of the district and the number of English learners, the following positions all may be engaged as the infrastructure supporting English learners. High school counselors interviewed in putting together this Toolkit repeatedly reported how important they have found it to know, and to build strong relationships with (and have on speed dial) each of these roles.

TOOL: COUNSELORS AND THEIR TEAM FOR SUPPORTING ENGLISH LEARNERS

Use this Tool to consolidate the contact information you need in your team! (Note that not all of these roles may be present or relevant in your context, and there may be additional people and roles you can add).

Role *(*Note: not all districts have all of these roles)*	Types of Expertise and Engagement with ELs	Name and Contact Info
English Learner Site Coordinators	School site position responsible for monitoring the progress of ELs toward English proficiency and serving as a source of expertise about quality EL programs.	
English Learner Teachers on Special Assignment (coaches)	Positions funded to provide EL expertise related to instruction, providing professional learning and support for teachers. Often are good sources of information about the quality of instruction ELs are receiving.	
English Learner District Coordinators	District level position responsible for the EL program, student assessment related to English proficiency and reclassification, and providing information about state initiatives with implications for ELs.	
ELD Department Chair or ELD Lead Teacher	An instructional and academic focused position with responsibility for the ELD program.	
Intake/Assessment/ Enrollment Center Staff	When newcomers enroll in a district, designated staff handle intake and initial assessment, providing essential information for course placement, needed language and support services, and demographic data about incoming cultural, national, and language groups.	
County Office of Education EL/ Multilingual Coordinator or Director	Every county office of education has at least one person (if not a department) responsible for EL and Multilingual Education. They can be a valuable resource regarding state requirements, state initiatives, grants, professional learning, technical assistance, new research and resources for EL education.	

3

Role (*note: not all districts have all of these roles)	Types of expertise and engagement with ELs	Name and Contact Info
District Office State and Federal Programs Coordinator	A District position responsible for monitoring compliance with state and federal law and programs, including those that specifically address English learners. They are an important source of information about legal requirements related to EL services and programs.	
Translators/Interpreters	Districts have translators and interpreters available both for support with written documents and for meetings and communication with EL students and families. These staff are particularly important when providing guidance and support for students and families dealing with stress and trauma, or for communicating specific requirements.	
Home-School Liaisons/ Family Outreach Specialists	Staff who have the language skills and cultural connection/familiarity with EL communities are important resources for outreach to and communication with families.	
Mentors	Mentors may be teachers or other staff with a designated role of meeting regularly with individual LTEL students for personal connection, for discussion of how things are going in their schooling, etc. This 1:1 support and relationship building is considered an important part of LTEL infrastructure in some schools and districts.	
Other		

Counselors need to know who fills each of these roles, and what type of information and expertise each have with regards to English learner students. Periodic meetings throughout the year should bring the roles together to reflect upon the English Learner program, review EL data, and determine priority areas that could be strengthened. It is only by looking across the insights and activities contained in all of these positions that a system can be mobilized to address the urgency of closing gaps, reclassifying ELs, and ensuring ELs attain graduation with the college and career readiness needed.

It's a web! It TAKES a team! A school site high school counselor describes how essential it is to have the partnership of those with EL expertise: ***"The most essential thing for me as a counselor who has English learners in my caseload has been having someone to talk to, a partner, who knows ELs so well and sees the world through their eyes. You don't do this job alone! Our EL Coordinator has both the big picture of understanding ELs, and the detailed eyes on specific students. The biggest recommendation I can make to counselors is to get yourself a Natasha."***

In structuring counseling positions, schools have taken different approaches to how English learners are served. Some assign counselors' diverse caseloads that include English learners along with others. Other schools have designated EL Dedicated Counselors who specialize. The approach may be dictated by the number of ELs, the degree of focus on the needs of ELs, and the number of counseling positions.

PROS, CONS AND IMPLICATIONS OF DIFFERENT APPROACHES TO DISTRIBUTING ELS ACROSS COUNSELOR CASE LOADS

Els Distributed Across All Counselors as Part of Diverse Caseloads	Dedicated EL Counselors
This approach makes sense where a large number or percentage of students in the school are English learners. However, sometimes it occurs simply because there hasn't been attention to the specific needs of English learners. If this is the approach, it is important that all counselors have training and expertise in understanding EL needs and assets—and the implications for placement, access, and pathways to reclassification and graduation. ELs are more likely to fall through the cracks in this approach. Close partnership between the counselor and EL coordinator becomes particularly important. Good, accurate data on EL status and progress need to be clearly indicated on student records and accessible to counselors.	This approach allows for more specialization and targeted attention related to the needs, placement, access and pathways of English learners—including the different typologies (i.e., Newcomers, SLIFE, Long Term English learners). With this approach, it is important that the specialized counselor have good partnerships and communication with teachers and others to share their knowledge and understanding about the needs of EL students.

The constellation of people and roles that together welcome, support, place and shepherd English learners through their high school years to graduation are many. Regardless of the specific way that a school or district has structured and defined the roles, effective counseling of English learners involves a team. These teams may be formal or informal—but they require communication and connection among the various roles with responsibility and expertise for supporting English learners.

3 Leadership and Coherent Guidance Across the System

Within the overall vision, strategic goals and direction of any district, the counselor's role is to advise, guide and support students toward achieving the outcomes set forth by the district. This requires clarity about the goals and the plan for achieving those goals, ideally laid out in district protocols, guidance, and expectations for standard approaches. For English learner students in most districts, these protocols and guidance are laid out in a district's English Learner Master Plan. Often the statements of values, goals, and commitments regarding English learners are contained within these district English Learner Master Plans. The primary purpose of the English Learner Master Plan is:

- To provide the district and the schools with a clear statement of policies related to the developing, implementing, and evaluating English learner programs and services.
- To articulate key principles and research-based understandings that are the foundation of the pedagogical approach to English learners in the district.
- To describe the district's English learner programs and services—providing both description and guidance for implementation—by outlining the student population served by each of these: exit criteria, student population served, staffing requirements, and program components.
- To provide specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee and site English Learner Advisory Committees; the annual evaluation of English learner programs; and the use of state and federal funds for EL programs and services.
- To align policies and procedures with current state and federal mandates.

There are districts where an EL Master Plan written by some person(s) at the district office years ago sits on a shelf and gathers dust, seldom referred to by anyone, and where each school site follows its own lead and traditions in serving English learners. Counselors in these districts may not even know there IS an EL Master Plan. Although individual schools may have a plan, those plans rest on the particular knowledge and expertise of the site staff. They may work well, but in isolation of district resources and connection to other sites, it is far more challenging for the plan to be effective. Rarely are districts with weak or unknown EL Master Plans places in which there is a robust, comprehensive, research-based, coherent system of programs and services for English learners. As with the articulation of visions, goals, and principles, the development of specific district guidance regarding programs and procedures is a mechanism for leadership to step up and guide their schools to effective programs and build coherence across the system. California districts making significant progress in improving educational programs and outcomes for English learners have strategically engaged diverse and critical stakeholders in developing, implementing, monitoring, and evaluating their English Learner Master Plans. Their master plans are driven by an ambitious instructional vision for ML education and include guiding principles for high-quality EL instruction.

A DISTRICT EXAMPLE OF BASIC PRINCIPLES ARTICULATED WITHIN AN EL MASTER PLAN

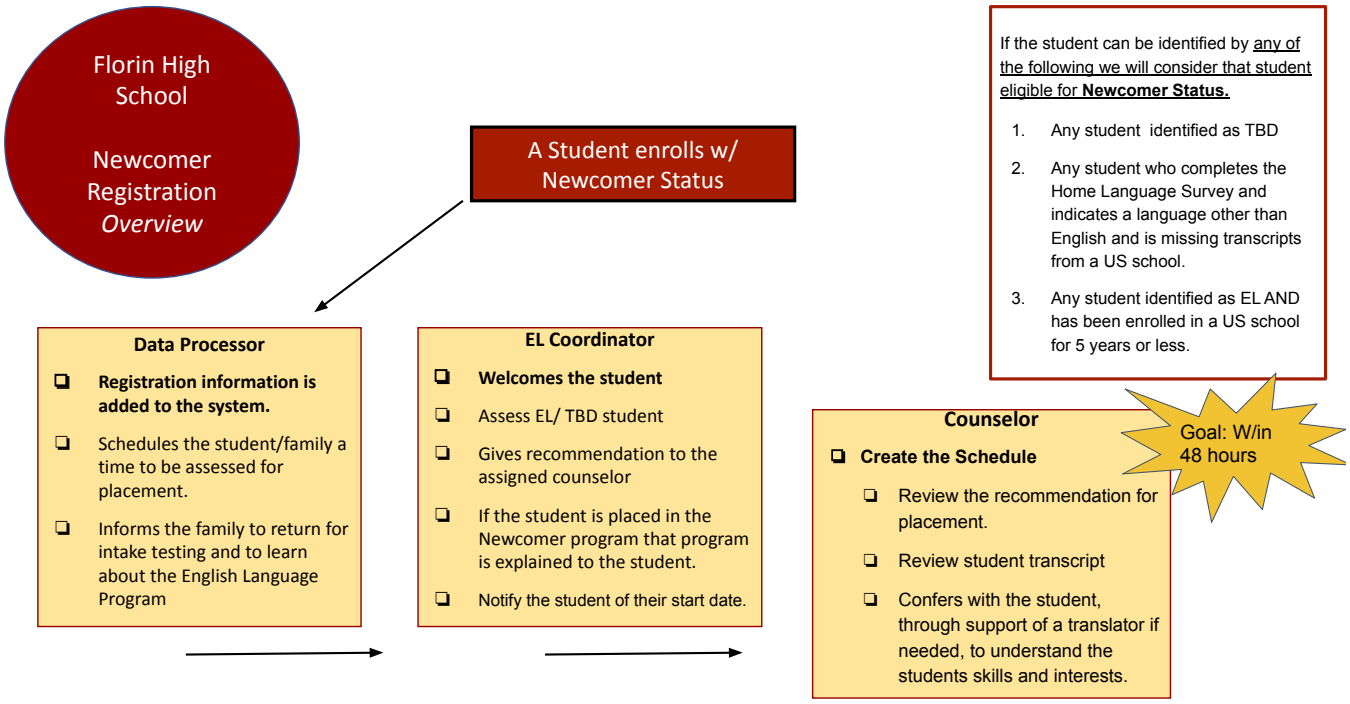
Oakland Unified School District (OUSD) has articulated a set of five Essential Practices for English learners within their EL Master Plan. These five practices were designed to both guide and hold accountable all OUSD educators in collective responsibility for the academic, linguistic, and socio-emotional needs of English learners. They are the preface and framework within which detailed guidance about program, course placements and support services are defined for the district.

1. **ACCESS & RIGOR:** Ensure all English Language Learners have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, and California's 2012 English Language Development Standards.
2. **INTEGRATED and DESIGNATED ELD:** Ensure ELLs receive daily Designated ELD and Integrated ELD in every content area.
3. **DATA-DRIVEN DECISIONS:** Make programmatic, placement, and instructional decisions for English Language Learners that are grounded in regular analysis of evidence.
4. **ASSET-BASED APPROACH:** Leverage the linguistic and cultural assets of students and ensure that students are active contributors to their own learning and that of their community.
5. **WHOLE CHILD:** Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder an ELL's ability to thrive in school.

Without district written guidelines, an EL's education falls to the serendipity of which school an EL happens to enroll in and the particular knowledge and understanding of the person who happens to create their schedule. A district level plan creates coherence and shared orientation across sites, but does not necessarily adequately speak to the challenges, realities and specifics of the site level. There is often need for site level plans as well, particularly with regard to guidance and counseling. In schools with large numbers of English learners and a strong leadership commitment to those ELs, there may be a formal written School EL Plan. These should mirror the state and district policies and plans (including alignment with the CA EL Roadmap), but offer more specific definitions, descriptions of the actual EL program that is offered at the site and clarify placement guidelines. Too often, expertise gets built by an individual who created their own system based on their experience and knowledge, and may or may not actually have written out their approach. While they might have great outcomes as long as they are at the helm, as soon as the person leaves the position and a new counselor takes over, the "system" is lost. Writing it down makes a difference!

If they do not already exist, counselors should work toward creating manuals and guides that (in alignment with the district's EL Master Plan and the CA EL Roadmap) specify the approach to EL course selection and placement, graduation alternatives and options, access to support services, and where to go and how to leverage key community and district resources for the particular populations of ELs at a site. Credit exemptions documents and other standard forms should be included in such a guidance document; course sequence pathways articulated and made clear. These guidance documents should also lay out the various roles to be engaged in providing crucial EL services. The following example from the site guidance document of Florin High School in Elk Grove Unified School District illustrates how such a document can clarify the different roles involved in newcomer registration and how they work together.

FIGURE 10: NEWCOMER REGISTRATION FLOW



REFLECTION

Reflect on your own situation as a counselor, and the presence and usefulness of guidance documents to support your work. What kind of formalization of processes and counseling approaches might be useful to you? What wisdom have you developed that is not written down in a shareable form?

Indicator	Yes!	To some degree	Not really (or not useful)	Notes
I have a copy of our district's EL Master Plan				
Our district's EL Master Plan lays out basic principles and description for EL programs and services, clear definitions of EL student needs and typologies, and a framework that offers useful guidance to us as counselors of ELs.				
All counselors in the district are given a district framework and guidance for EL student placement, processes and monitoring.				
For our site, I have written out the site-specific procedures, processes, resources and approach that I have developed and use in counseling EL students.				
I have accessed and use guidance and frameworks from other districts for counseling EL students.				

ASSESSMENT

> ***"A system of culturally and linguistically valid and reliable assessments support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement."***

Counselors work with student assessment and data in many forms and ways. Transcripts and records of prior coursework inform placement, grades are tools for illuminating gaps and progress that can trigger needed supports. Assessments serve as both information and also gatekeepers for EL reclassification and for college planning. For all of these purposes, it is important to understand the data that is commonly used and its validity and applicability to English learners. Data is an essential tool to inform our understanding of the needs of English learners. The challenge facing counselors is to assemble the data needed for a well-rounded picture of EL students, and then to understand the various measures and assessments (what they do and don't measure) and how to make sense of them in terms of English learner achievement.

A data system supportive of counselors in working with English learners would include the following:

- Student information system: Includes date of entry to U.S. schools, flags for EL typologies, including "Newcomer" and "Long Term English Learner", home language, language proficiency (ELPAC), program placement.
- Availability of disaggregated data analyzed by subgroup—(by language group, by English proficiency status, by typology).
- Progress monitoring system for annual growth toward English proficiency including history of ELPAC (and prior CELDT if appropriate) assessments back to entry in the school system.
- Student profiles, transcripts and student information system includes data on academic achievement and status, including grades, key assessments, attendance and discipline.

Newcomer student profiles compiled upon entry should include information gleaned through robust initial assessment beyond the ELPAC in order to inform placement and screen for needed services. This should include:

- Home language proficiency and literacy
- Assessment of academic knowledge: math and other academic assessments in home language.
- Foreign transcript analysis—transferable credits, academic knowledge for placement.
- History of prior schooling (identify gaps).
- Health: Vision, vaccinations, hearing and other.
- Basic needs (food, shelter) requiring referrals, support services for students and families.
- Mental health and trauma needs.

English learners are assessed using the same instruments as their English-fluent peers. These include CAASP assessments, curriculum-embedded assessments, reading/literacy skill assessments, and others. Many common assessments used in schools are not adequately culturally or linguistically appropriate for English learners. The first challenge of using the major assessments to determine how well students are doing is the issue of the validity and reliability of the assessments when given to English learners—commonly referred to as the extent to which a test measures what it claims to measure. For ELs, it is critical to consider the degree to which interpretations of their test scores are valid reflections of the actual skill or proficiency that the assessment is intended to measure. Knowledge and mastery of content are NOT adequately measured for ELs by tests administered in English—the language they have not yet mastered. This is particularly true of English Learners in their first years and in lower levels of English proficiency. Caution is advised in how assessment tests administered in English are interpreted for those students.

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Because almost all assessments measure language proficiency to some degree. ELs often receive lower scores on content area assessments administered in English than they would if they took the same tests in a language in which they were proficient. For example, an EL who has the mathematical skills needed to solve a word problem may fail to understand the task because of limited English proficiency even though they might fully understand the mathematical thinking and processes involved. In this case, the assessment is testing not only mathematical ability but also English proficiency. If the construct of interest is mathematical skill exclusive of language skills, then it is inaccurate to base inferences about the academic content knowledge or skills of this student and other ELs on the scores of tests administered in English. Accommodations (such as the stalked version of tests available for Spanish-speaking English learners) mediate this problem somewhat. But because it is not mandatory to use them —and decisions are made at the school site regarding which individual students may be given those, it falls to the site personnel (including counselors) to be aware of and choose to use accommodations.

In addition to common assessments given all students, ELs are annually assessed to determine their status in moving toward English proficiency. Analyzing EL data by English proficiency levels and by the number of years in the U.S. school system provides essential context for understanding the validity of EL data. Additional forms of assessment such as performance task assessments and use of assessments in the primary language, etc., are among the tools that can provide a more accurate look at what English learners know and can do.

TEST ACCOMMODATIONS: A TOOL FOR MORE VALID ASSESSMENT

Standardized tests are given in standard conditions. There are specific time limits for completing the tests. There are regulations regarding whether or not students are allowed to have reference materials with them, etc. A testing accommodation is a change in those standard conditions that is permitted for a specific group of students who would be disadvantaged unfairly under standard conditions but who can (with some modifications) be able to demonstrate what they know on the test. English learners are one of those groups for whom testing accommodations are allowed. Accommodations may include, for example, more time to answer questions or translation glossaries.

Cultural validity is also an issue. Due to their limited English proficiency and diverse cultural experiences, EL students' performance should be evaluated cautiously when using traditional assessments created for their English-speaking and U.S.-born peers. Assessment and other evaluation materials should, of course, not be racially or culturally discriminatory. And they need to be written in ways that don't rely upon or privilege students who are culturally familiar with references that immigrant and English learner students from other parts of the globe and from diverse experiences won't recognize. These are issues in the writing of assessments, and also the screening of those assessments for applicability to specific populations of students. The creation of assessments is not a task for counselors, of course, but looking for and asking about whether the assessments in use in your school for placing and monitoring how EL students are doing have been normed for English learners is essential. Being clear about whether and how interpretation of results apply to English learners is important. And understanding and using appropriate accommodations is within the purview of counselors.

A Checklist:

- ☐ We provide accommodations for ELs in taking common assessments.
- ☐ In interpreting the results of assessments and using the results for placement and monitoring, we analyze EL results by English proficiency level and years in U.S. schools.
- ☐ In interpreting assessments administered in English, we do not assume reliability or validity for students who English proficiency level is in the lower levels.
- ☐ We have (and use) primary language assessments to provide more context for interpreting what ELs know and can do academically.

REFLECTION TOOL: ASKING THE RIGHT QUESTIONS OF EL DATA

Type of Analysis	Questions to be Asked	Do I/we analyze and look at EL data this way?
Proportionality/ Representation	Are English learners achieving in the proportion expected given their percent of the overall student group? Are they underrepresented/ overrepresented? What does this suggest with regards to the effectiveness of the education ELs are receiving in our school?	
Growth Over Time	Are ELs progressing normatively? Is their progress toward English proficiency occurring within normal expectations? At which levels (if any) are they "stuck" and not progressing? What does this suggest with regards to ELD instruction and effectiveness of placement?	
Size of Gaps	If ELs are not at grade level or are lagging in progress, how large are the gaps? What supports might help close those gaps?	
Meeting High Standards	Are ELs meeting grade level standards? Are they reaching reclassification as English proficient?	
Reaching Goals and Maintaining Progress	Once reclassified as RFEPs, are students maintaining achievement at levels on a par with English Only students?	

3

LAUSD MEASURING PROGRESS TOWARD ENGLISH PROFICIENCY

Los Angeles Unified School District monitors English learners progress toward English proficiency using two indicators:

- Number of ELs who make progress from year to year on standardized tests of English proficiency (ELPAC)
- Number of ELs who make progress from year to year on tests of English academic achievement.

The district has created a chart of minimum progress that lays out by the number of years an EL has been in the program the expected results on various assessments—making it possible to monitor whether progress from year to year is normative and to look across assessments. The chart is below.

LAUSD MINIMUM PROGRESS EXPECTATIONS FOR ELs

MINIMUM PROGRESS EXPECTATIONS FOR ELs							
Years in program. 1			2	3	4	5	6
English Language Proficiency (all ELs)							
ELPAC Overall level	1		2	2	3	3	4
	Min.	Max.	Min.	Max	Min	Max	Min or Max
ELD Standard-based assessment	Enter Emerging		Exit Emerging	Enter Expanding	Exit Expanding	Enter Bridging	Exit Bridging
English Academic Achievement (all ELs)							
Dibels composite K-5	WBB—Well below benchmark		BB—Below benchmark	BB—Below benchmark	B –Benchmark	B –Benchmark	Benchmark/ Above Benchmark
Reading Inventory 6-12	BB Below Basic		BB Below Basic	BB Below Basic	B Basic	B Basic/ P Proficient	P Proficient
Smarter Balanced Assessments —ELA	Standard not met		Standard not met	Standard not met	Standard nearly met	Standard met	Standard met/ Exceeded

By articulating a minimum progress expectation and aligning these with the number of years an English learner has been in the program, educators are able to see whether students are progressing as needed. This is essential to avoid, for example, misinterpreting an assessment result of "standard not met" or "Below Benchmark" as an academic problem of underachievement for English learners who have only been in the program for a few years or less. In a school with many newcomers, the assessment report that 70% have not met standards in ELA should not be interpreted as a major achievement problem—as long as they are progressing each year in levels on the ELPAC. In a school where most of the English learners have been in the program for five or more years, that same data (70% not meeting standards in ELA) would clearly be an indication of an achievement problem.

TOOL: HOW PREPARED IS OUR COUNSELING PROGRAM (HOW PREPARED AM I) TO USE EL DATA TO INFORM OUR WORK TO SUPPORT ENGLISH LEARNERS?

Indicator	This is a Strength	To some Degree	Not Really	Reflection
Our student information system makes information clearly accessible about ELs including ELPAC status, EL typology, language, # years in U.S. schools, and other pertinent data				
We (our counseling staff) understand the purpose and meaning of the ELPAC assessment, ELPAC levels and EL typologies, and the implications for EL student placement, services and supports.				
All EL student achievement data can be disaggregated and analyzed by EL typology, English proficiency level, and program placement.				
We meet regularly with our EL students to review grades and assessments for language and academic progress, review their graduation plan, and discuss potential supports.				
Regular, formal mechanisms and forums exist through which counselors and other staff collaboratively reflect on EL data.				
We are knowledgeable about allowable and appropriate accommodations for testing English learners —and our school provides for those accommodations to increase the validity of assessments				
We engage in multiple kinds of data analyses, asking multiple types of questions about EL progress, participation, and achievement to get a comprehensive picture of the effectiveness of our EL program, placement approach and supports.				
ELs are placed in courses based on multiple factors — including ELPAC status, typology (newcomer, at-risk, progressing, long-term EL), analysis of academic gaps.				
We have established clear entrance and exit criteria for ELD, newcomer or intervention courses and use data to make ongoing, flexible placement decisions.				
We monitor the progress of ELs and recently reclassified students (within the last four years) to ensure they are on-track for graduation, college, and career readiness—and to trigger targeted support and intervention as appropriate.				
We partner with Resource Specialists and psychologists with bilingual and bicultural skills to ensure timely and accurate identification of students with disabilities.				

3 Professional Learning

The EL Roadmap Principle #3 calls for capacity building to occur at all levels of the system to understand and address the needs of ELs. While a major focus on professional learning for teachers preparing them to better serve English learner students is crucial for California, there is equally a need to support the learning of counselors and administrators. The American School Counselor Association (ASCA) emphasizes the importance of ongoing professional development as a cornerstone of effective school counseling. ASCA's position is clear: professional development is essential to staying current with educational trends, refining counseling practices, and ultimately, providing the highest level of support to students. By engaging in continuous learning, counselors ensure that they are not only meeting professional standards but also paving the way for innovative and impactful counseling programs.

In work across the state to support the implementation of the EL Roadmap, the Educator Workforce Investment Grants between 2000 and 2003 worked with thousands of teachers, administrators, counselors, school leaders and others. A Lessons Learned report from that effort found that a major impediment to implementation of the new policy was a basic lack of foundational understanding about and capacity for meeting the needs and leveraging the assets of English learners. Almost a decade after California's ELD standards had been adopted, County Office of Education staff in consultation with education leaders in their regions were still identifying the major challenge that too many teachers, counselors and administrators knew almost nothing about ELD standards or their implementation in and through Designated and Integrated ELD. Few leaders were aware of the EL Roadmap as policy, or its implications for programs and services for EL students. Most preparation programs for administrators and teachers inadequately focus on English learners, dual language or second language learning. As a result, the professional learning efforts rolled out to support implementation of the EL Roadmap policy needed not only to delve into the policy and the meaning of the Four Principles but also had to backfill basic foundational understanding about English learners, second language development, the dual language brain, assessing English learner progress, sociocultural aspects of learning, and basic requirements related to equal educational opportunity and access for English learners.

Few counselors, site and district administrators have received adequate preparation or professional development on English learner education in general. The full magnitude of the basic foundational gaps in knowledge and understanding across the state's educational workforce speaks to the need for more intensive and widespread initiatives to build a knowledgeable and prepared workforce to leverage the assets and meet English learner students' through to successful graduation.

Interviews with high school counselors for this Toolkit revealed a need for and desire for professional learning. In brainstorming topics for workshops that would strengthen their work with English learners, the following topics were listed:

- Information about the specific cultures of new populations in California schools.
- Where newcomers are coming from and what is propelling the new immigration/refugee flows.
- Newcomer trauma (what are the issues, typical causes, helpful responses).
- How to access and make sense of information about ELs in the district and state data systems.
- Appropriate placement for ELs in high school curriculum.
- Creating and supporting different graduation pathways and planning for ELs/newcomers.
- Basic vocabulary, acronyms in the English Learner field—a primer for counselors.
- Working effectively with translators, and how to use language services (beyond Google Translate!).
- Curriculum for EL support groups.
- Options for undocumented students—advising and supporting undocumented students.
- Understanding immigration status and implications for students.
- Meaningful approaches to EL progress monitoring.
- Building peer-to-peer support structures for and with ELs (e.g., Student Ambassadors, International Clubs)
- Career pathways that leverage global and bilingual skills.

While there is expressed need for dedicated professional learning to support counselors in working with ELs, there is a paucity of conferences, journals or professional networks that specifically address counseling of English Learners. This leaves the development of EL expertise in counseling primarily to learning "on the job" and to the individual initiative and efforts of counselors to find resources to support their knowledge and understanding about English learners. Primarily, they turn to each other—to other counselors in the district or the region. They learn by doing, and seeing what is needed and what works. They rely upon the EL experts and coordinators in their school and district. But the field of counseling has yet to rally around the specific need to build capacity to serve the linguistically diverse English Learner population in California schools. And the bilingual/English Learner field has yet to fully embrace guidance and counseling as a core component of what it takes to build an effective system of education for the more than a million English learners in California schools. While there are articles in the professional literature, there is very little mention or listed resources on the websites or in the publications or position statements of the school counseling field.

Counselors can seek offerings within the larger English Learner/bilingual-focused conferences. And are encouraged to submit proposals to share the hard-earned wisdom that has accumulated in specific places with other counselors within these venues. The primary English Learner/Bilingual Education professional learning organization within California is:

CABE. The California Association for Bilingual Education (CABE) is a nonprofit organization incorporated in 1976 to promote bilingual education and quality educational experiences for English learners and other students in California. Regional conferences and an annual statewide conference draws thousands of administrators, teachers, EL parents, advocates and others throughout California to share and learn about effective practices in bilingual, dual language and English learner education. Their website lists resources and is a portal to their magazine, legislative updates and information about conferences and events throughout the state. **www.gocabe.org**

Counselors can also advocate for more offerings and attention to these issues within the professional counselor organizations. The primary association within California is a vehicle for connecting with other counselors who share the desire to learn more about counseling English learners:

CASC. The California Association of School Counselors is the professional association dedicated to promoting excellence in the profession of school counseling by leading and advancing the profession of school counseling in California, advancing the integrity and influence of school counselors in California; and empowering school counselors with the knowledge, skills, linkages and resources to promote equity and access to a high-quality education for the overall success of every student in California schools. An annual conference offers workshops and learning opportunities for counselors. Their website lists publications, position statements, research and other resources. There is little regarding English learners, immigrants or language issues, but the conference may be a venue for submitting or requesting opportunities to share with other counselors about ELs. **www.schoolcounselor-ca.org**

County offices of education are the designated part of the school system in California with the primary purpose of providing professional learning and technical assistance support to local school districts and educators in their region. The 58 different COEs offer a wide range of support services to school districts including various initiatives, professional development opportunities and support for the implementation of state policies and initiatives (the English Learner Roadmap included). They are both arms of the state, and responsive to local district needs. Within COEs, there are staff who specialize in English learner and immigrant education, and there are also staff and resources for counselors. Counselors seeking resources and professional learning for advising/counseling English learners can contact both the EL/Multilingual Learner department and the school counseling department to find out what professional learning is available and to REQUEST the establishment of a network of regional counselors focusing on ELs/immigrant students and to REQUEST that professional learning be provided.

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SAN DIEGO COUNTY OFFICE OF EDUCATION

San Diego County Office of Education has long been a leader in the state in focusing on the needs and assets of English learners. Their work in this area embraces the key role of counselors in ensuring schools provide a "safe, caring environment in which students have the necessary mindsets and behaviors to advance academic achievement outcomes." A series of events, professional learning opportunities, and resources explicitly support counselors in working with English learner and multilingual students. These include, for example:

- Multilingual Learner Community of Practice for School Counselors (grades 6 -12), providing a chance to come together explore strategies for effectively supporting multilingual learners, and exchange best practices.
- An Equitable Transcript Evaluators Network to develop countywide standard operating procedures and systems for evaluating out of state and international transcripts.
- Website listing of resettlement/refugee service organizations in the county to support families accessing food, transportation, legal documents and public assistance, as well as lists of the embassies and consulate offices in the county
- A Long Term English Learner (LTEL) Network providing multiple venues for collaboration, communication and networking across the county.

Funding

Counselors are seldom involved in site and district planning about accessing funding, and yet counselors are well situated to be a voice for the need for funding to support programs and services for English learner students. Resources ought to follow understanding and knowing who the students are—their assets and needs. Counselors of ELs have that understanding to contribute to budgeting and financial planning dialogues at the school site and district. Understanding the specific funding intended to address the access of English learners enables counselors to advocate for where and how to target those funds to facilitate the participation, engagement and success of EL students. These might include, for example, the need for bilingual instructional assistants or interpreters/translation personnel or equipment, or funding for staff to support newcomer orientation classes and mentoring/tutoring, or grants for partnerships with immigrant community organizations providing support services to newcomer students. And resources have to support the kind of instruction, curriculum and services that enable meaningful access, and intellectually rich learning for ELs. The following descriptions of funding sources and their intention is meant to support counselors in participating in informing what resources are needed to facilitate the pathways for ELs toward reclassification and graduation prepared with the skills needed for college, career and civic participation.

STATE LOCAL CONTROL FUNDING FORMULA (LCFF) AND THE LCAP

In California, the process of aligning goals, student needs, and actions for improving programs and services with the allocation of resources is centrally the task of the Local Control Accountability Plan. The enactment in 2015 of the LCFF turned over to local control the locus of responsibility and accountability for allocating resources equitably and appropriately—to close existing gaps of opportunity and access, and to provide the programs and services to better meet student needs. Built into the Local Control Funding Formula are supplementary and targeted resources explicitly and specifically needed to address equity and response to English Learner's need for meaningful access and equal educational opportunity. The Local Control Funding Formula includes base funding for all students, with additional Supplemental and Concentration Funds for English learners (among three targeted student subgroups

(also includes low income, foster and homeless youth). Instructions and guidance related to the development of an LCAP calls for specific attention in the plan to English learners (among other subgroups) and attention in the process of developing the plan to the engagement of EL stakeholders (including EL parents and the DELAC).

The Local Control Accountability Plan is the mechanism to tie budgeting and use of resources to accountability for the education of students. Updated and revised regularly, districts set goals and describe actions to improve outcomes, and submit budgets aligned to addressing those goals. These are to be in response to both the quality of outcomes and to equity measures of gaps between groups. California's accountability system is based on a multiple measures system that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard) that annually reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.

California's Dashboard focuses on equity through the lens of 14 student groups, whose performance is reported separately if the group has at least 11 students. One of these groups is English learners. A separately reported group is Long Term English learners. California uses differences in performance to identify districts and schools for support and improvement initiatives on one hand, and for recognition on the other. In particular, the Dashboard identifies strengths, challenges, and areas in need of improvement for districts, schools, and student groups. The data reported on the Dashboard, then, help determine where assistance is needed to close opportunity and performance gaps.

The CA English Learner Roadmap, as the state policy guiding EL programs and services, is intended to be used in tandem with Local Control Accountability Plans to ensure adequate resources to back up the commitment to assets-based education and meaningful access. This combination is intended to counter the decades-long history of differential access, achievement, and opportunities for English learners in the state—and unequal resources for the education of English learners. LCFF as the state's school finance policy represents the "mechanism to ensure equity by providing more opportunities for underserved students" (California Education Code. § 52064, 2018)3. Yet, since its inception in 2013, LCFF's equity goal for English learners has been elusive and requires a sharper focus for this still underserved student population. It is not the purpose or place of this Toolkit to serve as a guide to understanding and writing an EL-focused LCAP. However, the experiences over the past five years in California with the challenge of ensuring that English learners are adequately addressed in the LCAP process point to some guidance that should be utilized to ensure that resources are allocated equitably and sufficiently to build a system responsive to English learners. This guidance applies both to the development of the LCAP and to the allocation of other resources.

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1. EL-responsive districts and schools should proactively seek and garner needed resources to support the EL program (including the essential guidance and counseling and support services) and their EL priorities.
2. The development of the LCAP (and other resource allocation plans) must engage and draw upon both those with professional EL expertise and the input, representation and oversight of the EL community.
3. Funding decisions should be aligned to goals. The development of district and site visions for English learners (student outcomes and instructional visions) should be supported by analysis of the budget and resources needed to support implementation—and these should be represented in the LCAP.
4. Following the "supplement, not supplant" guidance, care must be taken that the targeted dollars meant to address the additional needs of EL students beyond what all students require are not in fact used to alleviate the use of basic funding to meet EL needs.
5. Specificity about English learner needs, programs and services should be apparent in LCAP goals and plans– naming the targeted actions and services that specifically address and will serve English learner needs. Similarly, metrics must be specific to English learners. To sharpen the focus on ELs, stakeholders involved in planning the allocation of resources must know and understand who their diverse English learners are so as to allocate resources and articulate programs, actions, and services equitably. The programs should address Diverse English Learner typologies or profiles. Consideration should also be given for those with special learning needs, including but not limited to Long Term English learners, newcomers, students with limited or interrupted schooling, and pupils with disabilities.
6. EL, supplemental and targeted funds to schools should be equitably distributed based on English Learner population size and/or EL need,

THE SITE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

The Site Plan for Student Achievement (SPSA) is a vehicle for developing site vision, goals and improvement plans. It is also the vehicle for determining a site budget which rolls up into the LEA's LCAP. The federal Every Student Succeeds Act (ESSA) requires all schools receiving Title I funds to develop a school plan. In California, this is the SPSA—which consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by ESSA. The development of the School Plan is required to include the following:

- A comprehensive needs assessment.
- Analysis of verifiable student data, consistent with state priorities, including state-determined long-term goals—and also may include local data.
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress toward accomplishing the goals.

Given that the needs of students and families differ from school to school and community to community, the set of services and partnerships at each school must differs. The School Plan for Student Achievement (SPSA) is created by a school team including the principal, teachers, counselors, parents, community partners, and, where applicable, secondary school students. The School Site Council (SSC) is involved in developing the SPSA, and also is required to annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities. It is the tool for sites to prioritize the particular programs and strategies that will best serve their students, families, and the community. And, it is, therefore, the way to allocate resources.

Mirroring the guidance offered for LCAPs, the following is suggested for the process of resource allocation through the SPSA.

1. EL responsive schools proactively seek and garner needed resources to support the EL program and their EL priorities.
2. The development of the SPSA engages and draws upon both those with professional EL expertise and the input, representation and oversight of the EL community.
3. Funding decisions are aligned to goals. The development of site visions for English.
4. Learners (student outcomes and instructional visions) give rise to an analysis of the budget and resources needed to support implementation—and these are then represented in the SPSA.
5. Specificity about English learner needs, programs and services are made apparent in SPSA goals and plans–naming the targeted actions and services that specifically address and will serve English learner needs. Similarly, metrics are specific for English learners. To sharpen the focus on ELs, those involved in planning the allocation of resources know and understand who their diverse English learners are so they can allocate resources and articulate programs, actions, and services equitably. The programs s address diverse English Learner typologies or profiles. Consideration is given for those with special learning needs, including but not limited to Long Term English Learners, newcomers, students with limited or interrupted formal schooling.

The creation of assessments is not a task for counselors, but looking for and asking about whether the assessments in use in your school for placing and monitoring how EL students are doing have been normed for English learners is essential. Being clear about whether and how interpretation of results apply to English learners is important. And understanding and using appropriate accommodations is within the purview of counselors.

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FEDERAL TITLE III

Federal Title III Immigrant Student Education funds are allocated to school districts per "newcomer" immigrant student as defined in Section 7011(5) of Title 20 of the United States Codes (U.S. Code) as the following: Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years. In California, AB714 went into effect on January 1, 2024, and its primary goal was to set a state-wide common definition of "Newcomer." AB 714 defines "newcomer pupil" the same as "immigrant children and youth," in the federal definition. Title III Immigrant Student Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students. LEAs may choose from activities authorized by Title III.

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children.
- Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.
- Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs are directly attributable to such additional basic instruction services.
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education.
- Activities, coordinated with community-based organizations, institutions of higher education, and families of immigrant children and youth by offering comprehensive community services.
- Recommended direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart.
- LEAs are authorized to assess approved indirect costs to the portion of the subgrant that is not reserved for direct administrative costs; and

The development of the district's Title III Plan is an opportunity for counselors to speak up for the needs of their own counseling program for ELs, and other EL needs they recognize require support.

Counselors are seldom involved in site and district planning about accessing funding, and yet counselors are well situated to be a voice for the need for funding to support programs and services for English learner students. Resources ought to follow understanding and knowing who the students are—their assets and needs. Counselors of ELs have that understanding to contribute to budgeting and financial planning dialogues at the school site and district.

REFLECTION

Reading through the specific resources listed above (state and federal) that are intended to support the EL programs and services needed to assure access and equal educational opportunity, consider your perspective as a counselor. What specific needs for improved services and supports for ELs do you see in your work with EL students that you think should inform the use of funds? What in your guidance and counseling program would benefit from additional resources to better serve your EL students? How might you become involved in advocating for the use of funding based on your expertise as a counselor of EL students?


Behavior

PRINCIPLE #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

INTRODUCTION

The CA English Learner Roadmap begins with Principle #1, laying the foundation of assets-oriented approaches and student-responsive education that is built upon an understanding of the cultural and linguistic diversity of the English Learner population—including the differing typologies of experience and need. Principle #2 focuses on research-based approaches that ensure the intellectual rigor and quality of instruction, and practices that ensure meaningful access to the full curriculum. Principle #3 calls for creating the system conditions that enable assets-based, student responsive, intellectually rich, and meaningfully-accessible education to occur. The final Principle #4 then calls for articulation and alignment across the system, focusing on coherence and pathways to achieve the goals for English learners by graduation. It calls for building connections across grade levels to knit a consistent and aligned pathway for Dual Language Learners as they move along their schooling journey from preschool into kindergarten and beyond through to successful high school graduation.

For high school counselors, this is where the rubber hits the road. Counselors are a key to embrace and welcome English learners into the crucial high school years and then guide, advise, and support them with careful graduation planning and the services that facilitate remaining in school and persevering with plans for college and beyond. The counseling task in high schools closely connects the academic program discussed in Principle #2 with the articulation and pathways to graduation and beyond.

Text of PRINCIPLE #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual 21st-century world.

1. EL approaches and programs are designed for continuity, **alignment, and articulation** across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.
2. Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content,
3. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

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REFLECTION ON PRINCIPLE #4

Consider how the elements of Principle #4 intersect with the counselor's role. Reflect on each of these elements what you currently do to enact that aspect of Principle #4 in your guidance and counseling of English learners at your school.

Aspect of Principle #4	The Counselor's Role	How I Do This
A coherent, articulated, and aligned set of pathways and practices across grade levels and educational segments.	Articulate with middle schools that feed into the high school for articulation and alignment of EL program. Communicate with feeder middle schools about incoming ELs. Support ELs with college counseling, assistance with college applications, understanding of college systems, and financial aid/tuition support. Develop plans toward graduation that accommodate the double challenge ELs face in developing English proficiency, overcoming academic gaps, and fulfilling graduation requirements. Other:	
Provide pathways fostering career readiness and participation for a global, diverse multilingual, 21st-century world.	Provide guidance, plan and schedule ELs into career pathways and offerings that build upon the language and cultural assets of ELs. Recruit and support students to attain the state Seal of Biliteracy upon graduation. Other:	
Plan schedules and resources to provide extra time in school (as needed) for ELs.	Provide for implementation of AB2121 options for fifth-year graduation plan for newcomers. Establish programs, create partnerships, recruit, and advise ELs to use expanded time opportunities focusing on ELD and addressing academic gaps. Design individualized graduation plans (and revisit each year with monitoring on progress) for ELs that build in expanded time. Other:	
EL approaches and programs are designed to be coherent across the school, across schools within the districts.	Engage in strengthening the guidance and counseling aspects of the district EL Master Plan (as needed to accommodate current realities of EL population). Document and write out site specific protocols, processes, principles and guidance for delivering counseling services to ELs. Share these across sites. Work to ensure that the various initiatives, programs and activities that comprise the life of the school all embrace and are accessible to English learners. Other:	
EL approaches and programs are designed to be coherent across initiatives.	Work to ensure that ELs have access to and are provided appropriate supports for participation in all initiatives, programs, and activities of the schools. Other:	

Alignment with Middle Schools and Transition Support

The population of English learners enrolling in high school changes over time. New immigrant and refugee groups appear in a community, presenting unique language and cultural profiles. New curricula and new policies alter the kind of instruction English learners have received along the years of their elementary and middle school education before they arrive in high school. In 2020, the COVID pandemic created drastically altered circumstances impacting EL access to the kind of educational supports needed, changing the trajectory and preparation of ELs in their journey through the schooling system to high school. It is unrealistic to assume that the group of incoming English learners in any school year will resemble the previous year. To plan appropriately for the courses that will be needed and the kind of placement and support required, counselors need to gather advance information prior to and immediately at the start of a new school year. And they need to become familiar with the middle school EL programs preparing students for high school. Mechanisms for doing this include:

- Collaboration between middle school and high school counselors (and the district EL Director) on a standard EL Student Profile containing information for each incoming 9th grade EL student about history and progress toward English proficiency, academic program (particularly ELD, language-related interventions, and supports) and grades, assessment data, language acquisition program model, etc.
- Periodic articulation meetings between lead ELD teachers and counselors from high schools and their feeder middle schools to discuss developments and issues with the EL program at both levels, EL participation and impact data, patterns in demographic composition of the EL population, etc. These meetings should also include feedback from the high school counselors/ELD teachers to middle school personnel about what they are discovering about ELs' preparation for high school.

4

REFLECTION: CHECKING OUR ALIGNMENT

Think about the degree to which the middle school English Learner program and EL experience aligns with the high school English Learner program and EL experience. How prepared do you feel each school year for the incoming 9th-grade English learners? How smooth is the transition experience for your English Learner students coming from middle school into high school? What kind of orientation and transition support are you able to provide to 9th-grade English learners and their families? What do you wish you were able to provide?

Look at the aspects of the alignment/transition between middle and high school on the following chart, use the checklist to consider what you currently have in place, and reflect upon what you may want to work on strengthening.

TOOL: CHECKING OUR ALIGNMENT

Alignment Areas	Components	Thoughts about ways to strengthen alignment
Relationships with middle school EL specialists and counselors.	I know the names and contact info for middle school counselors and EL specialists (ELD leads, EL Coordinators). I meet regularly with middle school counselors and EL specialists to learn about rising ELs about to enroll in high school.	
Formal mechanisms to share individualized information about 8th graders about to enter high school.	We have a standard format at middle school for assembling profiles of incoming 9th -graders and sharing these with high school counselors.	
Approaches to learning about demographic trends and information on new cultural/ language groups in the community.	Our district EL department assembles information about new cultural and language groups in the community and shares regular updates with counselors to prepare us for incoming 9th graders.	
Orientation support for ELs and their families facilitates the transition from middle school to high school.	Information about high school programs, routines, procedures, the EL language program, and the pathway to graduation is available in the languages of the EL communities and shared with 8th graders and their families. Welcome to High School orientation sessions are provided to 9th -grade EL students in their home languages, including tours, information about student life, etc. Ideally, these include Student Ambassadors who are ELs.	

Toward English Proficiency and Reclassification

Public schools are required to take affirmative steps to ensure that English learner students can meaningfully participate in educational programs and services. They must break down the language barriers that would impede equal participation in the instructional programs. This means that schools have the responsibility to:

1. Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner.
2. Provide EL students with a language assistance program that is educationally sound and proven successful.
3. Sufficiently staff and support the language assistance programs for EL students.
4. Ensure EL students (regardless of their English proficiency) have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses and programs, sports, and clubs.
5. Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade-level core content.
6. Exit EL students from language assistance programs when they are proficient in English.
7. Ensure that exited students were not prematurely withdrawn and that any academic deficits incurred in the language assistance program have been remedied.

The responsibility is to provide appropriate language assistance services from the point students are identified as English learners until they are proficient in English and can participate meaningfully in the district's educational programs without language assistance services. The programs have to be designed and reasonably calculated to enable EL students to move along a trajectory of developing English proficiency in a timely manner so they do not accrue irreparable academic deficits in the process.

Reclassification is the process through which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) once they have demonstrated that they can compete effectively with English-speaking peers in mainstream classes. All along the way, school districts are supposed to monitor the progress of all of their EL students toward achieving English language proficiency and acquiring content knowledge—ensuring that EL students are making appropriate progress in both. Reclassification requires establishing rigorous monitoring systems that include benchmarks for expected growth in mastering academic content knowledge during the academic year and taking appropriate steps to assist students who are not adequately progressing toward those goals. In California, the ELPAC (English Language Proficiency Assessments for California) is used overall for this purpose, but additional formal and informal assessments should augment the monitoring.

At what point has an English learner reached English proficiency? The issue of the reclassification criteria has often been a political football. The "proficient" score is supposed to be set at a level that enables students to effectively participate in grade-level content instruction in English without EL services—but defining that point is not a matter of scientific specificity. For years it was left to each LEA to establish their own criteria, with wildly variant reclassification criteria across the state. A student reclassified in one district would not meet eligibility in a neighboring district. There are those who would argue that saddling students with an "EL label" and requiring them to be in ELD services/classes holds students back and is unnecessary—and that the reclassification criteria should be lowered to enable more students to be reclassified earlier. Others would focus on the political fallout if a district's reclassification rate showed small numbers making the bar and would argue anxiously to set reclassification criteria

lower to increase their "success rate." Yet another group saw reclassification criteria as a moveable bar, that if set low enough, would save the school from having to provide so many English learners with services. On the other hand, there have always been those who fear that setting the criteria too low would relegate reclassified ELs to school failure because supports would be withdrawn too soon. These arguments and counter pressures accounted for the very discrepant reclassification criteria across the state. Recently, the California Education Code was changed to list four criteria that must be considered by every district for every student across the state potentially eligible for reclassification (RFEP) status. One of these criteria is to be used as a common state-level required threshold that applies equally to all districts. The three additional criteria can be set locally. In this way, each LEA still establishes their own locally-approved reclassification process, but they build upon the common criterion, Criterion #1.

> **Criterion #1:** Assessment of English language proficiency. The ELPAC is the state test for English Language Proficiency (ELP). All LEAs shall use ELPAC Overall Performance Level 4 as the statewide standardized criterion. This means that all students with an ELPAC Overall PL 4 are eligible to be considered for reclassification in conjunction with other locally-determined required reclassification criteria.
>
> **Criterion #2:** Teacher evaluation, including a review of the pupil's curriculum mastery, remains locally determined.
>
> **Criterion #3:** Parent consultation must be included but is locally determined.
>
> **Criterion #4:** Basic skills relative to English proficient students must be considered. How comparison of an ELL's performance in basic skills to an English proficient pupil of the same age is done—and the level required for reclassification—remains locally determined. The intent is to demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

School counselors must be knowledgeable about their district's reclassification criteria—and also whether their criteria are significantly different from other similar districts. Note that reclassification can take place at any time during the academic year and should be done immediately upon the student meeting all the criteria. This means that schools need sound systems in place to know which students are nearing the threshold of proficiency and have the capacity to assess and reclassify them as soon as possible.

If the stumbling block in reclassification is the ELPAC test (Criteria 1), it is sometimes related to students simply not understanding the importance or stakes related to the test. Part of advising English learners needs to include being sure they understand how reclassification works, the role of the ELPAC, their own results on the ELPAC, and how to get support in preparing for the test. Some districts report that these informational and goal-setting sessions, mixed with ELPAC preparation workshops, significantly affect their reclassification rates.

Reclassification is a significant step in the journey of an English learner—it is the culmination of many years of learning a new language and of years of tackling academic studies in a language English learners hadn't yet mastered. The attainment of reclassification should be recognized as a significant accomplishment and a moment of celebration—honored and recognized by the school. Celebrations of this milestone are definitely in order and are a feature of many schools and districts that centralize the needs of their English learners. The occasion may be marked by, for example:

- Announcing the students' names on the school and district website listing.
- Inviting families to ceremonies in which students are given certificates, trophies, or medallions.
- Arranging assemblies recognizing students who have reached reclassification status.
- Showcasing students' speeches and writing upon reclassification.

State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status to ensure that:

- The students had not been prematurely exited.
- Any academic deficit they incurred as a result of learning English has been remedied.
- The students meaningfully participate in the standard instructional program comparable to their English-only peers.

LEAs need to establish rigorous monitoring systems that include benchmarks for expected growth in acquiring academic content knowledge during the academic year and take appropriate steps to assist students who are not adequately progressing toward those goals. During this monitoring time, LEAs must ensure that RFEP students have met the same academic achievement goals set for all students. When they do, be sure to plan an RFEP showcase.

While formally, this is a district responsibility, it is important for high school counselors to monitor this as well—to trigger needed supports and responses for those EL students who may have been either reclassified prematurely or who are facing new, unanticipated linguistic demands. They may even be falling through academic gaps caused by content they missed earlier as an English learner. This monitoring may be achieved by combing the D and F lists disaggregated by EL/RFEP/EO status. It can include being sure that teachers know which of their students are RFEPs and planning regular collaborative teacher meetings to review how RFEPs are managing academically in their classes.

If RFEP students do not yet meet the same academic achievement goals set for all students during the four monitoring years or beyond or are academically struggling, intervention and support should be provided. When monitoring of an RFEP student indicates that academic deficits were incurred while the student learned English, affirmative steps should be taken to remedy those deficiencies and continue to provide support until resolved. For example, RFEP students who score below the adjusted range of performance on Criterion #4 during the four-year monitoring period should receive focused support to ensure they reach and maintain parity with native-English peers. In no case should re-testing of an exited student's ELP be refused. If the re-testing results qualify the student as EL, the school district must reenter the student into EL status and offer EL services.

Reclassification is a significant step in the journey of an English learner—it is the culmination of many years of learning a new language and of years of tackling academic studies in a language English learners hadn't yet mastered. The attainment of reclassification should be recognized as a significant accomplishment and a moment of celebration—honored and recognized by the school.

4

Planning A Path Towards Graduation

A fundamental role of the high school counselor is getting students to and through graduation! Counselors are responsible for academic advising to ensure graduation requirements are met. Statewide, 72.5 percent of EL students graduated within four years compared to 88.6 percent of non-EL students. This disparity has been a longstanding pattern in California schools. To address it means developing a plan for each EL that takes into consideration the double challenge of the required course load to achieve English proficiency (ELD) and also fulfilling all graduation requirements that English-proficient students have to fill, while filling any academic gaps that have accrued as a result of being taught in a language ELs have not yet mastered. It also means paying attention to the issues in the lives of EL students that make participation and perseverance in school a challenge.

Every EL student who enters high school as a 9th or 10th grader needs an individualized four-year academic plan that includes a reminder of what needs to be accomplished to be reclassified, the ELD courses that support the pathway to reclassification, and the academic plan to satisfy graduation requirements. Newcomers need a graduation plan that builds on their prior schooling by providing transferable credits from other nations and fills gaps resulting from the transition to our nation's schooling system and curriculum. These often require credit recovery options using expanded learning time (e.g., after school, summer), dual enrollment, and other supports (e.g., tutoring, a change in course placements, etc.) initiated during transcript audits and progress monitoring at least at the start of every year.

MINIMUM GRADUATION REQUIREMENTS:

California **Education Code (EC)** Section 51225.3 specifies a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. All pupils receiving a graduation diploma from a California high school must have completed all of the following courses, while in grades nine to twelve, inclusive. Unless otherwise specified, each course is to have a duration of one school year:

- Three courses in English
- Two courses in Math, including one year of Algebra I (EC Section 51224.5)
- Two courses in Science, including biological and physical sciences
- Three courses in Social Studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics. (*Note that pursuant to AB 2927], commencing with pupils graduating in the 2030-31 school year, a pupil who completes a one-semester personal finance course requirement may elect to be exempt from the one-semester course in economics requirement.)
- One course in Visual or Performing Arts, World Language, or Career Technical Education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language can be deemed a course in foreign language. And some local districts make it possible for immigrant/English Learner and Multilingual students who are proficient and literacy in their home language to test out of the requirement for a course in World Language.
- Two courses in Physical Education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241.
- One semester of Ethnic Studies, commencing with pupils graduating in the 2029–30 school year (a course based on the model curriculum developed pursuant to Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements; or a locally developed ethnic studies course approved by the governing board of the school district or charter school).

The local governing boards of districts have the authority to supplement the state minimum requirements at the local level. Most districts have instituted requirements that go beyond the state minimum, and the majority of school districts in California require between 22 and 26 one-year courses (or the equivalent) for graduation. Local governing boards of LEAs are also empowered to adopt alternative means for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills and competencies
- Supervised work experience or other outside-school experience
- Career technical education classes offered in high schools
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

For counselors, knowing their district's graduation requirements and the forms of flexibility allowed for fulfilling those requirements is a basic foundation for working with English learners to develop a graduation plan. Beyond that, there are specific issues in graduation planning for English learners related to their need to work toward and achieve English proficiency, and for both LTELs and newcomers, the common need to overcome academic gaps.

ELD AND FITTING IT ALL IN

All English learners are required to be provided Designated English Language Development as one part of their program in addition to Integrated ELD throughout the curriculum until they are reclassified as English Proficient. This requirement complicates fitting in and fulfilling graduation requirements within the four years of a normative high school education. (For a fuller discussion of ELD courses, sequences, appropriate curriculum, etc., see pages 94-102 in this Toolkit for a discussion in Section II, Principle #2.) From a student's point of view, ELD courses may be viewed as getting in the way or preventing enrollment in electives, VAPA, career pathways, etc., in addition to making it more difficult to complete graduation requirements. ELD must be provided—and must be strongly advocated for and supported by counselors. In developing a graduation plan for English learners, "fitting it all in" often means the use of expanded learning time (after school, weekend academies, summer opportunities), an emphasis on high-quality ELD instruction that is responsive to linguistic demands of the academic content in high schools and is offered with the flexibility to move "up" in levels as soon as a student is ready, close monitoring of progress to reclassify students as soon as they are ready, online courses, and partnerships such as Dual Enrollment that enable credits to be earned outside of the high school day.

RUNNING OUT OF TIME: CREDIT EXEMPTIONS FOR NEWCOMERS

For newcomers, additional options are available to earn credits toward graduation. State legislation provides for **credit exemptions** for both state and local graduation requirements for specific groups (CA Ed Code 51225.2) These groups include any of the following who are not reasonably able to meet graduation requirements by the end of their 4th year of high school:

- Newcomer Pupils (Non U.S.-born and three years or less in U.S. schools)
- Military families
- Migrant students
- Foster Youth
- Unhoused Youth
- Former Court School Pupils

4

LEAs have the local discretion to support newcomer students with graduation credit exemption and a fifth year of high school. Counselors first determine acceptable credits (and partial credits) from out-of-country records and also meet with students to consider their right to a 5th year to complete graduation credits.

KEY LEGISLATION IMPACTING FLEXIBILITY IN GRADUATION REQUIREMENT OPTION

SB532 (2022)

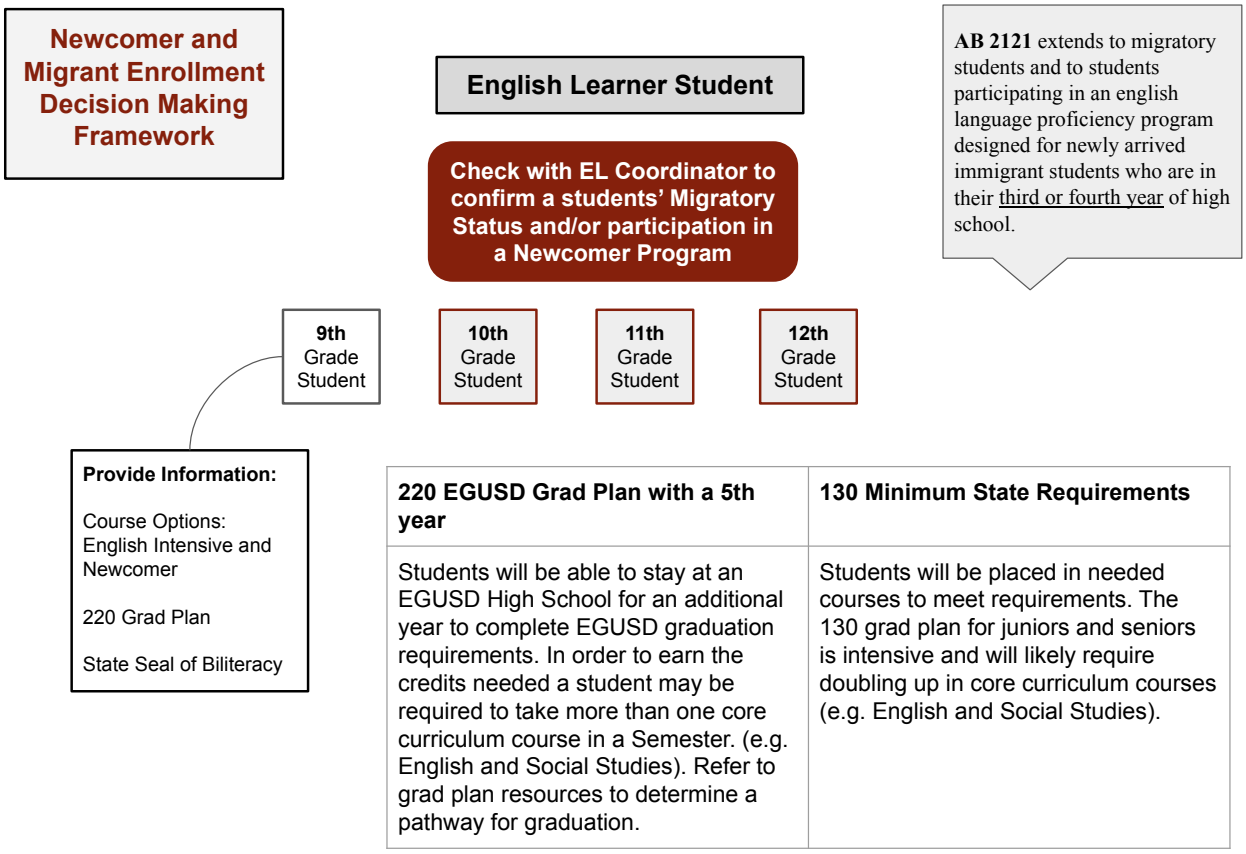
- Requires LEAs to offer newcomers the option to remain in high school for a 5th year if the pupil is reasonably able to complete the graduation requirements within the pupil's 5th year of high school. Formally, when an LEA determines that a newcomer pupil is reasonably able to complete local graduation requirements within a fifth year of high school, it shall do all of the following: Consult with the pupil and the person holding the right to make educational decisions for the pupil regarding the pupil's option to remain in school for a fifth year to complete the LEA's graduation requirements
- Consult with the pupil, and the person holding the right to make educational decisions for the pupil, about how remaining in school for a fifth year to complete the LEA's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution and be mindful of minimum years of enrollment required for in-state tuition in California public colleges under AB540.
- Consult with and provide information to the pupil about transfer opportunities available through the California Community Colleges.
- Permit the pupil to stay in school for a fifth year to complete the LEA's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the person holding the right to make educational decisions for the pupil. (EC Section 51225.1[b].

AB2121 and AB714 Amendment (2018)

- AB2121 and AB714 Amendment (2018) require a school district to exempt a newcomer pupil in his or her 3rd or 4th year of high school from all coursework and other requirements adopted by the governing board of the school district that are in addition to certain statewide coursework requirements unless the school district makes a finding that the pupil is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of the pupil's 4th year of high school. It additionally requires that coursework completed satisfactorily in a school in a country other than the United States to be accepted. LEAs using AB2121 exemptions must do all of the following:
- (1) Inform the pupil of their option to remain in school for a fifth year to complete the local educational agency's graduation requirements.
- (2) Inform the pupil and the person holding the right to make educational decisions for the pupil, about how remaining in school for a fifth year to complete the local educational agency's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution.
- (3) Provide information to the pupil about transfer opportunities available through the California Community Colleges.

As an example of how counseling staff are approaching the issue of exemptions from graduation requirements and fifth-year plans, the following two charts from Elk Grove Unified School describe decision-making. The first chart lays out the process for making decisions about newcomer and migratory student pathways to graduation with the following framework:

FIGURE 8: NEWCOMERS AND MIGRATORY STUDENT PATHWAYS



220 EGUSD Grad Plan with a 5th year	130 Minimum State Requirements
Students will be able to stay at an EGUSD High School for an additional year to complete EGUSD graduation requirements. In order to earn the credits needed a student may be required to take more than one core curriculum course in a Semester. (e.g. English and Social Studies). Refer to grad plan resources to determine a pathway for graduation.	Students will be placed in needed courses to meet requirements. The 130 grad plan for juniors and seniors is intensive and will likely require doubling up in core curriculum courses (e.g. English and Social Studies).

*There may be case by case situations when a student may be eligible for a grad exemption if the student enrolls for the first time in the district after the third quarter of their sophomore year. Contact your Program Specialist in English Learner Services.

For counselors, knowing their district's graduation requirements and the forms of flexibility allowed for fulfilling those requirements is a basic foundation for working with English learners to develop a graduation plan. Beyond that, there are specific issues in graduation planning for English learners related to their need to work toward and achieve English proficiency, and for both LTELs and newcomers, the common need to overcome academic gaps.

This is paired with planning related to graduation exemptions:

FIGURE 9: GRADUATION EXEMPTIONS

GRADUATION EXEMPTION PLAN: High School Graduation Requirements	
Elk Grove Unified School District (EGUSD) **220 Credits**	California Department of Education (CDE) **130 credits**
Four courses in English (40 credits)	English (30 credits)
Math and Science – Option 1 (60 credits) Four courses in Mathematics* (40 credits) Two courses in Science** (20 credits) **OR** Math and Science – Option 2 (60 credits) Three courses in Mathematics* (30 credits) Three courses in Science** (30 credits) *includes Algebra 1 and Math in Senior Year **includes general and life science	Math (20 credits) Algebra 1 (10 credits) Other Math (10 credits) **AND** Science (20 credits) Biological Science (10 credits) Physical Science (10 credits)
Social Studies (35 credits) World Geography (5 credits) World History (10 credits) US History (10 credits) American Government/Civics (5 credits) Economics (5 credits)	Social Studies (30 credits) World History (10 credits) US History (10 credits) American Government/Civics (5 credits) Economics (5 credits)
Two courses in World Language (20 credits) **OR** One course in World Language (10 credits) One course in Visual and Performing Arts (10 credits)	World Language (10 credits) **OR** Visual and Performing Arts (10 credits) **OR** Career Technical Education (10 credits)
Two courses in Physical Education (20 credits)	Physical Education (20 credits)
One semester course in Health (5 credits)	Health Course (0 credits)
Additional Electives (30-40 credits)	Electives (0 credits)
Must demonstrate proficiency in current technology or pass a course (5 credits)	

GRADUATION PLANNING AND REGULAR CHECK-INS FOR ALL ENGLISH LEARNERS

Based on the transcript evaluations and credit evaluation, school counselors help each student map out an individual graduation plan. This includes explicitly informing the students of the graduation requirements, and making sure the student understands that everyone progresses at different rates, and her/his progress toward graduation has to be regularly checked and adjusted. Some may feel pressure (from the family or their own sense of financial urgency and family responsibility) to graduate as soon as possible to be able to earn money or contribute to their family. Counselors play an important role at this point in providing both a long-term view and also providing whatever alternatives and supports they can to address both the short-term pressures and planning for the future.

English learner students need to be involved in choosing the right classes so that they are appropriately challenged and are moving toward meeting career goals. Flexibility by the school, consideration of multiple options, and close monitoring by the counselor are essential. In this process, counselors have a responsibility to educate English learner students and their parent(s) or guardian(s) about the requirements for graduation—and the implications of receiving a high school diploma and completing courses needed as preparation for college. Both the students and their parents have to be involved in the process of selecting courses that lead students to graduation and prepare them for postsecondary options. Immigrant students and their families left their countries to come to America, most of them with hopes and dreams to improve the condition of their lives. Understanding how the high school program and graduation fit into those hopes and dreams is key.

Overall, the combined issues of analyzing foreign transcripts for newcomers, determining how to and when to grant full or partial credits, and building a plan toward graduation for newcomers are central to the task of counseling. It almost always involves both counseling staff and EL Coordinators. Please see the section on analyzing foreign transcripts discussed on pages 106-108 in Principle #2 as a step in ensuring newcomers are placed appropriately in academic courses that build on what they have already learned in their prior schooling.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT: NEWCOMERS AND CREDITS

San Francisco Unified School District has historically been a port of entry for immigrant students and has amassed many resources of potential use by counselors throughout the state. Their "Foreign High School Transcripts Evaluation Handbook" supports counselors in translating foreign transcripts, setting appropriate grade placement guidelines, making sense of academic success, and assigning full and partial credits for work done in the past to apply to requirements. An excerpt from their materials is printed below:

Equity in Academic Counseling

- Adopt a counseling stance of effectively scheduling newcomer students to achieve A-G graduation requirements based on educational histories and transcripts from other countries.
- Streamline classes with intentionality around college pathway access and A-G requirements for ELs.
- Effectively evaluate students' foreign transcripts and transfer credits to student's transcripts toward graduation.
- Provide counseling around English as a Second Language (ESL/ELD) pathways within City College of San Francisco (CCSF) and inform students about college pathway options working to destigmatize EL status and advocate persistence in SFUSD beyond age 18.
- Retain students up until age 22 (5th year+) in order to meet graduation requirements.
- Advise eligible students of other graduation options.

Credit Recovery/Creative Academic Counseling

- Provide access to site-based credit recovery classes and/or access to additional City College night classes for credit recovery.
- Flexible and/or partial credit given to late-in-year arrival newcomer students.
- Create flexibility around the school day schedule in order to accommodate some students' employment needs.
- Provide counseling to students and create an expectation that graduation will require additional years; agreements and contracts for retaining students through 21 years of age.
- Identify chronically absent students who match the profile for El Camino Alternativo and make referrals to this alternative school program to deter student from dropping out and to retain student in SFUSD.

4

Student Goal Setting: "I Know Where I'm Going and I Know How to Get There."

There are clear pathways and trajectories in an aligned system toward the goals outlined as student success. Carefully articulated and sequenced grade-level standards and systems of summative and formative assessments aligned to those standards—and monitoring practices—should all be part of a system that tracks whether students are mastering what they ought to be at specific points along their schooling journey. But while the system may be showing if students are "below standard," "at standard," or "above standard," it's not especially helpful at indicating exactly which skills and knowledge have to be addressed to meet graduation standards. The analysis doesn't tell us where they need to be, nor are the students themselves aware of the pathway or their place along that path. This "scholastic expectation gap" proves to be particularly true for English learners for whom the system of understanding the trajectory is literally foreign to them and their families. In addition, English learners face both the same grade-level academic expectations as all students and a journey toward English proficiency with its own set of assessments, benchmarks, and goals (i.e., "reclassification"). It is essential that students (and their families) understand the language development trajectory, expectations, goals, and graduation requirements—and that students become partners in their own goal-setting and monitoring.

Long Term English Learner research identifies that LTELs often have high hopes and dreams of going to college but have little information about the degree to which they are "on track" to reach their goals. Others may not be focused on dreams of college but are frustrated that they are struggling academically and don't understand why they are required to be in ELD classes. Because many can function well enough socially in English, they do not know why they are still classified as English learners and enrolled in ELD classes. In both situations, students are mystified about why they are where they are and what they need to do to move forward. Few have the information or knowledge about the academic system that would help them plan and pursue academic goals or the dream of attending college. For all of these reasons, it has been found that incorporating academic and language goal-setting into their program is essential. The students need to understand why they are considered English learners, which specific aspects of English language development require focus, where they are along the spectrum of reaching for reclassification, what the requirements for reclassification are, the importance of and why they have to take the ELPAC each year, and how to evaluate their own personal history of progress toward proficiency.

One of the early lessons from pilot courses specifically designed for LTELs uncovered students' resistance to being in the classes. Teachers across the state found that adding a component of goal-setting and mentoring, focusing on helping students understand WHY they were in the class, the trajectory toward English proficiency, where and in what ways they were stuck and not progressing in English skills, and how the lack of specific English skills was holding them back from academic success. One-on-one conferencing—individual sessions with students designed to build understanding and support their goal-setting—became the mark of effective LTEL courses.

Goal-setting involves explaining to students why they are classified as English learners and the necessary steps toward reclassification. One of the characteristics of LTELs is that they have idiosyncratic schooling gaps due to inadequate language supports in past school years and subjects. And so, goal-setting looks not only at the trajectory toward English proficiency and reclassification, but also at areas of academic struggle. Whether it is their

Designated ELD teacher, a counselor, or designated mentor, someone needs to have the explicit role of supporting students in setting goals. This involves getting to know the student, learning about their background, dialoguing about their future and what they want, and engaging students in clarifying their thinking and committing to a path to address some specific gaps or areas for progress. For each student, goals and timelines with benchmarks are established to help students track and measure their progress throughout the year. And approaches to focusing on those skill areas are defined. One-on-one conferencing should be a regular feature of the program for an LTEL or student at risk of becoming an LTEL. It is demystifying and empowering. As one 10th grader, an EL since kindergarten explained:

> ***"I get it now! My speaking is good so I didn't get why they called me an ELD. But we looked at my test (the ELPAC), and I see. If reclassification was speaking, I'd be reclassified! But it's my writing that's not so good. It's like I don't put in details, and my sentences are short. So that's what I am going to work on. My teacher is helping me. And you'll see, my test this year is gonna show my English writing is good enough. I'm going to be reclassified. You'll see! I'm going to be a speaker AND a writer!"***

Schools mobilized to engage English learner students and their families in goal-setting have the following:

- Clear written explications of expectations and requirements along the full trajectory toward English proficiency, reclassification and biliteracy—available in multiple languages, and made available and accessible to families and students with regular updates on student progress.
- Regularly scheduled meetings with counselors, teachers, or mentors to review progress and discuss supports and next steps for progressing along the pathway.
- Engagement with students to discuss their personal goals, review progress, and examine opportunities and options.

English learners face the same grade-level academic expectations as all students and a journey toward English proficiency with its own set of assessments, benchmarks, and goals (i.e., "reclassification"). It is essential that students (and their families) understand the language development trajectory, expectations, goals, and graduation requirements—and that students become partners in their own goal-setting and monitoring.

4

College Admissions and Financial Aid

Many English learners hope to go to college. And most high schools seek to prepare all their students for college opportunities. For the first generation in a family to enroll in college—and particularly for immigrant and newcomer students—the world of college preparation, college application, college financing is new. It is complex, and it requires good counseling and support to navigate successfully.

First, English learners need to understand that there is a public higher education system and different public segments of that higher education system. The University of California and the California State University systems have eligibility criteria that exceed the state's high school graduation minimums, defined by what are called "A-G requirements." Part of graduation planning for English learners needs to clarify the implications of successful enrollment in and completion of A-G courses required for those public university systems. Both the University of California (UC) and the California State University (CSU) require completion of the A-G sequence with at least a C in each course. The A-G requirement is comprised of yearlong courses in seven areas, from history ("a") to a college preparatory elective ("g"), which must be approved by UC and CSU. Not all high schools offer the complete A–G sequence. Small and rural schools, in particular, are much less likely to do so. And given the academic gaps in background, which many LTELs have accrued by high school—and the language access issues and barriers faced by most English learners in high school curriculum—many students struggle to fit A-G into their schedules and then to complete the A-G requirements successfully. However, the California Community College System is open enrollment without the course requirements of the UC and CSU systems. And Community Colleges can become the vehicle to later transfer into the UC and CSU system.

Second, English learners need to know that English proficiency (and reclassification) is not a prerequisite for college. English learners should know that colleges and universities provide ESL classes, and that some academic courses are provided in world languages, but that the academic English demands of universities are high. Those newcomers in high school who are considering college as a next step should be advised of the Test of English as a Foreign Language (TOEFL) that measures a student's ability to communicate in English at the college and university level. It is widely accepted by institutions worldwide and can be taken either with paper and/or pencil or on the computer. Information about the test and support in preparing for and registering is helpful.

Dealing with college applications can be daunting for English learners without advice and support. Whether it is workshops, presentations on college applications, or one-to-one advising, English learners need support. Admission to higher education is one hurdle. Financing it is even greater. The idea of paying for college may be wholly foreign to many families and feel far beyond reach of most English learner families. Counselors need to help them learn about viable ways to pay for college and provide concrete help with navigating the terrain of applying for financial aid. Counselors working with English learners to plan for college most also be aware of the challenges for students with unique citizenship statuses. In the United States, undocumented students can attend college but may face different

financial and legal barriers and pathways. Federal financial aid is provided to eligible undergraduate postsecondary students who are U.S. citizens or eligible noncitizens. Eligible noncitizens are:

- U.S. Nationals.
- Permanent U.S. residents with an alien registration receipt card (a green card).
- Persons granted refugee, asylum, indefinite or humanitarian parole, Cuban-Haitian entrant, or conditional entrant (pre-1980).
- Individuals possessing a valid Social Security number.

Undocumented students aren't eligible for federal financial aid, including grants and loans—but California has provisions that open college opportunity (including financing) for undocumented students. The California Dream Act allows undocumented students, DACA recipients, U (Undocumented) Visa holders, and students under Temporary Protected Status who quality for a non-resident exemption to receive certain types of financial aid. These include private scholarships funded through public universities, state administered financial aid, university grants, community college fee waivers, and Cal Grants. They can attend public colleges in California if they meet the admission requirements and are accepted. Eligible undocumented students may also be exempt from paying nonresident tuition at all public colleges and universities in California (including the California Community Colleges, the California State University, and the University of California) if they meet AB540, AB2000, and/or SB68 eligible requirements.

AB 540 (2001), or the California Nonresident Tuition Exemption, is the state law that allows certain immigrant students to pay in-state tuition at California public and private colleges and universities. Signed into law on October 12, 2001, it authorizes any student, including undocumented students who meet specific criteria, to pay in-state tuition at California's public colleges and universities (e.g., California Community Colleges, California State University, University of California). Students must meet the following requirements:

- Attend a California high school for at least three years.
- Graduate from a California high school or earn a GED, HiSET, or TASC in California.
- File an affidavit with the college or university stating that they have applied to legalize their immigration status .
- Not be a non-immigrant, such as those with an F or B visa.

Students must submit official transcripts or attendance records to validate their information. They must also sign a declaration stating that the information they provided is true and accurate.

It is important that college advisors be clear on what financial aid sources and forms apply based on immigration status. A student is eligible to complete the FAFSA if they are a U.S. Citizen, a permanent resident, eligible non-citizen, or a T Visa holder. A student is eligible to complete the CA Dream Act application (CADAA) if they are undocumented, have a valid or expired DACA, are a U Visa holder, have temporary Protected Status, and meet the non-resident exemption requirements under AB540, SB2000, SB68. These require a person must meet all four of the following requirements:

1. Time and coursework: High school attendance in California for three or more years OR attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years in California elementary schools, California secondary schools or a combination of those schools OR attainment of credits earned at a California adult school or credits earned at a California community college or a combination of the schools listed above.
2. Degree or unit requirements: Graduation from a California high school or the equivalent
3. Must register or enroll in an accredited and qualifying California college or university
4. Submit a signed Non-Resident Exemption Request (also known as an AB540 Affidavit) stating that if the person is undocumented, they are in process of legalizing immigration status or will do so.

A Helpful Resource!

Immigrants Rising.org: Quick Guide to College Access for Undocumented Students in California. Excellent summaries of issues of in-state tuition and residency requirements, the California Dream ACT and State-based financial aid, scholarships that do not require proof of citizenship, etc.

Some counselors have approached all of this by creating classes, forums and support groups focusing on college admission (supporting seniors in completing college applications and writing personal statements) and financial aid and tuition support (including AB540 and Dream Act options)—specifically for English learners.

Expanded Learning Time

All students are engaged in learning new skills and concepts every day in school—but learning comes with an extra set of challenges for English learner (EL) students who attend California schools. English learners face the challenge of mastering all of the same grade level knowledge and skills as their English proficient peers despite not yet fully comprehending the language in which it is commonly taught. Plus, they are working to develop proficiency in English (a second language). ELs have more to learn—core academic content and the English language—yet have the same amount of time, or even less, than their native English-speaking peers in which to learn it. Time is of the essence for these students. Time is critical for all students, but it is especially important for EL students who have the dual educational task of learning English as well as math, science, and other academic subjects through English and doing so while mastering graduation requirements. For newcomers, the time crunch can be even greater. Playing catchup is part and parcel of the high school experience for English learners.

In secondary schools, the need of ELs for ELD classes often fills periods that other students use for electives—precluding EL access to enriched areas of learning and engagement such as music and the arts. Fitting ELD plus academic requirements and filling academic gaps into the same number of minutes in the daily schedule as an English proficient student who does not share those extra challenges is difficult. The school day, week, and year are the same for both categories of students.

The problem of time is particularly a challenge for those immigrant ELs who enter the U.S. school system with limited prior schooling or from schooling systems in other countries with very different curricula. They have even less time to catch up with their peers academically and learn English at the same time. This is particularly concerning for "late-arrival" immigrant newcomers who begin their education in American schools in the ninth grade or above. For these students, the constraints of the traditional school day pose a severe challenge, and the structure of a four-year high school education adds additional pressure to complete graduation requirements and master English within a tight time limit. Newcomers in high school often grapple with filling high school graduation requirements and earning credits despite being new to English in just the same four short years as English proficient students have to qualify for graduation. There is an added struggle of developing academic proficiency in two languages for those ELs following the trajectory toward developing biliteracy. In short, the challenge of time is part and parcel of being an English learner. Only so much can be done by squeezing more and more into the school day and schedule. English learners need more time.

For these reasons, Principle #4 of the CA English Learner Roadmap explicitly calls upon schools to plan schedules and resources to provide extra time in school and build partnerships with afterschool and other entities to provide additional support for ELs, to accommodate the extra challenges facing ELs of learning English fluently and accessing/mastering all academic content. English learners need expanded learning time and opportunities.

Creating avenues for English learners to get the additional time and support needed to fulfill English proficiency and academic requirements for graduation is a key element of EL responsive high school programs. Open opportunities for support might include drop-in ELD or academic homework support and tutoring provided by staff who are able to scaffold for English learners and/or support through the home language. These may be after-school, during open periods of the school day, or Saturday sessions. Assignment to and scheduling of EL support labs in the after-school or inter-session times may also be helpful. Online courses and academic supports—especially those in the home language for newcomer students—can provide important access to academic content, which can be pursued during out-of-school hours or during an EL support lab. And summer programs are particularly useful because they allow for deeper coverage and can provide the boost needed before a new school year. Finally, dual enrollment in community college courses (again including home language courses as well as making up academic content and gaps) allows for the use of time beyond the school day to meet the additional academic needs of English learners.

There are various ways to create additional time for English learners, including augmenting the school day and year (e.g., zero periods, Saturday academies), afterschool and out-of-school academic/homework support and tutoring, specialized sessions specifically designed for English learners, fifth- and sixth-year high school options, dual enrollment partnerships, and use of distance learning courses in addition to the school day offerings.

The additional time (adding a zero period before school, or an extra period at the end of the day or adding days to the school calendar) may be for all students—or explicitly an option for English learners and others who need extra time. Research on expanded learning time overall reveals that increasing the school day by two hours or lengthening the year by 360 hours—the equivalent of at least 30 percent more learning time—can be pivotal in improving student outcomes. This additional time is particularly effective in closing both the academic and language gap for ELs. The degree of access to services and the way time is used are also shown to make a difference in impact. Students who participate for longer hours or a more extended period receive the most benefit. Obviously, it is beyond the scope of the counselor to expand the school day – but it is within their role to seek those opportunities that may be available for ELs.

Out-of-School-Time (OST) programs offer the ability to expand the school day and provide English learner (EL) students, with more time in educational settings that help address the dual learning challenges they face. Extra time and potential use of this time to provide effective EL strategies and activities means that out-of-school-time programs hold particular promise for improving outcomes for EL students. This is especially true when the OST programs have been designed with attention to being language-rich environments, intentionally focused on creating the assets-oriented, EL needs-responsive, intellectually rich, relevant, and engaged learning environment needed for English learner success.

Expanded learning time and opportunities may take place before and after the typical school day, on weekends (e.g., Saturday schools), during intersessions and breaks, or over summer vacation. It may be asynchronous with online distanced learning opportunities. And, for some English learners, it may be adding a year to the high school timeline with fifth- or sixth-year options. Regardless of the mechanism, expanded learning provides students with more time for learning and opportunities to develop academically, socially, emotionally, and physically in ways that complement, but do not replicate, activities in the regular school day/year.

4

There are a variety of mechanisms and approaches to expanded learning time. They are all intended to provide extra time and support needed for academic work, expand students' academic interests and increase their success, offer access to a range of learning activity types, and contribute to positive youth development. Expanded learning may range from tutoring to engaging students in community-based learning opportunities with partners. In the former example, the activities are aligned with classroom instruction and learning. In the latter instance, it may be more informal, out-of-school learning experiences rather than traditional classroom-aligned instruction. Research shows that this additional time can make a difference if used effectively. Examples of how out-of-school-time can be used in ways that augment, support, and extend beyond the school day (and week and calendar) include:

- **Use of primary language**. Often, out-of-school-time programs provide the opportunity to employ tutors, mentors, and staff from the same community as students and may have the same language background as the students they serve. This means there is an opportunity to reinforce learning in and through the primary language, support students' bilingual engagement, and bolster comprehension by engaging students in their strongest language.

- **Opportunity for practice, "air time," and interaction.** To become proficient, ELs (particularly newcomers) need opportunities to practice their English language skills in various ways. EL opportunities for producing the language (speaking and writing or "output") and for interaction are just as important as opportunities for "input"—that is, to hear and read language they understand. Interaction as part of this output provides learners with more input and improves understanding as learners construct meaning through their interactions. This process also allows EL students to express themselves in different types of communicative situations and to draw on all of their linguistic resources to do so. (Social) interaction has also been shown to be important to EL student motivation, which, in turn, is fundamental to learning. Interaction in community projects offer opportunities to use the home language as well. Out-of-school-time programs can provide EL students with greater opportunities for language output and interaction than they are likely to receive during their regular school day. These programs can offer opportunities for a broader array of learning activities—including internships, project- based applications, work-related placements, real-world learning, and real-life tangible experiences.

- **Targeted support.** With help identifying particular gaps, areas in which English learners are struggling, and particular interests of EL students, the expanded learning time can be specifically shaped around what will be most helpful, motivating, and engaging for the English learner student. The counselor's role is in helping a student identify what those needs and interests might be and then finding or creating the targeted support for after school, beyond-school time support.

One of the practices identified to meet the challenges and support expanded learning time at the high school level for English learners is distance learning, which expands the reach to fulfilling academic credits and accessing primary language instructors who may not be available at their home high school site. Students can take these courses in addition to their regular high school schedule—and may be able to do work asynchronously at their convenience around work and family and school schedules. Another option is for districts to provide early college and dual enrollment through school partnerships, which allow high school ELs to earn college credit while working toward their high school diploma. Both of these strategies are an innovative way to expand learning time for students who may need more than the traditional four year high school schedule to master the English language and catch up or stay on track academically.

Before- and after-school programs can also play a critical role in ELs' success by providing a place and time for homework and extra academic support. These programs are particularly beneficial for older students who may not have access to academic resources or help at home. Or they may have additional responsibilities, such as working or caring for younger siblings. Although some of them actually want to do work at home, they simply may not have a space where they can quietly study because of small living quarters or large families. They may also need access to a computer and connectivity for some of their homework and not have one available at home. For all of these reasons, it is essential to try to provide a well-structured before- and after-school tutoring program and space with technology and tutors at your school, as many ELs will not be able to make it one time or the other. The content may be open tutoring (e.g., come and get help with whatever you are working on) or specific to an area of academic challenge (e.g., math support). Regardless, the pedagogical approach must be consistent with high-quality instruction for English learners. Although each school and community is different, certain standard elements will improve the program's efficacy.

- **Staff and coordinate the program with EL teachers if possible:** English learners will be more likely to come if their regular teachers are there to provide a certain level of familiarity and comfort. Known EL teachers ensure more direct application to what is being taught/studied in the academic day and provide pedagogical coherence in how language is being supported and developed in and through content.

- **Properly train volunteers:** In addition to teachers, have volunteers provide students with individualized instruction. Remember, though, that these volunteers need to be equipped to assist the EL students without simply giving them the answers. Basic principles of second language development and effective instruction can be helpful (e.g., using/creating visuals and graphic organizers to aid comprehension, clarifying and building and practicing vocabulary, the importance of wait time and time to process, utilizing home language reference materials, etc.) Consider the following:
    - — Explain your student's situation as background for the tutor.
    - — Provide the tutor with a certain level of contextual information on how ELs learn (conversational fluency versus academic language proficiency, L1 literacy and its connection to L2, visuals to bolster comprehension, etc.).
    - — Give the tutor a specific task for the day and ask the tutor and the student to report back at the end of the day on the progress they made.
    - — Allow the tutor time simply to get to know the student and form a relationship.

- **Communicate with parents:** Many parents of ELs are very nervous about their students staying after school for a variety of reasons, and they may be concerned about why their students do not come home right away. As a result, it is a good practice to communicate with parents about the tutoring program.

4

Offering special sessions designed explicitly for English learners, and addressing their language development and learning needs, adds an integral level of targeted support. These may take the guise of ELD Saturday Schools or an intersession ELD academy. Because language is most powerfully developed in and through content, these special sessions can focus on topics of high interest to students beyond what is provided in the regular school curriculum. They are exciting opportunities for students to focus on some of the "elective" areas less accessible to English learners during the regular academic calendar. It could be the arts, community, or technology topics. The main elements include:

- Focus on a high-interest topic.
- Focus on language development in and through the content.
- Either focus on key ELD standards, or on major elements of biliteracy pedagogy if the special academy/institute is a dual-language focus. In either case, the time should be used to find an avenue for an explicit focus on an opportunity for strengthening and using language.
- Deliver content in ways that engage all four domains of language: reading, writing, oracy/discourse, and listening.
- Provide opportunities for active engagement, interaction, critical thinking, discourse, inquiry, student production, and action. Principle #2 challenges the program to engage in intellectually rich instructional pedagogy.
- Use the home language where possible.

An excellent example of this approach is that Los Angeles Unified School District (LAUSD) offers a Winter Enrichment Spanish Course for English learner and RFEP students. The course is provided virtually, so students across the district can participate. It is held during the Winter break, plus four additional Saturdays in January. The Winter Enrichment course allows students to complete an A-G requirement (requirement E) for a language other than English, which makes it possible for them to graduate from high school in four years and frees time in their high school schedule for elective and career pathway classes.

Regardless of the design and structure for expanding time, it makes a difference to build coordination and communication between expanded learning/out of school time staff and the regular school day staff (including teachers and counselors). The extra time should be utilized for intentionally planned activities focusing on key strategies that promote and speak to the specific needs of English learners. Some of these include interaction and collaboration, offerings that produce language in the context of activity, primary language opportunities, and scaffolds and supports for full participation and comprehension. The extra time provided by these programs lends itself well to interaction strategies that are often too time-consuming to fit into the parameters of the regular school day and lose out in the competition for instructional time. Moreover, the less restrictive environment of many OST programs can reduce the stress or embarrassment that can silence many EL students as they are developing their English proficiency. To do all of this, the staff of expanded time offerings need professional learning and support to understand second language and dual-language development, and they need to become acquainted with strategies that support comprehension, participation, and language development for English learners.

Principle #4 of the CA English Learner Roadmap explicitly calls upon schools to plan schedules and resources to provide extra time in school and build partnerships with afterschool and other entities to provide additional support for ELs, to accommodate the extra challenges facing ELs of learning English fluently and accessing/mastering all academic content. English learners need expanded learning time and opportunities.

Expanded learning time is both an opportunity to augment what happens in classrooms and provide learning contexts that go beyond the classroom. In particular, the potential for project-based learning built around student interests aimed at solving authentic problems or answering pressing questions is far more possible without the constraints of a packed, standards-driven curriculum during the school day. Project-based learning is promising for both social and academic language development. And having students confront "a real-world problem that requires authentic solutions" facilitates academic language development, while the cooperative nature promotes peer interactions that support language development through problem-solving and dialogue.

The English Learner Roadmap calls upon schools to address the different typologies and needs of English learners. Newcomers who arrive in secondary schools with little or no prior schooling or interrupted schooling may need basic literacy or may read far below their grade level in their home language. They generally require intensity and variety in approaches and support that other English learners may not. For these students, planning for and providing extra time for intensive ELD support to develop foundational literacy and math is essential. Every effort should be made to offer options for extended time in high school, including summer school, after school, evenings, and fifth- and sixth-year curricula to complete the requirements for a diploma. For Long Term English Learners, opportunities to engage with and practice the ELD standards in the context of project-based rigorous contexts can be particularly useful. This kind of project engagement can be an afterschool club or program, an intersession class, or even a summer course.

CASE EXAMPLE

An Enrichment/Intervention Middle School Journalism Program for LTELs

The Journalism for English Learners Program is a project-based, student-centered program focusing on oral and written language development for middle school EL students at risk of becoming LTELs. The student impact goals of the program are to increase English Learners' achievement and engagement in

1. English language arts in the area of informational reading and writing, particularly in the journalistic genre; and
2. Oral academic language skills to reach English language proficiency and to prevent the long-term trajectory of prolonged EL status for this group of students.

While the Journalism for EL Students curriculum and professional development institute has now been implemented in districts throughout California, it was first piloted as an innovative, eleven-week afterschool program between 2008-2011 in Lennox School District. Recognizing the need to address their LTEL challenges, the district researched existing Intervention programs. Their queries found that other programs appeared to be extensions of the regular school day curriculum (offering more of the same). They sought as an alternative to create a needed assets-based, differentiated LTEL curriculum. Traditional intervention programs did not provide sufficient support for meeting the needs of ELs, nor did they promote the kind of pedagogy called for by the ELA/ELD standards and research. Bottom line, they lacked the students' active participation, and social integration with strong language models in affirming environments that include authentic opportunities to connect learning with students' communities and social realities.

The Center for Equity for English Learners at Loyola Marymount University's Journalism for EL Students provided the combination of a research-based intervention for EL students and quality professional learning for teachers. Teachers prepared for the ELD Intervention Program by attending a training session at the beginning of each cycle, where they were informed of the assessment and instruction protocols and procedures as well as receiving the lesson objectives for each week. Immersion in understanding second language development and the critical role of oral language as a foundation for writing framed the focus on strategies to engage students in purposeful relevant curriculum. The curriculum for this after-school intervention incorporated strategies from district professional development trainings (such as a vocabulary lesson planner and think-alouds) to maintain consistency and familiarity with strategies presented during the regular school day. The instructional approach modeled effective pedagogy for English learners: Providing a rigorous and relevant curriculum through meaningful teaching and learning in an engaging environment; Scaffolding for oral and written language input and output; Selecting expository reading materials at students' instructional level to support research and inquiry for field research; Using and modeling of genre-specific academic language (journalism) with the expectation that students use and appropriate the language orally and in writing, use ELD reading/writing levels to differentiate instruction through IPT assessments, highlighting community connections through field experiences and use of varied grouping strategies and one-on-one support during on-going instruction.

Students were about to become journalists on community issues, and they were charged with creating a newspaper of articles. Thus, the community partnership aspect of the model was essential. Teachers selected community businesses/locations for student fieldwork and prepared students to conduct computer-based research and prepare interview questions for the community subject matter experts on their focus topic. Background information about the experts and locations were given to students prior to beginning their research. Armed with their interview questions (and having practiced the oral skills involved in interviewing), students became reporters/journalists once they arrived by bus at the selected locations. After conducting their interviews, students paraphrased, analyzed, and synthesized information using a writing process approach to produce articles for their Lennox Voices newspaper. The district newspaper was distributed to participating schools, the community, and the locations visited.

The articles were evidence of the ELD program's impact in bolstering LTEL's oral and written language output, which was verified by the evaluation assessment of students' skills. For the students, the program was about being journalists and actively learning about and contributing to their community. And their academic English skills were strengthened in the process.

Since the pilot, the Journalism for EL curriculum has been used in various contexts. The program is research-based, focuses on journalistic writing, includes a minimum of 40 hours of instruction, and can be delivered either after school or within the school day as standards-aligned after school or summer enrichment and for designated or specialized English Language Development or interventions.

For more information: https://soe.lmu.edu/centers/ceel/professionallearning/journalism/

Time is critical for all students, but it is especially important for EL students who have the dual educational task of learning English as well as math, science, and other academic subjects through English and doing so while mastering graduation requirements. For these reasons, the English Learner Roadmap explicitly calls upon schools to plan schedules and resources to provide extra time in school and build partnerships with afterschool and other entities to provide additional support for ELs.

4

Ensuring English Learners are Embraced in the Programs and Initiatives of the School

Comprehensive high schools and school districts can be notoriously siloed. Multiple initiatives, programs, projects, and curricula run simultaneously but are seldom aligned or coordinated with each other. English learners tend to be considered the purview of the EL division or the ELD department. Furthermore, efforts to meet the specific needs of English learners can result in placement into many settings where they are not integrated into the student body as a whole. Yet the role of counselors is, in part, to support the participation of ELs in the full life and program of a high school. It is to combat segregation and separation, and to support students in being a meaningful part of the community. This means not only understanding the full array of opportunities and initiatives in the life of the school but also serving as a link to those opportunities to ensure they are appropriate, accessible, and supportive for EL students.

Because English learners have specific challenges, needs, and assets that can impact their access and participation in all school programs and services, it is always essential to look at school initiatives and programs through a lens of the degree to which they address the access and participation needs of ELs. An EL impact analysis can be helpful as part of ensuring meaningful access and the inclusion of English learners in the life and programs of the school. It also can make apparent where professional learning might be helpful for staff and faculty on English learner needs, and where collaboration and partnerships with the EL Department are warranted. Bottom line—it is essential information for counselors in advising and supporting their EL students to be able to access the high school experience. Key questions and lenses to use in an EL impact analysis include:

- Is language accessibility addressed for English learners?
- Do the programs and plans incorporate and build upon evidence based high-quality practices (e.g., Integrated ELD) for English learners?
- Are there opportunities within the project/initiative for students to incorporate, leverage, and utilize their cultural and linguistic assets?
- Are the staff and directors of the initiative aware of the need and importance of welcoming, embracing and supporting English learners within this project?

Pathways To Biliteracy

The vision of the CA English Learner Roadmap is that English learners will be provided opportunities to develop proficiency in multiple languages and will be prepared with the skills required for college, career, and civic participation in a global, diverse, and multilingual world. The mission of the English Learner Roadmap calls for English learners to "fully and meaningfully access and participate in a 21st-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages." California's commitment to goals of biliteracy actually go beyond the CA English Learner Roadmap. The passage by voters of the EdGE Initiative in 2017 called for opportunities for all students to develop multilingual skills. And, in the introductory letter by the State Superintendent of Instruction and President of the State Board of Education to the newly revised 2019 World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards), they refer to the vision that every student in California should develop the multilingual skills essential to navigate the international marketplace effectively, interact meaningfully across cultures, and succeed in business, research, and international relations.

"We call on all California educators to promote multilingualism for every one of our students. These standards mark a shift in the vision we have of an educated citizenry. It is an ambitious step toward fulfilling California's promise to provide excellent instruction in world languages and prepare our students to compete and collaborate globally."

Reflecting this vision and the research on the benefits of bilingualism and biliteracy, California requires a system that not only provides opportunities but also inspires and supports students to pursue the pathway toward biliteracy—a long arc over many years of schooling. (Please see Section I Principle #1 pages 54-57 on Home Language.)

Developing biliteracy occurs over multiple years. The goal of having developed those skills is to be able to use them throughout one's academic career and throughout one's life. Articulated dual-language program pathways across years are necessary both to build biliteracy skills to high levels of academic competence and offer the opportunity to students to continue to use those skills in their studies. Because the schooling system is divided into segments (early childhood, elementary, middle, and high school), it can be a challenge to plan for, build and sustain coherent and articulated dual-language pathways across the years from early education to graduation. And for students, it can be a challenge to continue to pursue the path. There should be opportunities for students to develop and use biliteracy throughout their schooling – into and through high school.

Ideally, districts are prepared with programs that enable students to start early and continue into middle and high school to attain high levels of academic proficiency in two or more languages sufficient for college and careers. Students enrolled in a dual-language pathway over an extended period are able to achieve the highest ranges of proficiency possible High school counselors can be part of the kind of district planning that builds those pathways.

Over the past two decades, as research has increasingly documented the benefits of dual language education, California policy has embraced multilingual proficiency as a goal of schooling. Districts throughout California have invested in building dual language pathways leading to biliteracy. Dual language programs may start as early as preschool and Kindergarten and continue to build up through the grades engaging students (English learners and others) in developing proficiency in two languages and in academic study using those emerging biliteracy skills. Those students arrive in high school with strong biliteracy and ready to engage in rigorous secondary school curriculum in the target language in addition to English. This means that high schools need the course offerings for advanced academic studies in those languages. However, regardless of whether there has been a dual language/ biliteracy program leading up to high school, individual high schools need ways to engage EL and RFEP students in the development of their biliteracy,

Newcomers benefit from being able to engage in academic studies in their home languages. And multilingual learners profit from opportunities to increase their proficiency in their home languages. For English learners overall the opportunity to engage in academic study in their home language bolsters access to the academic curriculum and strengthens the development of the second language as well. In short, a school prepared to serve English learners and Multilingual Learners well would have an array of Native Speakers classes, academic courses in languages other than English, and career pathways that leverage the multilingual skills within that career. In creating a program for English learners, counselors should seek to find ways to build in access to opportunities to use and develop the home language along with English.

Over the past two decades, as research has increasingly documented the benefits of dual language education, California policy has embraced multilingual proficiency as a goal of schooling. Every student in California should develop the multilingual skills essential to navigate the international marketplace effectively, interact meaningfully across cultures, and succeed in business, research, and international relations.

World Language courses in most secondary schools are intended for students who are not native speakers of that language. They seldom can address the more advanced language levels of newcomer students who have been speakers/users of those languages since birth, or English learners and heritage language students, nor of students who have been through elementary grades dual-language programs. Furthermore, in the absence of formally planned PK-12 dual-language pathways, secondary schools are unlikely to offer content area courses in a language other than English.

First, counselors need to be aware of the dual-language programs in the elementary and middle schools that feed into their high school, in order to advocate for and be able to place those students in appropriate advanced language study. Second, counselors need to understand the range of language programs that are appropriate to ELs and heritage language students to be able to meaningfully build on the language skills they already have in academic content courses taught in their home language and/or in language study to high levels of literacy in Advanced Placement. Close collaboration with the World Language Department is important to determine appropriate placement and pathways for the different profiles of students who arrive in high school with home or heritage language skills.

APPROPRIATE HOME LANGUAGE/WORLD LANGUAGE PLACEMENTS

Population	Course Placements	Rationale
Newcomer English learners	Academic courses in the students' home language. Online resources in students' home language. Tutors/bilingual instructional assistants in students' home language to support academic course work.	Provide access and support to the English taught curriculum.
English Learners Overall	Options for academic courses in the students' home languages. Native speakers' classes sequence through to AP levels.	Prevent home language loss. Build increased proficiency and literacy in home language along with English.
Long Term English Learners	Native speakers' classes sequence through to AP levels.	Build literacy proficiency in home language. Bolster overall language and literacy proficiency.
Students in Dual Language Program Pathways	Academic courses in the target language.	Continued use of biliteracy skills in academic setting—strengthens language proficiency.

World Language courses in most secondary schools are intended for students who are not native speakers of that language. They seldom can address the more advanced language levels of newcomer students who have been speakers/users of those languages since birth, or English learners and heritage language students, nor of students who have been through elementary grades dual-language programs. Furthermore, in the absence of formally planned PK-12 dual-language pathways, secondary schools are unlikely to offer content area courses in a language other than English.

A well-articulated sequence of dual-language learning requires thoughtful planning and the collaboration of all stakeholders from the beginning. For the best results, World Language teachers, English learner services specialists, high school educators, and counselors would be knitting together a shared vision, articulation, and relationships across what is too often wholly separate departments—but with a shared vision of biliteracy—at the very least, for those students who have entered school with a language other than English. These offerings might include:

Dual-language programs: Continued development of content knowledge in English and the Target Language; deepened linguistic skills and cultural competencies in the Language Other than English and English; AP or IB Language Exam in 9th grade; third language study option beginning in 10th; ending with the Seal of Biliteracy.

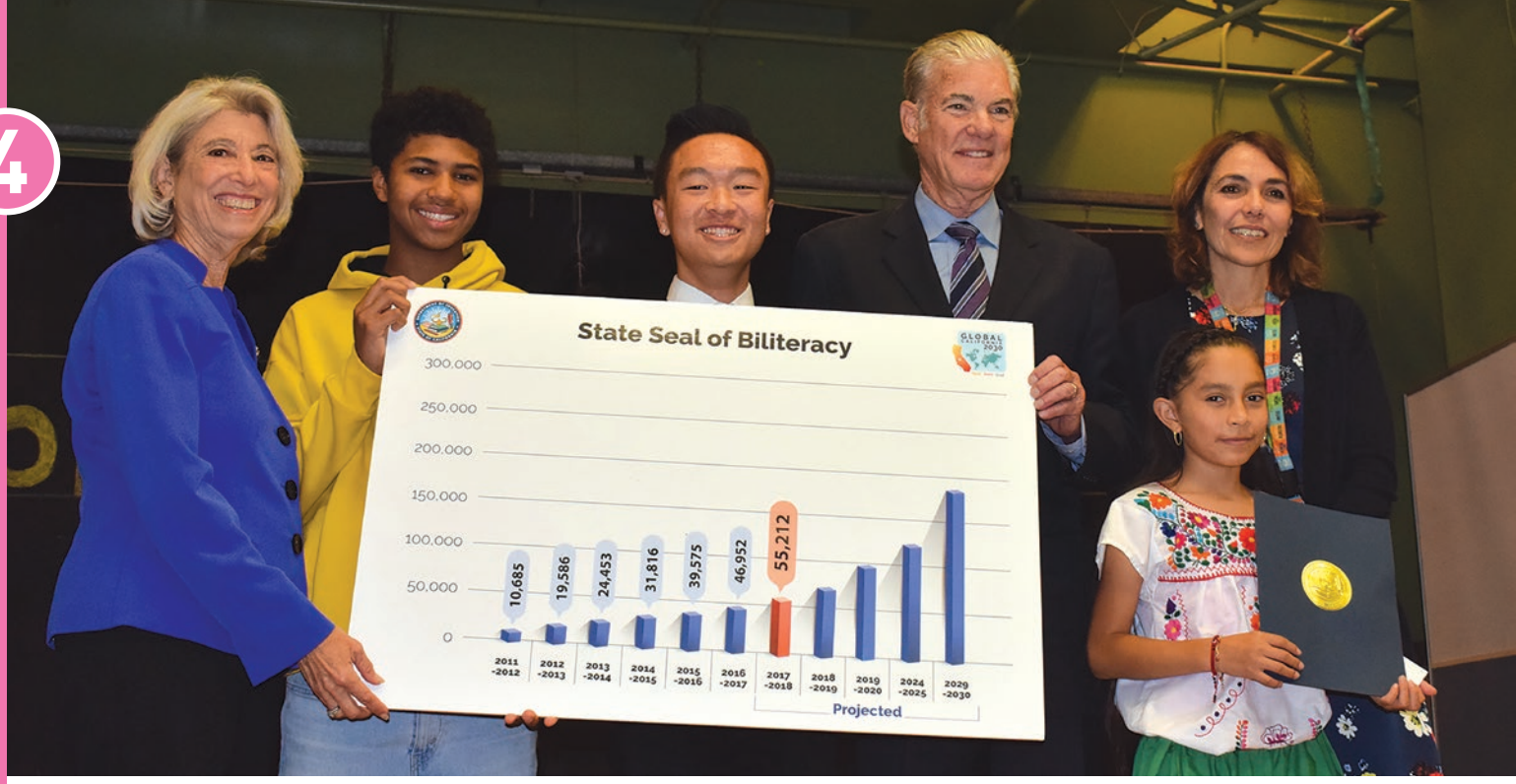
World Language Pathway: Begin development of linguistic, communicative, cultural, and intercultural expertise in the second language; AP or IB Language Exam 12th grade or Dual Enrollment in TL; ending with the Seal of Biliteracy.

Native Speaker's Classes: Continued development of the native/heritage language, leading to AP or IB Language Exam and the Seal of Biliteracy.

WL Career Technology Pathway: Development of second language proficiency in the context of the workplace (Health, Hospitality, Social Work Pathways); ends with the Seal of Biliteracy.

Academic Course(s) taught in other languages: The selection of an academic area to be taught in a language other than English (e.g., World History, Science, Math) enables students with that language proficiency to use it for academic purposes. It also enables newcomers to earn academic content graduation credits and fulfill requirements in their strongest language.

In addition, heritage language courses (e.g., Hmong for Hmong Speakers, or Spanish for Native Speakers) enable students to develop proficiency in their family language—playing an important role in building language proficiency, sustaining cultures and family connection, and providing the benefits of increased metalinguistic understanding. Other options could include World Language courses, Language Clubs, Study Abroad and international exchange programs, partnerships with community language schools, summer Bilingual Academies, bilingual Service Learning, and language-infused career academies.



CALIFORNIA'S STATE SEAL OF BILITERACY

Recognizing the value of bilingualism and honoring the efforts and accomplishments of students pursuing that journey is an important part of a system that has posited the goal of proficiency in two or more languages. California was the first state in the nation to develop and implement an official state Seal of Biliteracy award upon graduation for students who have attained proficiency in two or more languages. The State Seal of Biliteracy (SSB) program, effective since January 1, 2012, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English (California Education Code sections 51460–64). As the first state to implement an SSB program, California is a pioneer for multilingualism. Since California's SSB program was established, every state in the nation has followed suit. Today, the SSB continues to be a significant recognition for California high school graduates. State Superintendent of Instruction Tony Thurmond said this in a letter to the field:

> ***"Recognizing biliteracy as an important part of the literacy initiative is vital because the home language skills that students bring to California schools are a valuable asset in their own right as well as in developing literacy in English. Similarly, closing the achievement gap for English learners requires schools to value and build upon the knowledge and skills English learners have in their home languages that can support the development of English proficiency. Recognizing these assets also helps English learners feel that their language and culture are valued at school. Continuing to recognize the SSB as a tangible acknowledgment of biliteracy and as a way to celebrate California's linguistic diversity is an important part of this work."***

The criteria for receiving the award are 1) achievement of a high level of literacy and 2) fluency in one or more language(s) in addition to English. The student must demonstrate:

1. Completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
2. Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts or any successor test, administered in grade eleven, at or above the "standard met" achievement level, or at the achievement level determined by the Superintendent for any successor test.

3. Proficiency in one or more languages other than English, demonstrated through one of the following methods:
    - Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
    - Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrating oral proficiency in the language comparable to that required to pass an AP or IB examination.
    - Passage of a district test with a score of proficient or higher. If no AP examination or off-the-shelf language tests exists and the school district can certify that the test meets the level of an AP exam, the student must demonstrate proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
    - Passage of the SAT II World Language examination with a score of 600 or higher.
    - In addition to the requirements mentioned above (and if the primary language of a pupil is other than English), he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive. (California Education Code Section 51461)

Any school, district or County Office of Education can invite students to apply for the honor and assess and attest to the meeting of criteria. This is a recruitment task for World Language teachers, ELD teachers and counselors of ELs. Students only find out about the award if someone tells them and encourages their application. Names are then submitted to the California Department of Education to attain the award. Most districts, but not all, offer this to their students. To date, almost a quarter million Seals of Biliteracy have been awarded in California in dozens of different languages, including American Sign Language. The Seal of Biliteracy affixed to a students' high school transcript is a badge of distinction. The awarding of the Seal is an occasion for recognition and celebration. Some school sites host these recognitions, some districts combine students across the district in a community-wide celebration, and in some cases, County Offices of Education host the festivities. Regardless of who hosts the recognition event, it is an opportunity to showcase biliteracy skills and convey the high value that the school system (and our state) holds for such skills. In California today, every school district should participate in the Seal of Biliteracy program. Every English learner should know their potential to qualify for the pathways toward biliteracy and how to obtain the Seal of Biliteracy recognition.

TOOL: OPPORTUNITIES TO DEVELOP BILITERACY

Consider what course options are in place in your school that support the development of bilingualism and pathways to biliteracy.

	Strong	Somewhat	Very Little	Not Really
Our school has a variety of language learning programs and options that support the development of bilingualism and biliteracy.				
We support programs and services that honor and showcase bilingual and multicultural proficiency skills—including a sequence of Bilingual pathway awards leading to the Seal of Biliteracy formally acknowledging and certifying development of biliteracy skills to an advanced level.				
We have a full sequence of World Language courses and curriculum options that provide opportunities for all students to develop literacy in their home languages (e.g., Native language courses) and in other languages.				
We have courses that serve as a continuation of a dual language pathway in the district that begins in elementary grades.				

Resources for Dual Language/World Language Pathways, the State Seal of Biliteracy

California Department of Education (2019). The World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve. www.cde.ca.gov. The 2019 World Language Standards provide guidance to teachers, administrators, students, parents, and the community at large in implementing World Languages programs for California's diverse student population and ensure successful entry at any point in the curriculum from kindergarten through grade level twelve. The accompanying World Languages Framework (2021) includes a chapter on pathways to multiliteracy, including an overview of age-appropriate as well as stage-appropriate instruction, with descriptions and models of world language education in elementary, middle, and high school and college and career readiness pathways; guidance for connecting with university-level study, including through Advanced Placement and International Baccalaureate opportunities; a description of dual-language immersion program models and outcomes; and guidance on heritage language instruction, with attention to receptive bilinguals, heritage speakers, formal/informal language, appropriate content, and methodological considerations.

California Department of Education: www.cde.ca.gov
A State Seal of Biliteracy webpage provides FAQs, requirements, booklets in English and Spanish, Informational PowerPoints, a list of all districts in California currently participating in the State Seal of Biliteracy, insignia request forms, and guidance for the Pathway awards. A specific email address is available for questions related to the State Seal of Biliteracy: www.cde.ca.gov>sealofbiliteracy

Seal of Biliteracy: www.sealofbiliteracy.org
A resource for the national movement to establish the Seal of Biliteracy across all states and the nation that offers information, resources, FAQs, blogs, materials (including ribbons and medallions).

CALIFORNIANS TOGETHER
CHAMPIONING THE SUCCESS OF ENGLISH LEARNERS

Californians Together: www.californianstogether.org
Materials on establishing a Seal of Biliteracy or pathway awards in your district, stickers, and medallions as awards, etc.

Pathways and Preparation for Work and Career for English Learners

California's mission for all students in the 21st century is that they "will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society." And written into the vision and mission of the CA English Learner Roadmap is the commitment to prepare English learners with skills for life beyond high school—college and career and civic engagement—in a diverse global world. Hence, preparation for a career is an explicit goal for students in our schools. Bottom line—something that is a major goal of schooling, and anything that comprises curriculum opportunities, must be made accessible to English learners without language being a barrier to meaningful participation. Currently, English learners are under-represented in Career Technical Education. They comprise 11.2% of high school students in California, but only 2.2% of secondary school students enrolled in Career Technical Education.

Creating the pathways to a career for English learners is a marriage of

1. Implementing relevant and quality career technical education that draws upon and develops their cultural and linguistic assets and responds to the student's career interests,
2. Infusing scaffolding and supports into career education that enable English learners to participate fully, and
3. Building the support systems that bridge from the classroom to the world of work and that carry across the years as students journey from high school into their life beyond in higher education and work.

In today's global economy and multicultural society, the skill of being bilingual is becoming increasingly valuable in the eyes of employers. In fact, a recent study from the New American Economy showed that demand for bilingual workers has more than doubled between 2010 and 2015. Encouraging students to understand, develop, and leverage their bilingualism as they explore and prepare for their careers increases their opportunities within California and globally. The degree to which career preparation programs and courses encourage students to see their cross-cultural and bilingual skills in this way is important. And the curriculum should prepare them with the vocationally related vocabulary to be able to utilize languages other than English in the workplace setting. The selection of career education focus should be based in part on the analysis of local labor market opportunities, including the needs of specific cultural and linguistic communities.

Integrated ELD should be an instructional focus in all classrooms in California with English learners, including the Career Education classroom. This means that those teachers, like all teachers, should be prepared and supported to implement instructional strategies that support and engage English learners. This may require collaboration time among ELD teachers and CTE teachers, targeted professional learning and support for CTE teachers, and investment in bilingual materials. Creating EL student schedules so that they can participate in CTE is a basic issue of access and equity. However, it is most powerful if the CTE offering leverages the cultural and language assets EL students bring.

Career Technical Academies can engage students in developing specialized biliteracy for specific careers, such as Spanish for medical professions, or a Bilingual teacher Academy, or a career pathway for language interpretation and translation, etc. There may be work-study opportunities or service learning placements where English learners can use their bilingual and home language skills actively. Teachers and counselors help guide students to these opportunities, mentoring them to consider how biliteracy can be a resource for their future.

CASE EXAMPLE

Elk Grove Unified School District: CTE and ELD

A fundamental approach to supporting English Learners in the Elk Grove Unified School District (EGUSD) is to ensure that all staff members share the responsibility for the education of English learners. The EGUSD has made meeting EL needs a team approach, from the school to the central office level. The district "recognizes and celebrates the rich language and cultural diversity that our students bring to all of our schools". Says Lucy Bollinger, Director of EL Services, "We all hold the privilege and responsibility to serve our English learners." When district data analysis revealed that ELs were not included as often as other student populations in its CTE pathways, the district secured the support of the California Department of Education and its CTE department to pilot a blended CTE and ELD unit in two EGUSD schools during the 2020-2021 school year. The blended CTE/ELD lessons leveraged the student asset of bilingualism for college and career readiness; met ELs' English language development needs; built awareness of an available career pathway; and actually increased engagement even with distance learning during this unprecedented school year. The ELD and CTE teachers collaborated to implement the courses. The ELD teacher focused on delivering the content, while the CTE teacher concentrated on creating project-based learning opportunities. Both educators with EL education expertise and those with CTE capacity were on the district planning team for these courses. This collaboration provided effective integration among the different departments and areas of expertise.

During the year of pandemic-related school closures, EGUSD modified the approach to delivering blended CTE and ELD lessons. The EL Coach, working closely with the CTE and ELD teachers, created and delivered lessons focused on both language development and coding/programming. Computer programming was selected for several reasons. Computer science and engineering are pathways at almost all EGUSD high schools. Developing lessons in this area of study would make them transferable to any school. Coding is also something that students could do with the equipment they had available. This equipment included "GiggleBots" (kits for coding a robot), which were sent to students for them to program from home. The blended programming units were delivered in two different Designated ELD environments: a newcomer 9-12 class at a high school and an LTEL 8th-grade class. A "before" and "after" survey given to the 8th-grade students revealed that overall, students enjoyed computer programming, had some level of interest in learning more about it, understood the role of programming, had learned academic language in the class, and wanted to do more of these projects in their ELD classes. The course fulfilled their ELD needs, and engaged them in exploring an interesting career. Speaking explicitly to the growth of English, one student declared:

> ***"Our time together has helped me with my English because I have gotten to know more vocal words. And because I have been doing presentations in this class, I got to use those words."***
> *– 8th Grade LTEL Student in CTE/ELD Pathway*

The district plans to expand the CTE and ELD blended instruction to more EL students in their designated ELD courses. The current focus will continue to be on the computer science pathways because they are the most common pathways at each high school. CTE teachers within the computer science pathways have worked collaboratively with an EL Coach to develop new ELD-supported computer science units of instruction. In addition to these lessons, students will learn about opportunities on campus (and beyond) to engage more deeply in the fields related to computer science. A panel of CTE leaders, CSUS faculty, and district EL representatives are continuing to create additional units in collaboration with designated ELD teachers and delivered to students in the future.

REFLECTION:

Look at the data on EL participation in CTE courses and pathways in your school. Is it proportional? For those ELs in CTE courses and pathways, how are they doing in relationship to other students (grades, attendance)? Is there a particular CTE pathway that might make most sense to initiate conversation about a combined ELD/CTE course (strong Integrated ELD strategies, planned around ELD standards AND CTE standards, a pathway that could leverage cultural and language skills in languages other than English)?

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TOOL: HOW ARE WE DOING WITH ARTICULATION AND ALIGNMENT?

Consider the following indicators of schools oriented toward supporting English learners to successfully navigate the journey through high school toward graduation, college and career in a 21st -century global and multilingual world. The "rating system" is 1 = definitely not happening, and 5 = we are strong in implementing this indicator. After the completing the tool (by yourself or collectively with others from your counseling program or school), pat yourself on the shoulder for the good work being done, and reflect upon which areas might be priorities to strengthen.

Goal/Trajectory/Pathway Indicator	Rating	Comments/Reflection
Pathway Toward English Proficiency and Reclassification		
We have a clear, known and appropriate reclassification criteria and process.	**1 2 3 4 5**	
Our EL students understand the reclassification criteria and process.	**1 2 3 4 5**	
We celebrate reclassification—honoring the achievement of English proficiency.	**1 2 3 4 5**	
Our school and district have defined a normative trajectory of expectations and progress indicators toward reclassification—and we actively monitor EL progress along those trajectories.	**1 2 3 4 5**	
We regularly review our RFEP achievement and participation data to support reflection on reclassification overall and to trigger needed supports for RFEPs who are struggling academically.	**1 2 3 4 5**	
Pathway Toward Biliteracy		
Our district provides Seal of Biliteracy awards, and our counseling team and World Language teachers actively recruit students to apply for and attain the award.	**1 2 3 4 5**	

Goal/Trajectory/Pathway Indicator	Rating	Comments/Reflection
We enthusiastically celebrate our Seal of Biliteracy recipients.	1 2 3 4 5	
Dual-language program pathways build from early education through high school. Program models are clearly articulated by the district and are implemented coherently up through the grades.	1 2 3 4 5	
Our high school includes multiple avenues for students to develop and use their home languages (e.g., cubs, international study, Heritage language and Native Speakers classes, Bilingual Ambassadors, work-study and internships, etc.).	1 2 3 4 5	
School and district have defined normative trajectory and progress indicators toward biliteracy—and monitor EL progress along those trajectories.	1 2 3 4 5	
Career pathways in our school include ways to leverage and build bilingualism as a career asset.	1 2 3 4 5	
We annually review our Seal of Biliteracy Award data to identify ways to expand and ensure equity in outreach and granting of awards.	1 2 3 4 5	
Pathway to Careers		
CTE classrooms and career preparation courses are delivered with Integrated ELD instructional supports and approaches.	1 2 3 4 5	
Career preparation planning, counseling, and courses emphasize utilizing and developing students' linguistic assets and cultural resources.	1 2 3 4 5	
Vocational specific vocabulary in students' home languages is infused into career preparation.	1 2 3 4 5	
Regular opportunities and support exist for collaboration between ELD and Career Preparation teachers.	1 2 3 4 5	
Career preparation opportunities are planned in relationship to local labor market, including opportunities (such as internships, work-study) in diverse cultural/linguistic communities.	1 2 3 4 5	
We monitor data on participation in career technical education and career preparation opportunities to ensure English learners are receiving access.	1 2 3 4 5	
Our service learning, community participation, and work-study programs create avenues for English learners to utilize their bilingual and bicultural skills in real-life settings of work and service.	1 2 3 4 5	

Goal/Trajectory/Pathway Indicator	Rating	Comments/Reflection
Student Goal Setting		
English learners are actively engaged in goal-setting and monitoring their progress—including attainment of reclassification, biliteracy, etc.	**1 2 3 4 5**	
Clear written explications of expectations and requirements along the full PK-graduation trajectory toward high school graduation, college preparation, English proficiency, Seal of Biliteracy (etc.) are available in multiple languages—with multilingual, multi-media presentations.	**1 2 3 4 5**	
Those written explications of expectations and requirements (above) are made available and accessible to families and students in multilingual formats with regular updates on student progress.	**1 2 3 4 5**	
English learners have regularly scheduled meetings with counselors, teachers, or mentors to review progress and discuss supports and next steps for progressing along their pathways.	**1 2 3 4 5**	
Students are engaged yearly with counselors, mentors, or teachers in reflecting upon and discussing their personal goals, opportunities and options.	**1 2 3 4 5**	

CONCLUSION:
LEADERSHIP, ADVOCACY AND THE COUNSELOR'S ROLE

The English Learner Roadmap vision only lives to the degree that people make it happen. It takes a village. It takes teachers with the skills and heart and conditions to ignite engagement in learning, teach needed skills and critical thinking. It requires school leaders with the commitment and strategies to ensure needed resources, coherent direction, and ability to inspire collective action across the system to do whatever it takes to open access to quality education for students whose communities have been largely overlooked or excluded in the past. There must be communities mobilized as both voices and actors in seeing to it that immigrant and English learner students receive culturally and linguistically appropriate and sustaining schooling. And, of course, the enactment of the vision relies upon high school counselors who are positioned at the very heart of ensuring that English learners graduate from our schools with the education they need, have a right to and deserve—schooling that gives them the skills and confidence, ownership of their learning and voice to be active and effective participants in and across the multiple language and cultural worlds they inhabit.

> ***"You have to be an advocate for them and with them. They have to get their A-G, to be literate, in order to have options. They must have the most rigorous education we can give them. They can't know what lies ahead, what opportunities there may be... so we have to help them be the best they can be. Believe in them. And see to it they get and have support to succeed in the most rigorous courses possible. It's their right."***
> *— Julia, High School Counselor*

> ***"Kids blow off the test (ELPAC). We weren't doing a good enough job about why the ELPAC test, but now they're taking it seriously. Teachers and other counselors don't understand and ask: "Why are you making them do this ELD? Why are you insisting they pass this test?" They don't think they need ELD. They don't think the test is anything but an arbitrary barrier, and we're taking away their electives unnecessarily just for the same old ELD class.... The students say they speak English fine, yet they are failing English and academic classes—opting out of ELD. And we have to be the voice about why all of this is important. Explain it. And we have to be the voice holding the line about giving them the education they need."***
> *— Lily, High School Counselor*

Those two quotes represent what counselors all over California have said repeatedly. That in a system that still is in many ways failing to get ELs to English proficiency and to successful high school graduation prepared adequately for college and career, it is important that there be people showing what it looks like to do the work. There must be voices insisting it must be done—and advocates working to see to it that ELs themselves understand and believe they can do it. The EL Roadmap names leadership as a key system condition required for effective EL education. And one important aspect of that leadership is being an advocate. Counselors are particularly important as advocates in the following ways:

- Advocacy on behalf of ELs in making sure the right course placements are available and that teachers have what they need to effectively engage EL's participation, comprehension and access
- Advocacy on behalf of ELs in the development of site and district plans to allocate resources and setting priorities for program and school improvement
- Advocacy with ELs helping them see and leverage their assets, and to envision and pursue their dreams
- Advocacy in staff dialogues highlighting the needs of ELs and sharing information about supports and conditions ELs require for access and success
- Advocacy that alerts to the ways in which common practices and beliefs undermine the education of EL students—and works to change those conditions

English learners in an English-taught system do not easily have a voice. As newcomers to an educational system that is literally foreign to their families, English learners rely on their counselors and EL Coordinators to be a voice. And they rely upon their counselors to support them in finding and using their own voices to forge the educational experience and the futures of which they dream.

REFLECTION

When you think of your English Learner students, what key messages do you wish the leaders in your district and in your school heard and understood about what ELs need from the system? When you think of the EL students you have placed into courses and those whose progress you are monitoring, what key messages do you wish their teachers heard and understood about the kind of support they need?

If you could make 1 or 2 significant changes in how things are done in your school and district with regards to the education of English learners, what would those be?

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THANK YOU for your dedication, hard work, and wisdom. May this Toolkit be useful to you. This Toolkit is offered as a resource and support to you in your oh-so-important role. With gratitude for the work you do and the heart you bring to it. And in shared commitment to empowering our English Learner students with the educations they need and deserve!

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OF ENGLISH LEARNERS

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