California Structured English Immersion: A Failing State of Affairs? Proposing a Comprehensive Educational Model to Improve Structured English Immersion Programs

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Abstract

We perpetuate a failing educational model by creating long term English Learners in Structured English Immersion settings. This can lead to high dropout rates in schools resulting from low academic achievement, low self-esteem and stunted growth in English proficiency from limited or subtractive bilingualism. As we create better policies and educational conditions that allow for more dual language instruction and support, our students fall further behind, losing precious learning opportunities. In this article the authors propose a Comprehensive Educational Program Model for Impoverished Latino English Learner students schooled in predominantly English only settings. The model incorporates a safety net approach that includes preschool, specialized teacher for English Language Development classes, newcomer and extracurricular enrichment learning programs, parent education and involvement, and school-community support services. The aim is for students to not only effectively acquire English but for the schools to provide better access to content areas knowledge leading to a better opportunity for academic success, personal and academic confidence, and college and career opportunities in the future.

Keywords: English Learners, Latino students, school-community, preschool, English Language Development, Structured English Immersion, parent involvement, socioeconomically disadvantaged students

1. Introduction

Almost half of public school students in California live in homes where the most frequently spoken language is not English. Of the 6,226,989 students enrolled during the 2012-13 academic school year, English Learners represent 21.6%, and the majority of these, 85.59%, are Latino Spanish speakers.

These students also tend to be designated as "socioeconomically disadvantaged" according to Title I estimates using federal Free and Reduced Lunch criteria. State data make it clear that "as a whole the English Learner group confronts particular hurdles to academic success" (EdSource 2008, p. 1). "Students in the complex Southern California region, perhaps more than any other, face a triple segregation – by race, class, and language" (Orfield, Siegel-Hawley, & Kucsera, 2011, p.40). This condition of schooling only exacerbates the challenge of educating students with an English only policy while crippling the potential inherent in bilingual education. Despite the benefits of solid bilingual approaches to teaching English learners, not all students are able to participate in these programs, especially as they are still being limited by English preferred policies in California.

2. Background

2.1. English Learners' Placement and Services

The placement of English Learners in this State is informed by Proposition 227[1]. If parents do not apply for a bilingual waiver or the option for an alternative program is not approved, based on the results of the identification criteria and diagnostic assessments that designate students' fluency, English learners are placed in most of the districts in Structured English Immersion(SEI), if their English proficiency level is lower than Emerging or Expanding (Intermediate of below in the past), or in English Language Mainstream (ELM) Programs, if their proficiency level is Bridging (Early Advanced or Advanced in the past). Using 2007 California Department of Education CELDT data, Dolson and Burnham-Massey (2011) confirm that the average enrollment time that English Learners are in a program (SEI and ELM) vary for 2.9 to 7 years, as follows: Beginning 2.9 years, Early Intermediate 3.4 years, Intermediate 4.3, Early Advanced 5.7, and Advanced 7.1.These data proves once more that it takes from 2 to 7 years to attain grade-level academic proficiency in English (Hakuta, Butler, & Witt, 2000). Annually, about an average of 12% of English Learners are redesignated from limited to fluent English proficient (RFEP). For California, in 2013 the total number of students redesignated as English fluent was 1,393,566, or a 21.5% of the total number of students in California schools. While this may seem significant, these numbers don't reflect the number of students who remain several years behind their peers- requiring compensatory approaches to education through Title I, after school and other services.

2.2. Long Term English Learners

Long Term English learners are typically defined as secondary level students who have not moved along the English proficiency continuum adequately, after being enrolled in California schools since early elementary school. In Reparable Harm, a report on Long Term English Learners by Laurie Olsen (2010), data was collected from 40 school districts throughout California from 2009-2010 including information on 175,734 English learner secondary school students. The report provides a startling picture of students "left behind, parents uninformed, educators unaware, and districts largely stumped about what to do and it is a wakeup call to California educators and policymakers to recognize the large number of ELs amassing in California secondary schools, who despite many years in our schools and despite being close to the age at which they should be able to graduate, are still not English proficient and have incurred major academic deficits" (2010, p. 1). A recent lawsuit focuses on an estimated 20,000 students who are receiving no help or inadequate services in English language development and "the state has taken no steps to ensure that districts deliver these specialized and required services" (American Civil Liberties, 2013). Each school year California conducts what is known as the CELDT or California English Language Development Test for all of the students designated as English learners. Analyzing the English Proficiency Levels of California English Learners in 2012-13 as illustrated on Table 1, it is important to emphasize the large percentage of students (59%) who entered Intermediate schools at the Beginning, Early Intermediate or Intermediate level in English (according to former English Language Development levels), which means that they are not likely to perform at par with other students at their grade level given their limited English proficiency.

[1]California Proposition 227 English Language in Public Schools, was passed in June 2, 1998 ballot, modifying previous state law. It required all public school instruction be conducted in English and provided initial short-term placement, not normally intended to exceed one year, in intensive sheltered English immersion programs for students not fluent in English (Ed Code 305). It also provided that parents or guardian have the right to waive the requirement and request an alternate instructional or bilingual program (Ed Code 310-311) for their children.

By 12th grade almost the same number of students, one third of English Learners, continues at the Intermediate level (now designated as Long Term English Learners) and 20% of them score below Intermediate -at the Beginning or Early Intermediate levels (CELDT, 2012). We want to accentuate the fact that an average of 60% of high school students are below the appropriate level of linguistic competence in English after attending California schools for more than 10 years. This state of affairs is not giving English Learners adequate access to the core curriculum and as a consequence is denying them the opportunity to successfully graduate from high school.

2.3. Low Academic Achievement and Graduation-Dropout Rates

English learners have a low rate of passing the California High School Exit Exam (CAHSEE).The pass rates of these students on mathematics high school exit exams is 30-40% lower compared to those of mainstream English proficient students (Xiong & Zhou, 2006). In 2011, 87% of English Only (EO) students passed the grade-10 CAHSEE while only 44% of English Learners did so (Hill 2012, 4). Further, in 2012, only 12% of English Learners passed the CAHSEE Test in English Language Arts (ELA) and 18% in Mathematics, while more than twice (27% and 42%) of Whites passed both subject areas (See Table 2). Further, the National Assessment of Educational Progress (NAEP) results from 2009, show that in California only a small proportion of English Learners (25%) are at or above grade level in reading in fourth-grade, and by eighth-grade only 21% (Samson & Collins 2012, p. 6). Factors resulting from poverty added to low levels of competence in English, have a negative impact in the students' learning process. There is a direct correlation (Identifying Reference, 2012) between the English proficiency level, the educational and socioeconomic level of the families in Orange County (California, USA) and students' academic performance (See Table 4). Coincidently, "schools are being judged – and sanctioned, in the name of tough accountability standards – using achievement tests written in English only; even when the tests underestimate students' actual academic knowledge" (Rumberger & Gandara, 2004) if they would take language proficiency into consideration. "Moreover, the State's decision to implement a high school exit exam, yet again in the name of accountability, has stripped diplomas from hundreds of thousands of worthy Latino students who met all of their high school course requirements. This is a decision which has, unsurprisingly, exacerbated already dismal dropout rates" in California" (Reardon et al., 2009).

English Learners, unlike their English-speaking peers, are among the most likely to drop out before 12th grade (Romo, 2013), and as Dianda (2008, p. 9) states, "the achievement gaps between English Learners and other students can be attributed in large part to a number of inequitable conditions that affect opportunities to learn."
According to Kuznia (2012), the odds of English Learners graduating in California are very low. "One in four quits school – the worst dropout rate of any demographic group, and that isn't counting the number of students who drop out before getting into high school. In 2012only 62% of English Learners graduated from high school within four years, compared with 86% of English native speakers. Furthermore, the dropout rate for English Learners was 24%, and for Latino or Socioeconomically Disadvantaged students was 16% (California Department of Education, 2012), almost three times more than Asians (5.6%) and two times more than White students (8.4%)(See Table 4). In the authors' views, these dire statistics are the results of poor schooling, combined with inadequate linguistic stimulation, limited experiences and deficient cognitive development at early ages, which are having devastating consequences in a number of areas coinciding with the definition of Long Term English Learners:

1. Academically,
   - Stunted student learning processes, intellectual development, and levels of confidence.
   - Low levels of academic achievement.
   - High dropout rates.
2. Emotionally,
   - High levels of frustration.
   - Lack of attention, motivation, and effort.
   - Low levels of personal pride and self-esteem.
3. Socially,
   - Pregnancies (Singh et. al, 2001), crimes (Thom, 1997), drugs addiction, and
   - Unemployment, lack of competitiveness (MOAPP, 2012).

3. A Comprehensive Educational Program Model for Structured English Immersion Programs (CEP/SEI)

Action is desperately needed. Year in and year out, the challenges that English Learners face in California takes an enormous toll on students, their parents, and the community. For the State of California, the human costs of doing nothing to properly educate English Learners are enormous and far outweigh the budget costs of appropriate action (Van Roekel, 2008). The comprehensive model illustrated below, figure 1, suggests a new way of understanding the role that administrators and educators could play in favor of more realistic and sensitive educational policies. Here is the opportunity to invest in programs to compensate for poorly designed English only programs. We must take action before we lose another generation of youth to the failure of an educational approach named Structured English Immersion. The CEP/SEI model proposes an integrated, multidimensional approach to education and schooling services for Latino students, especially those who live in poverty. This model aims at helping students to more effectively acquire English, and provides pivotal elements for students to better access to content areas knowledge leading to a better opportunity for academic success and personal confidence.

The CEP/SEI model conceptually emphasizes the simultaneous implementation of five essential components (figure 1) in order to provide a strong support system for students in need, to promote lasting academic and social benefits, and deter the persistent tendency of failure in Latino English learning students over the long term.
These components are:

1. Two years of full day preschool (Pre-Kindergarten & Kindergarten)
2. Specialized English Language Development Instruction (PreK-5th grade)
3. Language Development across the Curriculum/Newcomer Academies/Extended Enrichment extracurricular programs
4. Parent Academy
5. School-Community Support Services and Programs

3.1. CEP/SEI Components

3.1.1. Two years of Full Day Preschool from 4 to 6 year olds

Unless we address the multifaceted needs of poor Latino English Learners early on in their English dominant schooling, academic failure may result."Public discourse about education pays great attention to the stubborn persistence of an achievement gap between poor and minority students and their wealthier peers –and public schools come under great criticism for their apparent inability to close that gap" (Rothstein 2009, p. 4). According to Sticht (2011), an average child in a privileged home hears about 215,000 words per week while an average child in a family on welfare hears 62,000. Hearing language is the first step in learning to read and write and make sense of the printed word. "The oral language skills at the age of 3 are highly correlated with their reading vocabulary and comprehension in third grade" (2011, p. 36), so we have a moral obligation to provide early childhood education, especially for children who live in poverty.

This public investment will expedite the cognitive, social, emotional, and linguistic development of all students and help in addressing limitations in school-readiness."Pre-K for all children is a pro-growth policy that can reduce the future costs of educational failure –expensive remediation, crime, and unemployment" (Bernat & Frede, 2010, p. 29), and increase the intellectual, political, and economic capacity of its citizens. While there are ways to mitigate the effects of poverty through interventions, children of poor immigrants tend to live in homes that may lack sufficient books for kids to handle. Working poor families often don't have the ability, time or means to read to their children in English, nor do they have ample time to engage in deep conversations, help with homework, or expose children to intellectual stimulation or experiences aligned with school learning especially in a language they do not command. Sadly, many English only school personnel readily discourage the parents from speaking to their children in the home language, which further delays language development and parent to child communication. The proposed full day pre-kindergarten and kinder program will set the foundation for greater academic success and will provide increased intellectual and linguistic stimuli and experiences, crucial in deterring deficiencies and learning difficulties that tend to be associated with limited access to cultural capital from living poverty and immigration (Lee &Bowen, 2006).

The curriculum needed for qualified certified teachers should include as basic tenets:

- Social and emotional development and well-being of children that encourages positive attitudes, autonomy, self-discipline, curiosity, creativity, and confidence.
- Acquisition of conceptual and verbal skills for communication. Concepts of print and phonological awareness.
- Use of students' primary language as needed in school and encouragement of its use at home.
- Daily well planned English language development.
- Habits mind and love for reading in the native language or English, or ideally both.
- Practice and development of healthy habits, routines, and motor skills.
- Children's knowledge about themselves, their bodies, their families and their close natural and social environment.
- Parental involvement to foster their young children's listening, speaking, vocabulary, and general knowledge.

3.1.2. Specialized Teacher for ELD Classes (Pre-K to grade5)

In most school districts and classrooms, ELD is taught inadequately or not taught at all. Teachers struggle daily to teach all content areas leaving practically no time for anything else besides test-prep activities. Much like Stephen Krashen points out in many of his presentations, if we emigrated to China to study for a year, in addition to specific courses of the history of that country, we would desperately want to take Chinese classes to be able to speed up the process of learning and acquiring that language. We would want to know the structure of the sentences, the correct pronunciation, how to talk about the future, the use of the passive voice; or how to ask questions, express opinions, and use adverbs and adjectives properly. This seems a practical approach to acclimating to that new country and to experiencing academic success. This approach is used in many countries around the world for non-native speakers of their languages. Paradoxically, this approach is not used in California where the practice has become to teach content without really focusing on the teaching of English language development in many public schools. English language development has become a frill rather than a necessity despite the fact that the number of English Learners students in the State (National Center for Education Statistic 2011-12) is extremely high (1,434,202) in comparison with the rest of the country (87,697).

Decades of working with this population in Structured English Immersion settings in different California school districts has led the authors to the conclusion that the most effective way to ensure that English learners receive the English language development instruction and services they need is by a well-trained ELD teacher dedicated specifically to this purpose. This is a qualified English language development teacher who is not pressured by the content standards and high stake tests that force multiple subject teachers to claim "there is no time for ELD", as we hear so often, even from dedicated and caring teachers. Therefore, our recommendation is that each school should provide seven years of specialized ELD instruction in blocks of 45 minutes, five times a week from Pre-K to 5th grade at students' diverse English proficiency levels. A specialist in English Language Development should teach the functions and structure of the second language (phonology, morphology, syntax, and semantics) in formal and informal contexts. This approach will require years of intense differentiated instruction in English (Listening, Speaking, Reading and Writing) at students' diverse English proficiency levels. Academic vocabulary instruction should also be emphasized using an inviting, playful, communicative approach with effective research based approaches and strategies such as focused vocabulary development, hands on interactive learning, cooperative learning for cognitive and oral language development, interactive read aloud books, reader's theater, shared reading, language experience, directed close reading and thinking approaches, and interactive-guided writing, using various genres. Ample and diverse types of digital materials and resources need to be used (e.g. video clips, music, songs, poetry, plays, realia, visuals, big books, and linguistic patterns or frame sentences/paragraphs/essays, amongst others.)

3.1.3. Language Development; Newcomers; Extended Day and Enrichment Programs

For the proposed CEP/SEI model to work, the following elements are also needed in the school:

English Learner Support and Development across the Curriculum

English Learners from impoverished communities face many academic difficulties because of socio-cultural factors such as experiential, emotional, and linguistic barriers. It is imperative to address those areas in the early primary grades.

Schools and teachers in all grades need to use multiple adequate academic supports for students to gain social, personal (Cummins1986; 2005), self-efficacy (Bandura, 1993), and academic confidence (Pajares, 2000) so they can have equal access to a rigorous core curriculum leading them into secondary level coursework and graduation requirements, including the California High School Exit Exam. Language and content supports need to be implemented across the curriculum, in every class, and in every subject. So the relationship between the ELD specialist and the classroom teacher must be one of trust and on-going communication. While the ELD specialist is facilitating the second language acquisition, the classroom teacher is employing effective sheltering or Specially Designed Academic Instruction in English (SDAIE) approaches to teaching content to English learners. These are known by different titles and acronyms but are mostly based on the early work of Stephen Krashen and Tracy Terrell (1983) who coined the term Sheltered English (1983) as a bridge between ELD and content instruction.

Today, these are variations of how to create meaningful content learning and are all generally recognized as Specially Designed Academic Instruction in English (SDAIE) (Genzuk,2011). Other approaches include Sheltered English Instruction Protocol (SIOP) (Echevarria et al.,2004; Echevarria & Graves, 2007),Guided Language and Academic Development (GLAD) (Brechtel, 2001);Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Mally, 1994);Reading, Writing and Learning in ESL (RWL) (Peregoy& Boyle, 2012) amongst others. Each of these has outstanding components that, interwoven with ELD, can support EL students in developing linguistic and academic competence and content area proficiency.

Effective Staff Development Programs need to take place at both the school and district level and include topics such as those listed below for all teachers in the school, to increase their capabilities and professional qualifications for teaching English learners:

- Understand the impact of emotional and affective elements that hinder or promote learning and affect motivation in the learner.
- Implement methods for activating prior knowledge and develop high thinking skills.
- Put into practice effective sheltered instruction with the use of scaffolding techniques and self-awareness for achieving learning competency.
- Promote work and study habits specific for English Learners and Socio-Economic Disadvantaged students.
- Employ the use of linguistic patterns and graphic organizers as a tool to enhance and develop the thinking process and the oral and written language in all subject areas.
- Become proficient in the implementation of Specialized Design Academic Instruction in English (SDAIE) (including SIOP, CALLA or GLAD strategies).
- Learn how effective use technology in the classroom to enhance learning.
- Engage in teacher-parent collaboration and use of resources to create positive family and community links that will foster cultural harmonious integration.

Newcomer Academy

When students arrive from out of country, California schools tend to immerse them completely in English, without providing a period to make this difficult transition easier."The question of how best to teach language and content for English Learners and new immigrants remains largely unresolved in our school practices and state policies and the approaches used if any, inconsistent and controversial. The perspectives are often primarily reflection of anecdotal experiences, with only limited research being used to inform practices"(Gil & Bardack, 2010, p.1). Newcomer students, who have been in the country for less than a year, need specialized high-quality programs to accelerate their second language acquisition and literacy, to develop academic vocabulary in all content areas, to provide access to the basic curricular content knowledge at their grade level, and to guarantee a strong interdisciplinary foundation of emotional and cognitive development for long-term academic and socio-cultural success, not failure. Because bilingual education is not an option in many California schools, this CEP/SEI model proposes the establishment of Elementary, Middle and High School Newcomer Academies in the schools with Structured English Immersion and English Mainstream Programs. Districts, according to the number of students registered, should decide which schools will offer the Newcomer program and provide free transportation for the students.

Key components of Newcomer Academies are among others:

- Flexible instructional curriculum addressing the specific needs of each learner.
- A balanced program that includes daily blocks for: ELD at the student proficiency level, English Reading and Writing, Mathematics, Sheltered Instruction of Science and Social Studies at grade level, Integrated Art, and Physical Education.
- Primary language support with bilingual teachers highly qualified and committed to the best practices, working with English Learners, parents, and the community.
- Use of technology and ample resources with visual support to practice and reinforce the skills acquired over time.
- Exposure to a wide range of cultural and literacy activities before, during, and after school, promoting the interaction and communication with native speakers.
- Incorporation of a support system for families in and outside the school to effectively and positively break cultural and linguistic barriers, assist them in their children's education, and facilitate their transition to a new society.
- Teamwork and intense permanent collaboration among professionals for analysis of student's needs and growth, planning, curriculum alignment, design of materials, schedules, and assessments.
- Adequate instruments (initial and progress assessments, observations, portfolios) and criteria to evaluate the students' proficiency level in English, their classroom performance, motivation, skills development, and academic achievement on content areas.
- Ongoing adjustments based on academic results, psychological considerations, and cultural needs.
- Standardized exit criteria with orientation activities to transition into the students' home school.
- Professional development for teachers and administrators, in order to improve the teaching-learning process in particular, and the newcomer program effectiveness in general.

Extended-Enrichment Services and Programs

Closing the persistent achievement gap of impoverished Latino English Learner students requires a multifaceted approach that supports these students in school and beyond the school day and year (Pray, 2011). For example, extended learning services before, during and after school, including summer programs, have demonstrated encouraging general benefits to students, like better attendance and responsibility, fewer discipline referrals, increase the motivation and capacity to face the academic rigor of classes, and improve the level of achievement in language arts, science, and math (Huang & Cho, 2009; Martin et. al, 2007). These services or programs should be directly connected and structured to complement and enrich curriculum and language development efforts, by providing authentic meaningful and purposeful learning opportunities that ensure a holistic multidimensional education (i.e. heritage and foreign language classes, art and music, or sports).In addition, part of the program's aim should be to recruit staff directly from the school's surroundings with the same or similar cultural and linguistic backgrounds of the students (Téllez& Waxman, 2010). This will help students to enormously broaden their personal and professional opportunities, feel more connected to their community and heritage, and growing up as US citizens while maintaining their cultural ethnic values, identify, traditions, and mother tongue.

3.1.4. Parent Academy

Home-School collaboration has developed over the years and has shown important benefits like higher levels of student achievement, the acquisition of good study habits, the improvement of parent participation, and a more effective communication with teachers. Research has shown that an enriched home environment, effective learning opportunities in school, and the quality of the interactions between parents, teachers, and children have powerful effects on the learning process and the cognitive development of students. We propose a positive approach that, as Luis Moll's (1992, p. 1) research indicates, pursues "to investigate and tap into the hidden home and community Funds of Knowledge and resources." The educational level of the parents has been used to predict the academic progress of the pupils, sometimes to the detriment of students. There are many cases where limited parent education is mitigated by other factors and interventions, including high expectations in the home and school, parent support and parent/teacher communication. Education is linked to the way families talk, play, interact, and read to the children (Lawrence &Tamis-Le Monda, 2003).

In research about education and skills developed within the family before preschool, Christian, Morison, & Briant (1998) highlighted a significant correlation existing between the educational levels of parents and the development of language and reading skills of their children. On the other hand, higher levels of reading was found in students whose parents used a considerable amount of time themselves reading and enjoying literacy related activities (Shonnenschein, Brody, & Munsterman, 1996). The daily practice of well trained teachers working with Latino families in California corroborates the urgent need to work closely with parents and their communities. This acquires more validity and importance when working with students from low socioeconomic backgrounds who might not have the opportunity to be surrounded with multiple resources related to school and in linguistically and intellectually rich environments. The quality and quantity of their experiences and acquired knowledge may be limited especially if they also suffer traumas from violence, malnutrition, inattention, or abandonment. It is therefore naive if not absurd, to think that these fragile students can achieve high levels of academic achievement and motivation in a language that they don't command unless we support and work closely with their families (Lonigan & Whitehurst, 1998; Morrow & Young, 1997).

According to the U.S. Census (2008) approximately 18% of the 13 million students enrolled in United States live below the poverty line. Regardless of race or ethnic group, poor students are more likely to suffer delays in learning, abandon their studies in high school or conceive a child as a teen (Young et al., 2001). Facilitating the resources to help poor families in their communities is indispensable as schools become community based (i.e. locating social services, food banks, etc.).Establishing efficient and active venues for parent participation and involvement in schools and in the learning process of their children leads to incremental benefits for the entire family and community. The objective is to provide a high quality global socio-educational system of support for these students and their families to efficiently compensate for academic difficulties and promote profound changes for the long term within the schools (Identifying reference, 2014). Education is the most direct and secure passage to overcoming language barriers and poverty, and in giving students a better chance to achieve a dignified, respected and safe personal and professional life.

Basic elements of the Academy are:

- Adult Education classes for parents as needed, in collaboration with non-profits or community colleges (English/GED/Literacy/Computer among others).Provision of high quality child care is extremely important.
- Parenting classes and workshops, so that families form an essential part of the multidimensional educational process for the student. It is crucial for all parties to understand the physiological, emotional, social and cognitive changes and development of a child andthe importance of providing an environment as harmonious, nurturing, safe, and stable as possible. It is also essential to work both in the home and in the school under the same criteria, with similar standards, providing the largest number of possible stimuli to students in early ages and the lowest possible number of factors of instability, risk, or restlessness. Content of these sessions should be planned according to needs.

Herein are some examples:

- The importance of early language development at home especially in regard to the quantity and quality of verbal interactions and the development of the pleasure and habit of reading. This is known to contribute to increase the level of vocabulary and comprehension, and the understanding of the structure of a language. In addition, verbal interactions provide significant benefits in cognitive development and in the acquisition of new knowledge, preventing future academic difficulties (Laurice, 2008; West et al., 1993).
- Psycho physiological health: a) The development of good work and study habits, responsibility, confidence, self-esteem, easy temperament, and positive behavior. b) The use of leisure time, health and good hygiene habits.
- Information about other programs and services including sports, scholarships, the student study team (SST) for interventions if a special need or special education is being considered, safe use of technology, information about early identification for gifted and talented (GATE) students and programs, as well as interventions for students experiencing any academic delay.
- Techniques on how families can help their children at home; participation in the student learning process and monitoring student progress.
- The analysis of high-risk factors: Adolescent health and crime prevention.
- The importance of multilingualism in multicultural societies.

- School expectations.
- Parent involvement, competence, connectedness, and empowerment. Communication and positive relationships.
- Social resources and programs (information and support), offering their use through well-coordinated teamwork with other community professionals.

3.1.5. School-Community Support Services and Programs

As Lee and Bowen (2006) state, "Cultural capital is an advantage gained by middle-class European American parents whose habitus is consistent with the field of the school system." Education is seen as the foremost tool in addressing inequality issues in the United States (Allen Hood, 2000). However, inequality is prevalent in the educational system through an achievement gap based on poverty and race/ethnicity. Poverty and low parent educational level are associated with lower academic achievement, especially in the African-American and Latino communities (Bali and Alvarez, 2004, Brooks-Gunn and Duncan 1997; Hakkinen et al. 2003). For this reason, schools cannot be understood as isolated entities separated from the community in which they are built. On the contrary, they must be conceived as educational community institutions that facilitate the development of safer, economically stronger, and more stable neighborhoods that contribute to the improvement of congruence in behavior, attitudes across settings, cultural and social services and programs, that serve, nurture and enrich the community simultaneously. The benefits of this conceptual and organizational set of principles are many for the personal, social and emotional learning process of students. "The Latino community is an enormous resource for educational change and improvement. Take advantage of their 'Funds of Knowledge' and resources will have a better chance of helping bilingual and minority children achieving authentic literacy" (Moll, 1992). With this CEP/SEI model schools can send community members and organizations an important implicit message of their sensitivity, appreciation, and respect for the community's values, culture, and contributions.

Furthermore, with CEP/SEI, a broader range of educational and vocational activities or events can be offered, to provide ample opportunities for learning, the development of self-confidence and pride in students' origins.
An integrated approach to multilevel use of services and resources within a community can prevent many of the risk factors associated with poverty, violence, substance abuse, immigrant status, mobility, problem behavior, and medical, developmental, or adjustment difficulties (Huffman et al., 2000). The educational, social and health services provided or referred to in CEP/SEI, includes counseling for families and children, which can help to create the conditions of a global and sustainable support system to promote higher cognitive functioning, healthy physical development, problem solving abilities, and a sense of purpose and future. These opportunities may serve to intrinsically motivate students and their families to pursue full development of their potential, physical and mental well-being, and a value-based life so that they can successfully participate, contribute, and be recognized by society. It is imperative that schools with Structured English Immersion or Mainstream English Only programs incorporate the social values, histories, and experiences of Latino families for them to acquire a sense of empowerment, increase their parental engagement, and develop high educational aspirations to improve the English learner students' long term academic achievement and success (Gottloh, 2012). Only with critical and radical interventions we can give EL Latino students a better opportunity to learn in English until the policies in California become more attune to the needs and talents of this student population who could benefit from their predisposition to full bilingualism given high quality bilingual multicultural programs.

Table 1: 2012-13 California English Language Development Test (CELDT) State Report. Percentage of Students at Each Overall Performance Level by Grade

Performance Level	K %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %	Total %
Advanced	2	8	8	8	8	11	10	14	13	11	9	14	15	9
Early Advanced	7	27	25	23	29	39	31	38	37	32	36	39	39	27
Intermediate	23	36	38	43	44	35	38	30	31	33	32	28	26	34
Early Intermediate	27	18	21	17	12	9	12	11	10	13	13	11	11	16
Beginning	41	12	9	8	8	6	8	8	8	12	10	8	10	13

Adapted from California Department of Education. Assessment Development and Administration Division. Report generated: Thursday, February 6, 2014. Data last updated: Monday, March 18, 2013.

Table 2: California High School Exit Exam (CAHSEE) Results for Mathematics and English-Language Arts (ELA) by Program (July 2012) for All Grades

Tested/ Passing	Subject	All Students	ELs*	R-FEP*	SED*	Hispanic or Latino	White
# Tested	Math	5,770	2,006	423	3,736	3,987	453
Passing (%)	Math	17	12	25	15	16	27
# Tested	ELA	6,622	3,607	250	4,619	4,532	459
Passing (%)	ELA	26	18	44	23	24	42

Note. ELs = English Learners Students, R-FEP = Reclassified Fluent English Proficient Students, SDE = Socio-Economically Disadvantaged Students. Adapted from California Department of Education. CAHSEE/PFT Office. File Date: 7/25/2013

Table 3: 2012-13 CST Results by some of the Largest Districts of Orange County, California, USA

School Districts	ELs* (%)	SED*(%)	ELA* (% Prof. or Adv.)	Math* (% Prof. or Adv.)
Anaheim City	57.3	85.5	46	58
Santa Ana Unified	54.7	84.3	44	48
Garden Grove Unified	43.3	69.3	56	60
Fullerton Elementary	28.6	43.8	67	73
Orange Unified	25.7	36.0	63	55
Newport-Mesa Unified	24.7	47.9	65	59
Irvine Unified	13.3	11.4	83	80
Saddleback Valley Unified	13.0	20.0	72	65
Placentia-Yorba Linda Unified	12.6	25.0	69	70
Brea-Olinda Unified	10.6	23.5	74	66
Fountain Valley Elementary	10.5	19.5	77	78
Capistrano Unified	10.2	21.4	74	67
Totals Orange County	25.1	45.6	63	60
Totals State Of California	17.0	56.7	54	50

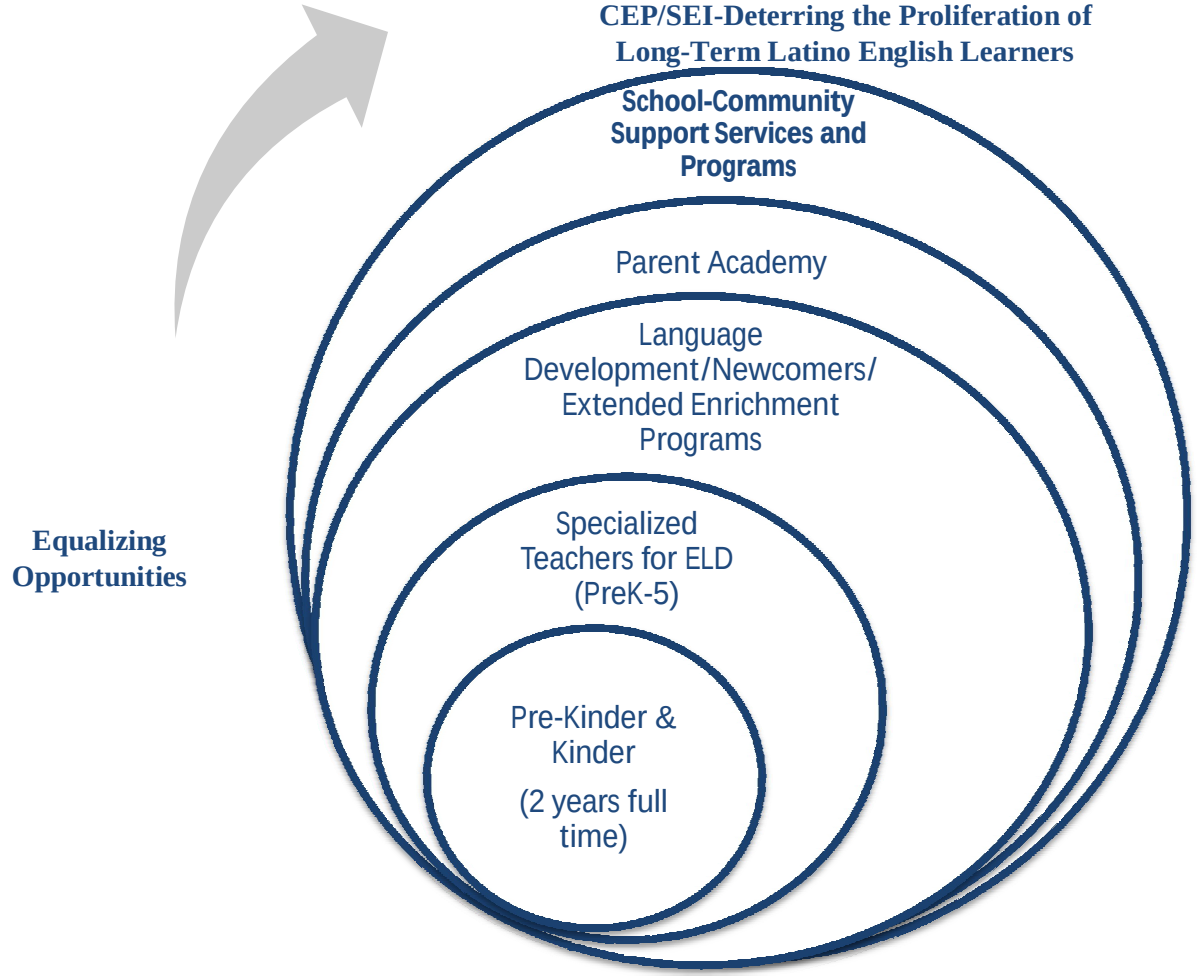
NOTE. CST = California Standard Test, ELLs = English Language Learners, SED = Socio-Economic Disadvantaged students, ELA = English Language Art, Math = Mathematics.
Adapted from California Department of Education (Dataquest), USA.

Table 4: California2012 Graduation and Dropout Rates by Subgroup

Ethnic/Racial Designation	Students	Percent	Graduates	Graduation Rate	Dropouts	Dropouts Rate
Hispanic or Latino	244,638	48.65	179,093	73.2	39,701	16.2
Asian, Not Hispanic	44,776	8.90	40,751	91	2,504	5.6
African American	39,196	7.79	25,738	65.7	8,709	22.2
White, Not Hispanic	143,066	28.45	123,659	86.4	12,030	8.4
English Learners	100,310	19.94	61,744	61.6	23,777	23.7
Migrant Education	12,069	2.4	8,968	74.3	1,978	16.4
Special Education	57,144	11.36	34,718	60.8	9,823	17.2
SED*	326,985	65.02	237,830	72.7	53,568	16.4
Total 2011-12	502,856	100.00	394,648	78.5	66,523	13.2

Note. SED = Socio-Economic Disadvantaged Students.
Adapted from California Department of Education in the following article:
http://www.cde.ca.gov/nr/ne/yr13/yr13rel42.asp.

Fig. 1: CEP/SEI A Comprehensive Educational Program Model for Latino English Learner Students from Impoverished Communities in California'spredominantly English-only schools



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