



Community, Culture, Voice: Supporting Social Emotional Learning for Multilingual Learners

IN LOS ANGELES COUNTY





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Executive Summary

Students in Los Angeles (LA) County public schools represent a linguistically and culturally diverse population across California and our nation. For generations, students in the region have connected their unique linguistic and cultural heritages across multiple facets of their lives from the dinner table at *abuela's* house to a desk in the mathematics classroom. Spanish, Mandarin, Armenian and Cantonese are just a few of the more than fifty-seven languages spoken by multilingual learners in LA County. For these multilingual learners and those who learn with and teach them, multilingualism and multiculturalism are assets that can add richness and diverse perspectives to their learning environments. At the same time, this student group has been historically marginalized in our education system and needs additional support in the classroom, school and community in order to thrive.

While it is widely studied and understood that multilingual learners often require additional, tailored support for academic learning, social and emotional learning for multilingual learners is an equally important but underresearched area. **In this paper, we examine the research, systems, and practices that support education leaders in LA County to better understand, design, and implement effective approaches to social and emotional learning for multilingual learners.**

FINDINGS

Our findings draw from published sources, interviews with field and education experts and practitioners from LA County, as well as insights from focus groups conducted with LA County multilingual students and the educators who support them.



FINDING 1: A key strategy for developing multilingual students' social and emotional and academic skills is asset-based pedagogy.



FINDING 2: Using culturally relevant SEL instructional materials can support multilingual learners' social and emotional development by affirming and integrating their lived experiences and voices.



FINDING 3: The educator workforce is facing a historic labor shortage, particularly for educators who are prepared to teach multilingual learners and who reflect those students' races, ethnicities, languages and experiences.





FINDING 4: Professional development for practicing educators around multilingual learners' SEL needs is limited, despite the desire of many educators to provide high-quality SEL instruction to MLLs.



FINDING 5: Multilingual learners' SEL is best supported when families, districts, schools and community partners coherently work together.



FINDING 6: Research on evidenced-based strategies to support social and emotional learning specifically for multilingual learners is nascent.

RECOMMENDATIONS

The work needed to support multilingual learners' social and emotional learning will take dedicated time and effort from actors across all levels of the education system (e.g., state policymakers, district and school leaders, school-based and out-of-schooltime educators, and families). Stakeholders may begin the work by considering the recommendations that follow in this paper. While these recommendations are not comprehensive, they can serve as a place to begin the work so that multilingual students are supported in their social and emotional learning in order to thrive in school and life.

RECOMMENDATION 1: Invest in the teaching and learning of asset-based pedagogy.

LACOE, other COEs, and LEAs in California can consider the following actions:

- Use communication channels to champion the assets of multilingual learners.
- Expand practicing educators' access to high-quality professional development opportunities related to asset-based pedagogy and LACOE's Universal Design for Learning professional development offerings by building revenue streams and cultivating partnerships with professional development providers, county offices and/or institutes of higher education.
- Increase SEL and Diversity, Equity and Inclusion (DEI) departments' bandwidth to cocreate SEL programming with educators and staff.

RECOMMENDATION 2: Implement school, family and community partnerships to support multilingual students' social and emotional learning.

LACOE, other COEs and LEAs in California can consider the following actions:

- Consider adopting elements of community schools models
- Uplift statewide frameworks that address multilingual learners' holistic needs through integrated systems of support.
- Build or strengthen partnerships with community organizations that bridge in-school and out-of-school social and emotional learning for multilingual learners.
- Design and implement strategies that foster positive, open communication streams between families, districts, community organizations and schools.

- Ensure that community partners, early warning systems, and data reporting communicate multilingual learners' needs through disaggregated data reflective of the diverse demographics of multilingual learners—multilingual students are not a monolith.

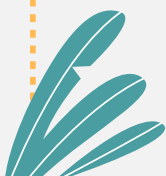
RECOMMENDATION 3: Diversify the educator workforce. LACOE, other COEs and LEAs in California can consider the following actions:

- Expand and diversify educator preparation pathways.
- Tap into middle and high school multilingual students' interest in the teaching profession.
- Use monetary incentives to attract potential teachers of color to enter the workforce.
- Improve educators' working environment and compensation to retain educators of color.

RECOMMENDATION 4: Adopt high-quality SEL instructional materials for multilingual learners. LACOE, other COEs and LEAs in California can consider the following actions:

- Provide funding and guidance for designing and adopting high-quality SEL instructional materials.
- Establish structures for multilingual students to support codesign of SEL programming.
- Partner with and support practitioners and institutes of higher education to continue the research and creation of measures, tools and materials grounded in the social and emotional needs of culturally and linguistically diverse youth.
- Integrate family voice in SEL.

From their homes to their classrooms to their communities, multilingual learners enrich the diverse tapestry of LA County. Culturally affirming, asset-based approaches to social and emotional learning for multilingual learners can help address the impacts of this group's historical marginalization and build the learning conditions for all multilingual learners to thrive.



Introduction

Students in Los Angeles (LA) County public schools represent a linguistically and culturally diverse population across California and our nation. For generations, students in the region have connected their unique linguistic and cultural heritages across multiple facets of their lives from the dinner table at abuela’s house to a desk in the mathematics classroom. Spanish, Mandarin, Armenian, and Cantonese are just a few of the more than fifty-seven languages spoken by multilingual learners LA County.^{1 2} For these multilingual learners and those who learn with and teach them, multilingualism and multiculturalism are assets that can add richness and diverse perspectives to their learning environments. At the same time, this student group has been historically marginalized in our education system and needs additional support in the classroom, school and community in order to thrive.

While it is widely studied and understood that multilingual learners often require additional, tailored support for academic learning, social and emotional learning for multilingual learners is an equally important but underresearched area. In this paper, we examine the research, systems, and practices that support education leaders in LA County to better understand, design, and implement effective approaches to social and emotional learning for multilingual learners. Our findings draw from published sources, interviews with field and education experts, and practitioners from LA County, as well as insights from focus groups conducted with LA County multilingual students and the educators who support them.

What is social and emotional learning? Integral to education and human development, social and emotional learning (SEL) is defined as the set of processes to support students’ development of a healthy identity, build and show empathy for others and maintain supportive relationships while making responsible decisions.^{3 4 5} While social and emotional learning is sometimes taught in the form of dedicated SEL instructional materials in the classroom, this learning happens across all facets of a student’s life, from academic

1 “Los Angeles County Language Group Data–Countywide,” California Department of Education Educational Demographics Office, accessed October 24, 2022, <https://dq.cde.ca.gov/dataquest/lc/CountyLC.aspx?Level=County&TheCounty=19+LOS%255EANGELLES&cYear=2021-22>.

2 Throughout this paper, the terms “multilingual language learners” and “multilingual students” are used interchangeably to refer to students who speak and understand, to varying degrees, one or more languages in addition to English and are designated by the state of California as English Learner (EL), Reclassified Fluent English Proficient (RFEP) or Initial Fluent English Proficient (IFEP) students. For information on the definition of each term, please refer to the [CDE’s Glossary of Terms for ELs](#).

3 “Fundamentals of SEL,” CASEL, accessed October 24, 2022, <https://casel.org/fundamentals-of-sel/>.

4 “Social and Emotional Learning,” California Department of Education, accessed October 24, 2022, <https://www.cde.ca.gov/ci/se/>.

5 To align with the California Department of Education’s social and emotional learning work in partnership with the Collaborative for Academic and Social Emotional Learning (CASEL), terminology will align closely to CASEL’s definition of social and emotional learning.

instruction to the school environment, community and home. SEL occurs when students form relationships with their educators⁶; when they play and navigate conflict at lunchtime and recess; when they experience academic challenges and successes; when they seek comfort from their caretakers at home; and when they interact with community members in their neighborhoods, community centers, and places of worship. Social and emotional learning is essential in its own right for supporting students' healthy development, and, what's more, it is also deeply intertwined with academic achievement: research in human development recognizes that social, emotional, and cognitive development are all interconnected with academic learning and success.⁷

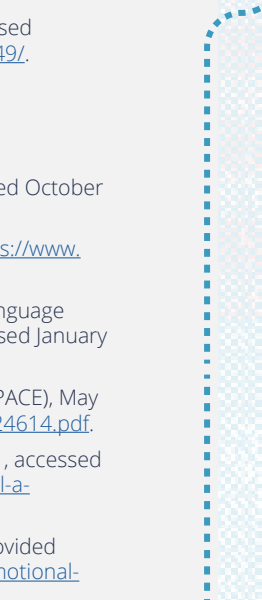
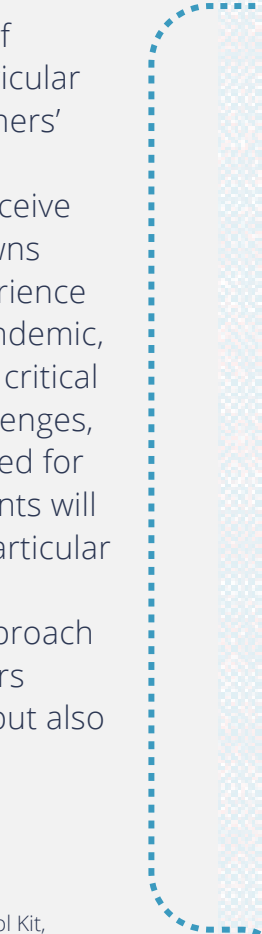
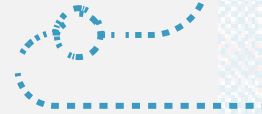
In LA County, approximately 45 percent of public school students grades K–12 speak a language other than English at home—this includes students classified as English Learners (EL), Reclassified Fluent English Proficient (RFEP), and Initial Fluent English Proficient (IFEP).⁸ Nineteen percent of students (247,689 students) are classified specifically as English Learners who are not yet fully proficient in English and receive special services in school due to this designation.⁹ For this vast number of multilingual students in LA County who interact daily with multiple languages, cultures, and norms, social and emotional skills can be an important tool through which to develop and affirm identities; understand and express emotions and empathy across multiple cultures; and build strong relationships with peers, educators, and community members of diverse cultures. When students experience quality SEL, they may feel a greater sense of belonging, feel more emotionally supported, and experience more positive engagement with adults, which supports their social wellness and

6 Our definition of educators includes classroom teachers and administrators who play a role in multilingual learners' academic and social and emotional outcomes.

7 "The Evidence Base for How We Learn Supporting Students' Social, Emotional, and Academic Development," ASPEN Institute, National Commission on Social, Emotional, and Academic Development, accessed October 24, 2022, https://www.aspeninstitute.org/wp-content/uploads/2018/03/FINAL_CDS-Evidence-Base.pdf.

8 Our definition of multilingual learners includes three student groups: English Learner (EL), Reclassified Fluent English Proficient (RFEP), and Initial Fluent English Proficient (IFEP). Aligned to the [California Department of Education's \(CDE\) definitions](#), definitions, the definition for each student population is the following: **English Learner (EL):** A student in kindergarten through grade twelve for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs. English Learners born outside of the United States with zero to three years in U.S. schools are also designated as **Newcomer students**. **Reclassified Fluent English Proficient (RFEP):** A student in kindergarten through grade twelve who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used); teacher evaluation of curriculum mastery; parental opinion/consultation; and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English. **Initial Fluent English Proficient (IFEP):** A student in kindergarten through grade twelve for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.

9 "Enrollment by English Language Acquisition Status (ELAS) with District Data, Los Angeles County Report," DataQuest, accessed October 24, 2022, <https://dq.cde.ca.gov/dataquest/longtermel/ELASLevels.aspx?cde=19&aggllevel=County&year=2021-22>.



academic engagement.^{10 11 12} For example, research shows a positive correlation between a sense of belonging in school and academic engagement for multilingual students who are new to the country, while a lack of safety or belonging in school for these Newcomer students can lead to anxiety that builds an affective filter and limits English language acquisition.^{13 14}

Unfortunately, COVID-related disruptions to schooling negatively impacted students' academic and social and emotional learning in LA County, particularly for students of color.¹⁵ The pandemic limited access to peer-to-peer interactions through extracurricular and school-based social activities, which may have negatively impacted English Learners' motivation to acquire a new language during this time.^{16 17} It also limited the access English Learners had to the designated academic supports they are mandated to receive in school.¹⁸ While all students in LA County felt the repercussions of school shutdowns and social isolation, students in homes with limited English were more likely to experience limited access to education, healthcare and social services.¹⁹ Emerging from the pandemic, academic acceleration and social and emotional support for multilingual students is critical to address academic and language acquisition gaps, trauma and mental health challenges, and any impacts on motivation and positive identity formation that may have occurred for these students. Finding and using effective approaches to SEL for multilingual students will be more important now than ever, and these approaches must be tailored to this particular student group: we know that all students' environments, cultural backgrounds and languages impact social and emotional learning, so for multilingual students, the approach to SEL may need to look different than for some of their peers.²⁰ Multilingual learners deserve to flourish in school and life, and we must use not only the academic tools but also the social-emotional tools at our disposal to create the conditions for that success.

10 "CHAPTER 4: How Do We Support Newcomers' Social Emotional Needs?," U.S. Department of Education, Newcomer Tool Kit, Chapter 4, accessed October 24, 2022, <https://www2.ed.gov/about/offices/list/oela/Newcomers-toolkit/chap4.pdf>.

11 U.S. Department of Education, "CHAPTER 4."

12 Joseph A Durlak et al., "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions," *Child Development* 82, no. 1 (Month 2011): 405–32, <https://pubmed.ncbi.nlm.nih.gov/21291449/>.

13 U.S. Department of Education, "CHAPTER 4: How Do We Support Newcomers' Social Emotional Needs?."

14 "Social-Emotional Learning for Immigrant Students," *Reimagining Migration*, accessed October 24, 2022, <https://reimaginingmigration.org/social-emotional-learning-for-immigrant-students/>.

15 "Educational Recovery Now: LA's Children and Schools Need a Comprehensive Plan," *Great Public Schools Now*, accessed October 25, 2022, https://gpsnla.org/wp-content/uploads/2021/03/EdRecoveryNow_Final_3-29-21.pdf.

16 Sarah Gonser, "The Enduring Importance of Extracurriculars," *EduTopia*, June 11, 2021, accessed January 15, 2023, <https://www.edutopia.org/article/enduring-importance-extracurriculars>.

17 Husna Albayrak et al., "The Relationship Between Participation in Extracurricular Activities and Motivation of Foreign Language Learning," *International Journal of Psychology and Educational Studies* 2021, no. 8(2) (August 2021): 122–132pp., accessed January 15, 2023, <https://files.eric.ed.gov/fulltext/EJ1300029.pdf>.

18 Sherrie Reed et al., "Serving English Learners During the COVID-19 Pandemic," *Policy Analysis for California Education (PACE)*, May (no exact date provided beyond month and year), 2022, accessed March 15, 2023, <https://files.eric.ed.gov/fulltext/ED624614.pdf>.

19 Neighborhood Data for Social Change, "In Los Angeles, Linguistic Isolation is Still a Challenge," *KCET*, February 26, 2019, , accessed November 15, 2022, <https://www.kcet.org/neighborhood-data-for-social-change/in-los-angeles-linguistic-isolation-is-still-a-challenge>.

20 "Social, Emotional, and Academic Development Through an Equity Lens," *EdTrust*, August (no exact publication date provided beyond month and year), 2020, accessed October 24, 2022, <https://edtrust.org/wp-content/uploads/2014/09/Social-Emotional-and-Academic-Development-Through-an-Equity-Lens-August-6-2020.pdf>.

Background: Who are the multilingual learners in LA County?

“My family assures me all the time: those who are multilingual have greater career opportunities. I feel prepared. I know two languages.”

—Raul, student, Antelope Valley Union High School District

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“Mi familia me asegura todo el tiempo: los que son multilingües tienen mejores oportunidades profesionales. Yo me siento preparado. Yo sé dos idiomas.”

—Raul, estudiante, Antelope Valley Union High School District

Reflective of California’s diverse population, multilingual students in LA County are a culturally and linguistically diverse population with much to offer. Of LA County’s 1.3 million public school students in grades K–12, close to 45 percent (599,198 students) speak a language other than English at home, with 19 percent (247,689 students) classified as English Learners (ELs); 6 percent (83,075 students) classified as Initial Fluent English Proficient (IFEP) students who speak, write, and read English fluently in addition to another language when they enter the school system; and 20 percent (268,434 students) classified as Reclassified Fluent English Proficient (RFEP) students who were once classified as English Learners but acquired sufficient English proficiency to be reclassified as Fluent English Proficient.^{21 22 23}

The array of languages spoken by multilingual students in LA County is vast. During the 2021–22 school year, Spanish was the most commonly spoken language of multilingual learners in

21 “2021–22 Enrollment by English Language Acquisition Status (ELAS) and Grade,” California Department of Education, Data Reporting Office, accessed October 24, 2022, <https://dq.cde.ca.gov/dataquest/longtermel/ELAS.aspx?cde=19&aggllevel=County&year=2021-22>.

22 “California Department of Education, “2021–22 Enrollment.

23 “Glossary of Terms for English learner (EL) Reports,” California Department of Education, Data Reporting Office, accessed October 24, 2022, <https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx>.

LA County at 85 percent followed by Mandarin (3 percent), Armenian (2 percent), Cantonese (1.5 percent), Vietnamese (1 percent), Korean (.94 percent), and other non-English languages (.78 percent).²⁴ And multilingual learners' identities in LA County extend beyond the richness of their home languages: they hold many intersectional identities, with many multilingual students holding international identities, identifying as multiracial and multiethnic, LGBTQ+, disabled, first-generation college aspiring, and more.

Multilingual learners in LA County public schools have many unique assets and also face a distinct set of challenges compared to students who are not multilingual. The ability to communicate across two or more languages can provide tangible advantages for K–12 students:

- Research suggests multilingual students have greater control over cognitive processes of the brain—such as executive function and increased intellectual flexibility—compared to students with one language.²⁵
- Multilingual students are more likely to develop strong metalinguistic awareness as compared to their monolingual peers.²⁶ Metalinguistic awareness—an individual's ability to evaluate language as a process or system—supports students' translational abilities as well as metacognitive, literacy, and information-processing abilities.²⁷
- K–12 students who are fluent in both English and another language outperform monolingual students at all grades and across content areas in California.²⁸
- Bilingual and biliterate individuals are more likely to report higher earnings and greater job security.²⁹
- Bilingual and biliterate Latine students are more likely to attend four-year colleges than individuals who do not develop their home language.³⁰
- Evidence points to significant labor market benefits for multilingual individuals. In a study of multinational businesses and businesses in California, 66 percent of employers reported a preference for contracting with multilingual professionals.³¹ Additionally, multilingual professionals have greater access to rapid promotion tracks, higher commission earnings and job security.³²

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- 24 "English Learner Students by Language by Grade," California Department of Education, accessed October 24, 2022, <https://dq.cde.ca.gov/dataquest/SpringData/StudentsByLanguage.aspx?Level=County&TheYear=2021-22&SubGroup=All&ShortYear=2122&GenderGroup=B&CDSCode=19000000000000&RecordType=EL>.
- 25 Ulrike Jessner-Schmid, "Multilingualism," in *International Encyclopedia of the Social and Behavioral Science* (Second Edition), Ed. Name (No location provided:Elsevier, 2015), 65.–71., accessed January 15, 2023, <https://www.sciencedirect.com/topics/social-sciences/metalinguistic-awareness>.
- 26 Jessner-Schmid, "Multilingualism," p.65-71
- 27 Jessner-Schmid, "Multilingualism," p.65-71
- 28 Zaidee Stavely, "Bilingual Students Do Better on Tests Than Native English Speakers. Why?," EdSource, February, 6, 2023, accessed February 15, 2023, <https://edsource.org/2023/bilingual-students-do-better-on-tests-than-native-english-speakers-why/685215?amp=1>.
- 29 "Improving Education for Multilingual and English Learner Students," California Department of Education, Sacramento, 2020, accessed October 24, 2022, <https://www.cde.ca.gov/sp/el/er/documents/mleleducationch1.pdf>.
- 30 California Department of Education, "Improving Education."
- 31 D.A. Porras, J. Ee, and P.C. Gándara, "Employer Preferences: Do Bilingual Applicants and Employees Experience an Advantage?" in *The Bilingual Advantage: Language, Literacy and the US Labor Market*, ed. R. M. Callahan and P. C. Gándara, (Bristol, UK: Multilingual Matters, 2014), 236–57.
- 32 Porras et al., "Employer Preferences," p. 236-57

- Beyond the potential cognitive, academic and labor market advantages many multilingual students benefit from, they are also able to reap sociocultural benefits given their ability to make connections across multiple heritages which enriches the fabric of diverse communities.³³

The evidence is clear: students’ fluency in multiple languages can lead to soaring achievement. As U.S. Secretary of Education Miguel Cardona recently shared, “My bilingualism and biculturalism would someday be my superpower.”³⁴

Yet multilingual learners still face persistent achievement gaps and adverse outcomes in LA County that have been present for decades and were further exacerbated by the pandemic.

- In the 2021–22 school year, LAUSD—the school district with the highest number of multilingual learners in LA County—experienced a decrease in the number of students meeting or exceeding math or English language arts standards in the Smarter Balanced Assessments.^{35 36} The decrease in LAUSD students meeting or exceeding standards was greatest among Latine students and multilingual learners.³⁷
- Assessments in 2020 for multilingual learners showed learning loss in California especially on MAP ELA across grades four through nine and on STAR math for multilingual learners in early grades.³⁸
- In LAUSD, 42 percent of grades earned by multilingual learners in high school were Ds and Fs in the spring of 2021, an increase of 10 percent from 2020.³⁹
- In spring of 2020, multilingual learners in LAUSD demonstrated low levels of academic engagement and chronic absenteeism, participating at lower rates in remote learning each week compared to their English-proficient peers,⁴⁰ and their exposure to social and emotional obstacles increased.^{41 42}

Multilingual students were more likely than other students to take on family responsibility during the pandemic, including supporting younger siblings; finding employment to supplement

33 California Department of Education, “Improving Education.”

34 Zaidee Stavely, “Four California Universities Receive \$3 Million Awards for Training Teachers of English Learners,” EdSource, October 13, 2022, accessed November 1, 2022, <https://edsources.org/updates/four-california-universities-receive-3-million-awards-for-training-teachers-of-english-learners>.

35 “2021–22 Enrollment by English Language Acquisition Status (ELAS) (with District Data) Los Angeles County Report,” Dataquest, accessed March 15, 2023, <https://dq.cde.ca.gov/dataquest/longtermel/ELASLevels.aspx?cde=19&agglevel=County&year=2021-22>.

36 Susan Carpenter, “LAUSD Students Fell Significantly Behind in English and Math During Pandemic,” Spectrum News, September 9, 2022, accessed November 1, 2022, <https://spectrumnews1.com/ca/la-west/education/2022/09/09/lausd-students-fell-significantly-behind-in-english-and-math-during-pandemic>.

37 Carpenter, “LAUSD Students.”

38 Libby Pier et al., “COVID-19 and the Educational Equity Crisis,” PACE, January 25, 2021, accessed October 15, 2022, <https://edpolicyinca.org/newsroom/covid-19-and-educational-equity-crisis>.

39 Paloma Esquivel, “In California, a Million English Learners Are at Risk of Intractable Education Loss,” Los Angeles Times, April 24, 2021, <https://www.latimes.com/california/story/2021-04-04/how-covid-distance-learning-hurt-california-english-learners>.

40 Esquivel, “English Learners.”

41 “Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs,” U.S. Department of Education, accessed October 24, 2022, November 1, 2022, <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>.

42 A note on terminology in this report is the use of “Latine” rather than “Latinx.” The Greater LA Foundation and LACOE acknowledge that Latine allows for gender neutrality and phonetic accessibility amongst Spanish-speaking communities.

family income; and dealing with the family's limited access to technology, online services, and supports.⁴³

Multilingual students are more than their adversities. They are resilient individuals with demonstrated capabilities to leverage their unique capacities to obtain academic, linguistic, social, and emotional achievement that extends beyond the classroom to enrich the communities they navigate. But their enormous potential requires intentional investment across our public education system from all those they interact with and from those who design the education systems that serve them.

In many ways, policymakers in California are already heeding the call for increased investments in supporting multilingual learners. Over the last decade, several policy changes that support multilingual students were enacted, from California's adoption of the Seal of Biliteracy, which recognizes high school graduates who attain high proficiency in one or more languages; to the English Learner Roadmap, a policy intended to provide guidance to local education agencies (LEAs) on educating multilingual learners in California; to the Bilingual Teacher Professional Development Program (BTPDP) which funded a consortia of LEAs to address bilingual educator shortages.^{44 45 46} This fall, the U.S. Department of Education awarded nearly \$9 million to public California universities to implement professional development to improve instruction for English Learners, including \$3 million to the University of California Los Angeles.⁴⁷ These policy measures are critical to improving education and outcomes for multilingual learners, yet there is more to be done. Policies that focus specifically on social and emotional learning for multilingual learners are few, likely due to limited, nascent research on SEL approaches and impacts for these students.⁴⁸ In turn, a limited body of research on social and emotional learning for multilingual learners could limit policymakers' and stakeholders' ability to assess and implement informed policies in that area.

The following findings explore current research, systems, and practices in place to support multilingual learners' social and emotional learning in LA County and beyond and are followed by a set of recommendations on how to improve LA County's approach to SEL so that this population of students thrives across LA County.

43 "Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs," U.S. Department of Education, accessed October 24, 2022, <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>.

44 "State Seal of Biliteracy," California Department of Education, accessed October 24, 2022, <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

45 "English Learner Roadmap," California Department of Education, accessed October 24, 2022, <https://www.cde.ca.gov/sp/el/rm/>.

46 "Renewing Our Promise: Research and Recommendations to Support California's Long-Term English Learners," Californians Together, 2021, accessed October 24, 2022, https://californianstogether.org/wp-content/uploads/2021/10/Renewing_Our_Promise_to_LTEs.pdf.

47 Stavelly, "Four California Universities."

48 Nicole Beyer, "Social and Emotional Learning and Traditionally Underserved Populations, Policy Brief," American Youth Policy Forum, Published 2017 (exact month and date are not cited), accessed February 15, 2023, https://www.aypf.org/wp-content/uploads/2017/10/SEL-Special-Populations_Final.pdf.

Findings

Finding 1: A key strategy for developing multilingual students' social and emotional and academic skills is asset-based pedagogy.

“We can’t get to academics until multilingual students feel safe and celebrated. When students feel safe, their level of anxiety lessens and builds acceptance even if there is no one else in the room who knows their culture. Educators can acknowledge and celebrate their culture; we don’t need to be the same to be respected and appreciated. Accepting differences is a social and emotional piece; learning to love and care about each other no matter the background.”

—**Jan Daisher, Director of Special Programs and Professional Development, William S. Hart Union High School District, LA County**

“My biggest hope is that culturally responsive means of teaching can happen this year.”

—**Dr. Natalie Taylor, Director of Intervention and English Learner Programs at Claremont Unified School District, LA County**

“At school, we celebrated Day of the Dead where I had the opportunity to commemorate my loved ones—it was so significant. It had been a while since I had remembered—or celebrated—customs from Mexico, my home country. I felt proud celebrating my roots.”

—**Juan Rodrigo, student, Antelope Valley Union High School District**

“Mi escuela celebró el Día de los Muertos donde tuve la oportunidad de recordar a mis seres queridos fue algo tan significativo. Hacía tiempo que no recordaba las costumbres de mi país, México. Me sentí orgulloso al poder celebrar mis raíces.”

—**Juan Rodrigo, estudiante, Antelope Valley Union High School District**

“The best tool we have in our teacher bag is our relationship with students. Once we form a relationship and a bond, we can form a community.” —**Teacher of multilingual learner students, LA County**



Language, culture, and identity are key components of academic and social and emotional learning. Yet some approaches to teaching social and emotional learning are not inclusive of the range of emotions, behaviors, and relationships that students from different linguistic and cultural backgrounds have. Often, and despite many schools' best efforts, the teaching of SEL places value on student traits and behaviors consistent with White-dominant cultural norms, treating social and emotional expression that diverges from those norms as odd, uncomfortable, or even problematic.⁴⁹ For example, some Asian, Latine and African cultures consider direct eye contact a form of disrespect; yet many students are taught in their SEL education that eye contact is a key way to connect and show attention to peers and adults, signaling that what some culturally diverse students have learned in their own cultures and communities is incorrect.⁵⁰ In this way, through SEL teaching educators may problematize ways of thinking and feeling that are divergent from White-dominant cultural norms, rather than approaching SEL such that it frames this divergence as an asset. Educators' inclination toward deficit approaches to teaching SEL can stem from lack of training; lack of opportunities to critically reflect on their own mindsets; lack of exposure to cultures and backgrounds different than their own; or lack of knowledge of systemic and historic inequities that impact students from cultural, linguistic, and historically marginalized backgrounds.⁵¹ Educators' implicit and explicit biases rooted in White-dominant culture can cause them to have low expectations of marginalized youth and even lead to disproportionate punishments on students of color and other marginalized youth⁵²; and in contrast, when educators disrupt their biases, students of color see increased opportunities to access advanced courses and are held to higher academic expectations.^{53 54 55} A deficit-based, white-centric approach to social and emotional teaching and learning for students of color, of which many multilingual students identify as, and can disadvantage these students in school and life, widening equity gaps.⁵⁶

In contrast, asset-based pedagogy affirms a more inclusive, diverse range of emotions, behaviors and relationships in the context of cultural and societal influences. Recognized by various names (e.g. culturally sustaining pedagogy, culturally responsive teaching, etc.),

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- 49 Dena Simmons, "Is Social-Emotional Learning Really Going to Work for Students of Color," EdWeek, June 7, 2017, accessed February 15, 2023, <https://www.edweek.org/education/opinion-is-social-emotional-learning-really-going-to-work-for-students-of-color/2017/06>.
- 50 Simmons, "Social-Emotional Learning."
- 51 California Department of Education, "Improving Education."
- 52 "Applying an Equity Lens to Social, Emotional, and Academic Development," The Pennsylvania State University, June 1, 2018, accessed October 1, 2022, <https://www.rwjf.org/en/insights/our-research/2018/06/applying-an-equity-lens-to-social-emotional-and-academic-development.html>.
- 53 "Social, Emotional, and Academic Development Through an Equity Lens," EdTrust, August (no exact date provided), 2020, accessed October 24, 2022, <https://edtrust.org/wp-content/uploads/2014/09/Social-Emotional-and-Academic-Development-Through-an-Equity-Lens-August-6-2020.pdf>.
- 54 EdTrust, "Social, Emotional, and Academic Development."
- 55 California Department of Education, "Improving Education."
- 56 EdTrust, "Social, Emotional, and Academic Development."

asset-based pedagogy refers to pedagogy that builds on the strengths that diverse youth bring to the classroom.⁵⁷ For example, elevating classroom practices that celebrate and integrate cultural and linguistic knowledge of students to make learning relevant and effective for diverse youth.⁵⁸ Research demonstrates that educators who are highly effective with historically marginalized students—like multilingual students—practice instructional methods that use asset-based, culturally relevant pedagogy.⁵⁹ Building educators’ awareness of how different cultures value and express distinct social and emotional behaviors and feelings as well as developing their ability to design and implement asset-based, culturally relevant pedagogy can prevent them from reinforcing White, westernized social and emotional norms that harm their multilingual and multicultural students’ SEL development.^{60 61} When asset-based pedagogy is used in the classroom, it fosters multilingual students’ academic and social and emotional learning. Asset-based pedagogy increases self-awareness, agency, identity, safety and sense of belonging among multilingual learners ⁶²—all integral tenets that align to the widely used CASEL Framework and Principle One of the California English Roadmap.^{63 64}

But what does asset-based pedagogy look like in schools?

A welcoming and affirming environment^{65 66}:

- Classrooms include materials representative and affirming of student identities.
- Students have ample opportunities to learn about various cultures and communities.
- Adults and students alike participate in inclusive social and emotional learning practices.
- Educators incorporate students’ perspectives and lived experiences within classroom and schoolwide culture, which fosters students’ sense of belonging and positive identity affirmation.
- Educators intentionally build trusting relationships with students.

Inclusive curriculum and assessment⁶⁷:

57 California Department of Education, “Improving Education.”

58 California Department of Education, “Improving Education.”

59 Thomas Dee and Emily Penner, “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum,” National Bureau of Economic Research (2016), accessed February 1, 2023, https://www.nber.org/system/files/working_papers/w21865/w21865.pdf.

60 Dee and Penner, “The Causal Effects.”

61 Simmons, “Social-Emotional Learning.”

62 Angela M. Ward and Katie Buckley, “Integrating Social and Emotional Learning Throughout the School System,” WestEd, 2021, accessed February 1, 2023, https://selcenter.wested.org/wp-content/uploads/sites/3/2020/09/SEL_Center_CompendiumofResources.pdf.

63 “What Is the CASEL Framework?,” CASEL, accessed October 24, 2022, <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>.

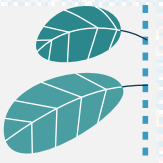
64 “English Learner Roadmap Principle One,” California Department of Education, accessed October 24, 2022, <https://www.cde.ca.gov/sp/el/rm/principleone.asp#:~:text=Element%201,-E%3A%20English%20Learners&text=Schools%20and%20districts%20develop%20appropriate,expertise%20specific%20to%20English%20learners>.

65 “Culturally Responsive-Sustaining Education Framework,” New York State Department of Education, accessed October 24, 2022, <http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>.

66 Angela Valenzuela, *Subtractive Schooling: U.S.–Mexican Youth and the Politics of Caring* (New York: SUNY Press, 1999), accessed September 1, 2022, https://books.google.com/books/about/Subtractive_Schooling.html?id=haOuu_tcc3kC.

67 New York State Department of Education, “Culturally Responsive-Sustaining Education Framework.”





- Instructional practices embed current events.
- Student voice is integrated to codesign curriculum reflective of students' cultural and linguistic backgrounds.
- Materials and resources are inclusive of racially, culturally, and linguistically diverse perspectives.
- Instructional strategies are adapted to students' diverse learning styles and needs.

High expectations and rigorous instruction⁶⁸:

- All adults—regardless of racial, cultural, or linguistic background—are provided opportunities to critically examine power structures within school and classroom environments.
- Students have equal opportunities to learn within a Universal Design for Learning (UDL) Framework. UDL develops learning through representation of information in three ways: diverse content (e.g., audio, video, hands-on learning), action and expression (e.g., oral presentations, group projects, etc.), and engagement via assignments relevant to students' lives.⁶⁹
- Students are afforded multiple ways to learn (e.g., project-based learning).
- Students can participate—and lead—within their learning environment through student leadership or civic engagement activities.

What will it take for school communities to implement asset-based pedagogy?

If asset-based pedagogy is to be implemented in schools across LA County, educators must first develop their critical consciousness; that is, knowledge of systemic and historic inequities that impact multilingual students and other students from historically marginalized backgrounds and an understanding of one's own mindsets and biases in relation to these inequities.^{70 71} Critical consciousness can help educators understand the societal and cultural conditions in which students are learning and practicing academic, social, and emotional skills and broaden educators' views on how to inclusively teach these skills to diverse students.⁷² It can help educators see students' academic and social and emotional expressions through a more sophisticated, culturally informed lens, shifting their mindsets from "this student is just not engaged" to "content that reflects this student's culture might better pique their interest in this lesson."⁷³

In addition to changing educator mindsets and practices, involving students' families can be key to implementing asset-based SEL teaching. Some SEL concepts do not always transfer across cultures and families can help provide insight into cultural differences

68 New York State Department of Education, "Culturally Responsive-Sustaining Education Framework."

69 Amanda Morin, "Universal Design for Learning (UDL): What You Need to Know," Reading Rockets, accessed February 1, 2023, <https://www.readingrockets.org/article/universal-design-learning-udl-what-you-need-know>.

70 "Improving Education for Multilingual and English Learner Students," California Department of Education, Sacramento, 2020, accessed October 24, 2022, <https://www.cde.ca.gov/sp/el/er/documents/mleeducationch2.pdf>

71 California Department of Education, "Improving Education."

72 California Department of Education, "Improving Education."

73 California Department of Education, "Improving Education."

around these SEL concepts; for example, some Latine and Asian cultures emphasize collectivism over individualism and, as such, students from collectivist cultures may use “we” statements when talking about the SEL concept of “self-efficacy” instead of “I” statements.⁷⁴ ⁷⁵ Additionally, families care for their children outside of school where they develop an understanding of their social and emotional needs and experiences, which is information that can be helpful for schools implementing asset-based, culturally relevant SEL approaches. A family- and community-involved approach to developing and implementing asset-based, culturally relevant SEL can help schools better understand students’ cultural differences and social and emotional life outside of school, creating more consistent SEL messaging across a student’s school and home life.

Building asset-based pedagogy into the SEL education of multilingual learners requires school leaders, educators, and families to work together. It also requires high-quality social and emotional instructional materials for educators to use with multilingual learners in the classroom. In this next section, we will explore the need for culturally relevant SEL instructional materials to meet the needs of multilingual learners in LA County.

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- 74 Ileana Najarro, “Want to Support English-Learners? Prioritize SEL, New Study Finds,” EducationWeek, July 21, 2022, accessed August 1, 2022, <https://www.edweek.org/teaching-learning/want-to-support-english-learners-prioritize-sel-new-study-finds/2022/07>.
- 75 Kira Newman, “How Cultural Differences Shape Your Happiness,” Greater Good Magazine, May 22, 2019, accessed September 1, 2022, https://greatergood.berkeley.edu/article/item/how_cultural_differences_shape_your_happiness.

Finding 2: Using culturally relevant SEL instructional materials can support multilingual learners' social and emotional development by affirming and integrating their lived experiences and voices.

“One size does not fit all with regards to multilingual learners. Every day, there is a wide variety of students with diverse learning needs. What menu and choices can we provide for them?”

—Jan Daisher, Director of Special Programs and Professional Development, William S. Hart Union High School District, LA County

“We need to make sure social and emotional learning lessons focus on students' assets and not their deficiencies. We must also customize the stories and examples in lessons so students can see themselves.”

—Teacher of multilingual learner students, LA County

In order to provide strong SEL instruction for multilingual students, educators need high-quality instructional materials (HQIM) to aid them. High-quality instructional materials (HQIM) are curricular resources that are closely aligned to rigorous standards and implement evidence-based best practices.⁷⁶ HQIM is inclusive of curricula as well as supplementary materials and professional development resources that support teachers' instruction.⁷⁷ ⁷⁸ HQIM used across subjects in schools has been shown to be an effective tool for improving outcomes among diverse groups of students, particularly those who are academically at risk, including multilingual learners.⁷⁹ Unfortunately, more than half of the teachers in California report that district-provided instructional materials do not adequately support multilingual learners' academic or language acquisition objectives, and this dearth of culturally relevant instructional materials for multilingual learners reinforces

76 “Frequently Asked Questions about High-Quality Instructional Materials,” Ohio Department of Education, accessed February 15, 2023, <https://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Resources/High-Quality-Instructional-Material/High-Quality-Instructional-Materials-FAQ>.

77 Ohio Department of Education, “Frequently Asked Questions.”

78 “Why High-Quality Instructional Materials?,” Amplify, accessed February 15, 2023, <https://amplify.com/why-high-quality-instructional-materials/>.

79 Dee and Penner, “The Causal Effects.”

their need to seek supplementary materials through non-district-affiliated venues.^{80 81} We may extrapolate from these data that district-provided instructional materials in California also do not adequately support multilingual learners' social and emotional learning objectives. The last adoption cycle of instructional materials for the state of California ended before the English Learner Roadmap, so districts were adopting curriculum well before the most recent English Learner policies were put in place; as we are poised for the next cycle of instructional materials adoption for California, defining what constitutes high-quality instructional SEL materials for multilingual learners, understanding the extent to which these materials exist and are in use, and ensuring these materials are designed and implemented moving forward are key to supporting multilingual learners' social and emotional education.⁸²

What are some of the characteristics of high-quality SEL instructional materials for multilingual learners?

In the context of SEL for multilingual learners, high-quality instructional materials should be those that are culturally relevant to students and that support educators' asset-based pedagogies (see Finding 1 above on asset-based pedagogy).^{83 84} High-quality SEL instructional materials for multilingual learners may have the following characteristics:

- Students have opportunities to study their own culture—and other cultures—as a means for learning while developing an understanding of sociopolitical contexts, inequities, and global challenges.⁸⁵
- Students make personal connections to the material based on their own cultural experience. An example activity for this is freewriting on a given topic of discussion.⁸⁶
- Students feel agency over their own learning trajectory, believing that their participation in their own social, emotional and academic development is needed and matters.⁸⁷
- Student voice and partnership is heavily incorporated into the instructional materials,

80 Renae Skarin, "We're Not Giving Teachers What They Need to Support Their English Learners," Publisher/Website Name, August 3, 2022, accessed February 1, 2023, <https://edsources.org/2022/were-not-giving-teachers-what-they-need-to-support-their-english-learners/676279>.

81 Zahner, William, "Early insights: What teachers say about materials for Multilingual learners," English Learners Success Forum, William Zahner, "Early Insights: What Teachers Say about Materials For Multilingual Learners," English Learners Success Forum, January 18, 2022, accessed February 1, 2023, <https://www.elsuccessforum.org/blog/early-insights-what-teachers-say-about-materials-for-multilingual-learners>.

82 Interview with Education First (2023).

83 "Culturally-Responsive Curriculum," UNESCO, International Bureau of Education, October 1, 2022, <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/c/culturally-responsive-curriculum#:~:text=A%20curriculum%20that%20respects%20learners,society%2C%20and%20encourages%20intercultural%20understanding>.

84 California Department of Education, "Improving Education."

85 "Planning and Reflecting with Culturally Relevant Pedagogy," Achieve the Core, accessed March 1, 2023, <https://achievethecore.org/collection/20/planning-and-reflecting-with-culturally-relevant-pedagogy>.

86 Larry Ferlazzo, "Culturally Responsive Social-Emotional Learning: How to Get There," EducationWeek, November 26, 2021, accessed September 1, 2022, <https://www.edweek.org/leadership/opinion-culturally-responsive-social-emotional-learning-how-to-get-there/2021/11>.

87 "Elevate Student Voice," CASEL, accessed February 1, 2023, <https://schoolguide.casel.org/focus-area-3/school/elevate-student-voice/>.

thereby including students' cultural, linguistic, and other intersectional identities into classroom learning. Moreover, lifting up student voice not only affirms students' identities and supports their development of self-efficacy but it can also provide an avenue for multilingual students to advocate for their unique needs, which supports schools' ability to make informed decisions supportive of multilingual learners, creating a virtuous cycle.⁸⁸

- Multiple modalities for student learning are represented in the materials, including writing, reading, drawing, listening and speaking. Using multiple modalities within instructional materials has been shown to improve all students' learning—especially learning for multilingual students.⁸⁹ LA County experts cite the use of multiple modalities as a particularly important element of instructional materials for LA County students.⁹⁰
- The materials are scaffolded: broken up into accessible pieces that progressively build toward an overall learning objective.⁹¹ Scaffolding is essential for all learners, but for multilingual learners it is particularly important.⁹² Unfortunately, according to LA County education and field experts, well-intentioned educators often struggle with scaffolding instruction for multilingual learners.⁹³ The California Department of Education's ELA/ELD Framework can serve as a model of scaffolding across language proficiency levels to support multilingual learners' diverse language needs.⁹⁴

The instructional materials that multilingual students interact with in the classroom are a key input into their social and emotional learning. Another important input is the identity and diversity of the teachers. The following section will delve into the educator workforce in LA County and how educator race, culture and linguistic experience can impact multilingual learners' social, emotional and academic progress.

88 CASEL, "Elevate Student Voice."

89 Emily Kaplan, "6 Essential Strategies for Teaching English Language Learners," Edutopia, April 12, 2019, accessed September 1, 2022, <https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners>.

90 Interview with Education First (2022).

91 Rebecca Alber, "6 Scaffolding Strategies to Use with Your Students," Edutopia, January 24, 2014, accessed October 1, 2022, <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>.

92 "What Is 'Scaffolding' and How Does It Help ELLs?," ColorinColorado, accessed October 1, 2022, <https://www.colorincolorado.org/faq/what-scaffolding-and-how-does-it-help-ells#:~:text=Scaffolds%20help%20students%20build%20on,regulating%20learner%20and%20problem%20solver>.

93 Interview with Education First (2022).

94 "ELA/ELD Framework," California Department of Education, accessed October 1, 2022, <https://www.cde.ca.gov/ci/rl/cf/>.



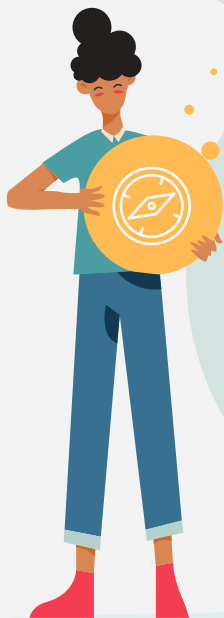
Finding 3: Teachers who mirror the racial, ethnic and linguistic backgrounds of multilingual learners can boost students' social and emotional outcomes, particularly for students of color; the LA County education workforce has yet to reflect the diversity of the multilingual students it serves.

“I am multilingual, so that helps. Being able to speak Spanish eases my ability to involve my students’ families and inform them of their child’s academic development.”—**Teacher of multilingual learner students, LA County**

“Tengo el apoyo de mis maestros, consejeros y compañeros—todos son multilingües, por esa razón, mi experiencia ha sido una buena.”—**Amanda, estudiante, Norwalk-La Mirada Unified School District**

“Do the adults who support multilingual learners look like the families and students in their communities?”
—**Gloria Corral, President and CEO of the Parent Institute for Quality Education (PIQE)**

“I have the support of my teachers, counselors and peers—they are all multilingual and, because of this, my experience has been a good one.”—**Amanda, student, Norwalk-La Mirada Unified School District**



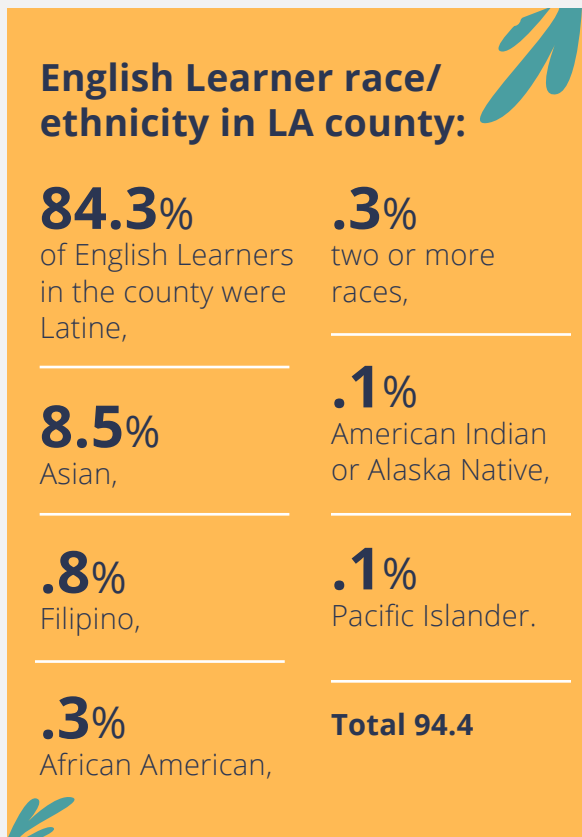
LA County is home to a racially and ethnically diverse multilingual student population where the vast majority of multilingual students are students of color, but unfortunately the diversity of the teacher workforce does not reflect the students.⁹⁵ For example, in the 2021–22 school year, 94.4 percent of English Learners in LA County were students of color, yet the most current data on educator diversity for the county (2018–19) indicate only 53

95 The term “students of color” and “teachers of color” refers to the California Education Department’s designated non-White race/ethnic groups including Latino/Hispanic, Asian, Filipino, African American, Pacific Islander, American Indian or Alaska Native, and two or more races.

percent of educators in the county were educators of color.^{96 97 98}

Looking at LA County’s largest school district LAUSD, we see similar disparities in representation. In the 2021–22 school year, 95% percent of English Learners in LAUSD were students of color while 69 percent of LAUSD teachers were teachers of color.^{99 100} The racial and ethnic representation gap in the educator workforce is not singular to LA County; in fact, in the 2021–22 school year, 95 percent of California’s English Learner student population is students of color, yet the most current data on educator diversity for the state (2018–19) indicate only 34.1 percent of teachers are teachers of color.^{101 102} While not all educators of color are multilingual, their racial connection to multilingual students (who are overwhelmingly students of color) is important given evidence that students of color succeed academically, emotionally, and socially when taught by educators of color.^{103 104}

Like teachers of color, there are also too few bilingual educators who mirror the linguistic identities and backgrounds of their students. Presently, only forty-two out of eighty educator preparation programs in California offer bilingual authorizations for instruction, and despite an increase in the number of educators receiving these authorizations,



96 “2021–2022 Enrollment by Ethnicity and Grade,” California Department of Education: DataQuest, accessed October 1, 2022, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cde=19&aggllevel=county&year=2021-22>.

97 “Los Angeles County,” EdData, accessed October 24, 2022, <http://www.ed-data.org/county/Los-Angeles>.

98 These data on educator diversity at the county level are from the 2018–19 school year. Given COVID-19 disruptions, LA County data on educator demographics beyond 2019 is pending.

99 “2021–22 Enrollment by Ethnicity and Grade, Los Angeles Unified Report,” DataQuest, accessed February 1, 2023, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cde=1964733&aggllevel=district&year=2021-22>.

100 “Black Educators in L.A. Unified,” Los Angeles School Board, Independent Analysis Unit, accessed March 1, 2023

101 “2021–22 Enrollment by Ethnicity and Grade,” DataQuest, accessed March 1, 2023, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cde=00&aggllevel=state&year=2021-22>.

102 Travis Bristol, “How to Diversify California’s Educator Workforce,” EdSource, March 1, 2022, accessed February 1, 2023, <https://edsources.org/2022/how-to-diversify-californias-educator-workforce/669615>.

103 Seth Gershenson, Stephen B. Holt, and Nicholas W. Papageorge, “Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations,” IZA, Discussion Paper Series, July 2015, accessed September 1, 2022, <https://docs.iza.org/dp9202.pdf>.

104 Madeline Will, “Teachers of Color Are Linked to Social-Emotional, Academic Gains for All Students,” EducationWeek, February 8, 2022, accessed September 1, 2022, <https://www.edweek.org/teaching-learning/teachers-of-color-are-linked-to-social-emotional-academic-gains-for-all-students/2022/02>.

districts struggle to source and staff bilingual educators.^{105 106} Multilingual learners are more likely to be taught by teachers with emergency credentials, while research demonstrates that multilingual students who receive instruction from credentialed teachers outperform multilingual students of emergency-permitted teachers.¹⁰⁷ The limited availability of multilingual educators extends beyond just classroom teachers: LA County educators also report that bilingual wellness staff are in short supply.¹⁰⁸ Bilingual wellness educators in schools—including administrators, therapists, and community liaisons—have the capacity to translate language and culture in the context of student mental health and wellness to provide essential wellness services to multilingual learners and their families, so the current shortage of these bilingual wellness educators may have a negative impact on multilingual students.¹⁰⁹

What impact can educators of color have on students of color, including multilingual students?

Fostering trusting relationships and safe learning environments: Educators of color are more likely to cultivate trusting relationships with students and their families and serve as role models for diverse youth.^{110,111} They often foster inviting and inclusive classrooms and school environments and can be a welcoming beacon to students who feel marginalized.¹¹² In a society with increasing rates of violence and hateful rhetoric toward people and communities of color, an educator who shares race, ethnicity, culture, and experiences with diverse youth—including multilingual learners—can foster a sense of trust, belonging, and safety, which can positively impact students’ success in school and in life.¹¹³

Improving school engagement, attendance and test scores: Students of color taught by educators of color are more engaged in school, attend school more frequently, score higher on core content exams, and experience greater academic gains.¹¹⁴ When taught by an educator of color, students of color have higher graduation rates and are more likely to attend college.¹¹⁵ Research also suggests that educators of color are more likely to hold

105 Zaidee Stavely, “To Find More Bilingual Teachers, California Needs to Cast a Wider Net,” EdSource, April 20, 2022, accessed September 1, 2022, <https://edsources.org/2022/to-find-more-bilingual-teachers-california-needs-to-cast-a-wider-net/670595>.

106 “Other Teacher Supply: Bilingual Authorizations,” Commission on Teacher Credentialing, California, accessed October 25, 2022, <https://www.ctc.ca.gov/commission/reports/data/other-teacher-supply-bilingual-authorizations>.

107 Patricia Gandara et al., “English Learners in California Schools: Unequal Resources, Unequal Outcomes,” Education Policy Archives, October 7, 2003, accessed January 15, 2023, <https://epaa.asu.edu/index.php/epaa/article/view/264>.

108 Interview with Education First (2023).

109 Interview with Education First (2022).

110 Desiree Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Learning Policy Institute, April 19, 2018, accessed October 1, 2022, https://learningpolicyinstitute.org/media/165/download?inline&file=Diversifying_Teaching_Profession_REPORT.pdf.

111 Will, “Teachers of Color.”

112 “Advancing a Diverse Future, Recruiting and Retaining Educators of Color in Los Angeles County,” The Greater LA Education Foundation, accessed February 1, 2023, <https://www.greaterlaedfund.org/wp-content/uploads/2020/12/gla-advancing-a-diverse-future-120220.pdf>.

113 Brendan Campbell, Angel Mendoza, and Tessa Diestel, “Rising Hate Drives Latinos and Immigrants into Silence,” The Center for Public Integrity, August 22, 2018, accessed September 1, 2022, <https://publicintegrity.org/politics/rising-hate-drives-latinos-and-immigrants-into-silence/>.

114 David Blazar, “Teachers of Color, Culturally Responsive Teaching, and Student Outcomes: Experimental Evidence from the Random Assignment of Teachers to Classes,” Annenberg Brown University, December (no exact date provided), 2021, accessed January 15, 2023, <https://www.edworkingpapers.com/sites/default/files/ai21-501.pdf>.

115 Carver-Thomas, “Diversifying the Teaching Profession.”

students to high expectations and implement culturally responsive teaching practices, which—as discussed in the previous section—can improve academic, social, and emotional outcomes for multilingual students.¹¹⁶

Why is there a gap in teacher representation?

Despite evidence pointing to the benefits of a diverse educator workforce for multilingual learners and all students, the reality is that there is a gap in representation of educators of color and well-trained, credentialed bilingual educators.

In part, the low number of bilingual educators may be a remnant of Proposition 227 that required English Learners be taught in English-only classrooms unless families said otherwise; and while Proposition 227 ended in 2016, its legacy still impacts the teacher workforce to this day.^{117 118}

Educators of color are twice as likely to exit the profession when compared to their White colleagues, a challenge that LA County is currently—and has historically—grappled with.^{119 120} Hindering retention rates is the fact that many teachers of color in California cite a lack of inclusivity within their work environments as a deterrent to work satisfaction.¹²¹ The pandemic accelerated the rate of teachers of color exiting the profession, with many educators leaving due to pandemic-related schooling disruptions and burnout.^{122 123 124} In California, the drop in educator numbers most severely impacts districts that support low-income students and students of color—two student populations severely affected by pandemic-related learning loss and thus in great need of quality, diverse educators to help them get back on track.¹²⁵ An inability to secure these educators jeopardizes multilingual learners' academic and SEL outcomes.¹²⁶ Encouragingly, local and statewide efforts are working to address educator labor demands.

116 Carver-Thomas, “Diversifying the Teaching Profession.”

117 Stavelly, “To Find More Bilingual Teachers.”

118 A note on the term “family”: Throughout this paper, the term family is used interchangeably to describe individuals who support students' well-being outside of a school setting; the term “family” is inclusive of other caregivers in students' lives.

119 Sarah Carr, “Public Schools Are Struggling to Retain Black Teachers. These Ex-Teachers Explain Why,” Time, January 5, 2022, accessed October 1, 2022, <https://time.com/6130991/black-teachers-resigning/>.

120 Heidi De Marco, “New Threat to COVID-era Education: Black and Latino Teachers Are Leaving the Profession,” Los Angeles Times, February 10, 2022, accessed September 1, 2022, <https://www.latimes.com/california/story/2022-02-10/black-and-latino-teachers-california-leaving-profession-in-high-numbers>.

121 John McDonald et al., “New survey Finds Major Barriers for Building and Sustaining Teaching Profession in CA,” UCLA Center for the Transformation of Schools (CTS) and the California Teachers Association (CTA), September 28, 2022, accessed February 1, 2023, <https://seis.ucla.edu/news/as-california-grapples-with-teacher-shortage-statewide>.

122 Tim Walker, “Survey: Alarming Number of Educators May Soon Leave the Profession,” National Education Association, February 1, 2022, accessed February 1, 2023, <https://www.nea.org/advocating-for-change/new-from-nea/survey-alarming-number-educators-may-soon-leave-profession>.

123 Adam Edelman, “More than Half of Teachers Looking to Quit Due To COVID, Burnout, Poll Suggests,” NBC News, February 1, 2022, accessed March 2023, <https://www.nbcnews.com/politics/politics-news/more-half-teachers-looking-quit-due-covid-burnout-poll-suggests-n1288365>.

124 De Marco, “New Threat to COVID-Era Education.”

125 Desiree Carver-Thomas, Tara Kini, and Dion Burns, “Sharpening the Divide: How California's Teacher Shortages Expand Inequality,” Learning Policy Institute, October 15, 2020, accessed September 1, 2022, https://learningpolicyinstitute.org/sites/default/files/product-files/Sharp_Divide_California_Teacher_Shortages_REPORT.pdf.

126 Footnote: State, district, and school leaders interested in learning more about efforts to diversify the educator workforce in LA County can read our report: “Advancing a Diverse Future: Recruiting and Retaining Educators of Color in Los Angeles County.”

The Los Angeles County of Education (LACOE) supports practicing and future educators obtaining necessary credentials for instructing multilingual learners.¹²⁷ In LAUSD, the STEP Up and Teach program recruits multilingual paraprofessionals interested in the teaching profession and provides them with mentoring and financial support for tuition and credentialing fees.¹²⁸ And in summer of 2022, some successful hiring practices LAUSD implemented included incentive offerings, early contracting, alternative certification programs, grant opportunities to expand and diversify the educator pipeline, and conversations with community members to meet school staff and students' needs related to staffing.¹²⁹ At the state level—where a dearth in multilingual teachers in all languages exists, but particularly for teachers fluent in Asian languages—Governor Newsom's 2022–23 California Budget allocated \$5 million for Asian-language multilingual teacher education programs that will support education students' tuition payments toward multilingual education classes.¹³⁰ Such policies offer hope for building a robust educator pipeline to support multilingual learners. However, in addition to increasing the number of educators of color and bilingual educators, we must also improve their training and preparation to support multilingual learners' social and emotional development.

127 "MAS Unit 2022-'23 Professional Learning Offerings," LACOE, MAS Unit, accessed February 1, 2023, <https://docs.google.com/spreadsheets/d/1gHDrKPNPd8BC9BeyqCW8kyiG2h7a42DJ69Xsmf-S7LE/edit#gid=0>.

128 "STEP UP and Teach: Supporting Teacher Education Preparation and Undergraduate Program," LAUSD, accessed February 1, 2023, <https://achieve.lausd.net/site/Default.aspx?PageID=17489>.

129 Kristine Lazar, "How the Nationwide Teacher Shortage Impacts Social Schools," CBS Los Angeles, August 16, 2022, accessed February 1, 2023, <https://www.cbsnews.com/losangeles/news/how-the-nationwide-teacher-shortage-impacts-social-schools/>.

130 "\$5 Million Provided to Accredite More Asian-Language Bilingual Teachers in California," Asian Americans Advancing Justice, Southern California, July 8, 2022, accessed February 1, 2023, <https://www.ajsocal.org/2022/07/08/5-million-provided-to-accredit-more-asian-language-bilingual-teachers-in-california/>.

FINDING 4: Professional development for practicing educators around multilingual learners' SEL needs is limited, despite the desire of many educators to provide high-quality SEL instruction to MLLs.

“It would be amazing to train teachers on all school sites to do something, for example, like multilingual learner shadowing. Educators can walk in [multilingual learners'] footsteps and spend a day seeing what it's like for [multilingual learners]. We've done a little of that but we haven't done it in a long time.” —**Jan Daisher, Director of Special Programs and Professional Development, William S. Hart Union High School District, LA County**

“Educators are demanding modeling of implementation of social and emotional learning, but time is a challenge. We wonder: How do we build professional development to support them throughout the day?” —**Dr. Natalie Taylor, Director of Intervention and English Learner Programs at Claremont Unified School District, LA County**

In order to build a foundation for valuing multilingual students' assets in the classroom and providing high-quality SEL instruction, practicing educators need opportunities for ongoing professional development to improve and hone asset-based pedagogy and other SEL-related skills and knowledge.

While educator coursework on areas related to asset-based pedagogy is sometimes offered through preparation programs to preservice educators, professional development in this area is not often available to practicing educators in schools (except in some cases of practicing educators seeking specialist certifications).¹³¹ Researchers and educators emphasize the need to expand practicing educators' access to job-embedded learning on

131 California Department of Education, “Improving Education.”

asset-based pedagogy—for instance, systems of oppression and social justice movements that impact historically marginalized populations—as well as social and emotional instructional strategies.^{132 133} To address this need, practitioners can deliver this training in engaging, participatory ways as opposed to lecture-style “sit and get” learning.¹³⁴ LA County educators report that they are more likely to implement SEL lessons with fidelity when first modeled by district or school leaders.¹³⁵ Furthermore, they acknowledge that all learning is social and emotional, and therefore SEL-related teacher training is even more important to make sure SEL is effectively integrated into every aspect of the school day and learning content.¹³⁶

In spite of LA County teachers’ desire for quality professional development in asset-based pedagogy and SEL instruction, they note that a significant gap exists in professional development, curricula and high-quality instructional materials in these areas, hindering their aspirations to weave social and emotional learning throughout the school day.¹³⁷ School investment in time and human capital for participatory, job-embedded training is challenging. Often, instructional coaches have limited time to devote to collaborative practices that build learning due to multiple classroom demands and additional duties outside of instructional coaching.^{138 139} Even when coaching is available, teachers find it hard to take advantage of it: their tough schedules coupled with limited human capital support (e.g., substitute teachers) limit opportunities to engage in professional development and intervention offerings during the school day.¹⁴⁰

Encouragingly, some resources are being directed to professional development in these areas. For example, in October 2022, the U.S. Department of Education announced \$3 million for the University of California Los Angeles to partner with school districts to implement professional development specifically for practicing educators, or student educators, instructing multilingual learners.¹⁴¹ Locally, the Los Angeles County Office of Education’s (LACOE) Multilingual Academic Support (MAS) unit offers professional development and English Learner Authorization Bilingual Teacher Training Programs (BTTTPS) classes to practicing teachers and administrators.¹⁴²

132 California Department of Education, “Improving Education.”

133 Najarro, “Want to Support English-Learners?”

134 Dani Fry, “A Collaborative Model for PD,” Edutopia, February 28, 2022, accessed September 1, 2022, <https://www.edutopia.org/article/collaborative-model-pd> A Collaborative Model for Professional Development in K-12 Schools | Edutopia.

135 Interview with Education First (2023).

136 Interview with Education First (2023).

137 Interview with Education First (2023).

138 Hannah Sarisohn, “Study Reveals Teachers Don’t Have Enough Time for Peer Collaboration,” EducationWeek, April 9, 2018, <https://www.edweek.org/leadership/study-reveals-teachers-dont-have-enough-time-for-peer-collaboration/2018/04>.

139 Interview with Education First (2022).

140 Interview with Education First (2022).

141 Stavelly, “Four California Universities.”

142 “Multilingual Academic Support Unit (MAS), English Learners,” Los Angeles County of Education, accessed February 1, 2023, <https://www.lacoe.edu/Curriculum-Instruction/English-Learners>.

Supporting practicing educators through professional development is essential for implementing instruction and creating learning environments necessary for supporting multilingual students' social and emotional learning. Beyond the adults working within schools, educators can improve SEL for multilingual students by partnering with other adults, like students' families and community members.

Finding 5: Multilingual learners' SEL is best supported when families, districts, schools and community partners coherently work together.



“We need to consider the involvement of parents and the community, which is a different type of model than we have usually seen; a system with wraparound services that considers the assets and strengths that multilingual learners—and their families—provide. Doing so can shift the minds and hearts of adults who serve multilingual students.”

—Dr. Elvira G. Armas, Director of Programs and Partnerships for the Center for Equity for English Learners (CEEL) and Affiliated Faculty in the School of Education at Loyola Marymount University

When it comes to social and emotional learning, students have constant opportunities to learn from others beyond the classroom. Community-based social and emotional learning systems are family inclusive and include partnerships among district and out-of-schooltime intermediaries.¹⁴³

Research suggests that school-based social and emotional learning programs that include opportunities for connecting with students' families are more effective.¹⁴⁴

143 Heather L. Schwartz et al., “Early Lessons From Schools and Out-of-School Time Programs Implementing Social and Emotional Learning,” RAND Corporation, October 20, 2020, accessed August 1, 2022, https://www.rand.org/content/dam/rand/pubs/research_reports/RRA300/RRA379-1/RAND_RRA379-1.pdf.

144 Michelle I. Albright and Roger P. Weissberg, “School-Family Partnerships to Promote Social and Emotional Learning,” in Handbook of School-Family Partnerships, ed. by Sandra L. Christenson and Amy L. Reschly (New York: Routledge, 2009), pp.245–pp 266.

- School-based SEL partnerships with families allow these adults to share knowledge about their children’s development, experiences, and cultural needs, helping teachers understand how to better serve the children in school.
- Partnering with families helps create the conditions for quality SEL to continue before and after the school day through extended learning and at-home activities and relationships.¹⁴⁵
- Integrating family voice in students’ learning can offer educators insight into students’ cultural contexts, which is key for centering equity and culture in SEL instruction.
- Families are more likely to be engaged in their student’s learning and school when the school’s norms, values, and cultural representatives mirror their own realities.¹⁴⁶

To accomplish effective family engagement, schools can consider activities such as cocreating a shared vision of goals and outcomes for social and emotional learning, inviting families to participate in school “walkthrough” processes in which families can observe and identify social and emotional areas of strength and opportunity, and reflecting on social and emotional data alongside families.¹⁴⁷

Strong family engagement is key to supporting students’ social and emotional development.¹⁴⁸ However, family engagement is an area in need of improvement for many districts. In a review of Local Control and Accountability Plans (LCAP) across California, many districts reference family engagement as a strategy, yet practices for engaging multilingual families specifically are vague and often limited to District English Learner Advisory Committees (DELAC).¹⁴⁹ Furthermore, the pandemic exacerbated the ability of multilingual families in LA County to connect with schools: for instance, many families named digital access and discomfort with technology as a barrier for accessing education information, yet the pandemic caused schools to switch to digital learning and communication.¹⁵⁰ Families are essential stakeholders in multilingual students’ development, yet engagement practices led by districts and schools need to be strengthened.

Beyond families, it is also critical for districts and schools to leverage relationships with external community organizations with potential to strengthen multilingual students’ social and emotional learning. Not all community partners’ work centers on social and emotional learning explicitly, yet their activities and programming can nurture students’ social and emotional skill building nonetheless. Partnerships—whether in school, out-of-schooltime,

145 “Develop and Strengthen Family and Community Partnerships,” CASEL District Resource Center, accessed October 24, 2022, <https://drc.casel.org/promote-sel-for-students/family-and-community-partnerships/>.

146 Beth Antunez, “When Everyone is Involved: Parents and Communities in School Reform,” NCBE, Article date, 2000, accessed February 1, 2023, https://www.ncela.ed.gov/files/rcd/BE022841/Framing_Effective_Practice_Everyone.pdf.

147 “Guide to Schoolwide SEL, Focus Area 3, Family Partnerships,” CASEL, accessed February 1, 2023, <https://schoolguide.casel.org/focus-area-3/family-partnerships/>.

148 CASEL District Resource Center, “Develop and Strengthen.”

149 Magaly Lavadenz, Elvira G. Armas, and Sylvia Jáuregui Hodge, “In Search of Equity for English Learners,” Californians Together, September 21, 2022, accessed October 24, 2022, <https://californiantogether.org/wp-content/uploads/2022/09/21024-LCAP-2022-Report-R5.pdf>.

150 “What Families of English Learners Say Their Students Need: Five Policy and Practice Implications,” Partnership for Los Angeles Schools, October 19, 2021, https://partnershipla.org/wp-content/uploads/2021/10/Partnership_2021_What-Families-of-English-Learners-Say-Their-Students-Need_FINAL_October-14.pdf.

or in the community—can provide multilingual learners with supportive adult relationships and safe, welcoming environments.¹⁵¹ For students acquiring additional languages, welcoming spaces and trusting adult relationships can make a significant difference by promoting students’ self-confidence, easing anxiety and reducing affective filters that obstruct language acquisition.¹⁵² Connecting students with the community can also foster students’ understanding that they are part of a broader group connected to their community’s success.¹⁵³ For Newcomer multilingual students—who are more susceptible to experiencing stressors as they navigate a new country—developing new relationships with adults and peers within their community can forge a sense of social integration and belonging.¹⁵⁴ Moreover, the California English Learner Roadmap acknowledges the significance of partnering with after-school entities as supportive of multilingual learners’ academic growth.¹⁵⁵

Finding 6: Research on evidenced-based strategies to support social and emotional learning specifically for multilingual learners is nascent

“We might think that students need one thing when, truthfully, they might need something different or multiple supports.”
—Teacher of multilingual learner students, LA County



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- 151 Heather L. Schwartz et al., “Early Lessons From Schools and Out-of-School Time Programs Implementing Social and Emotional Learning,” RAND Corporation, October 20, 2020, accessed August 1, 2022, https://www.rand.org/content/dam/rand/pubs/research_reports/RRA300/RRA379-1/RAND_RRA379-1.pdf.
- 152 “Affective Filter,” ColorínColorado, accessed October 24, 2022, <https://www.colorincolorado.org/glossary/affective-filter>.
- 153 “Focus Area 3: Community Partnerships,” CASEL, accessed March 1, 2023, <https://schoolguide.casel.org/focus-area-3/community-partnerships/>.
- 154 U.S. Department of Education, “CHAPTER 4.”
- 155 “English Learner Roadmap Principle Four,” California Department of Education, accessed October 24, 2022, <https://www.cde.ca.gov/sp/el/rm/principlefour.asp>.

Research on multilingual learners' unique SEL needs and the most impactful instructional approaches and materials to support those needs is emergent.¹⁵⁶ For this paper, Education First conducted original research through interviews and focus groups with experts, educators, and students and reviewed existing research literature that is adjacent to this niche topic; but the lack of a body of direct, rigorous research in the field on the intersection of SEL and multilingual students is significant and calls for action and resources.

Some researchers and practitioners are starting to make early progress studying this topic. Research is underway on the impact of reclassification on multilinguals learners' sense of self-efficacy, a key SEL competency.¹⁵⁷ Other research has led to the creation of instructional materials that incorporate culturally relevant content in students' first language.¹⁵⁸ In LA County, Loyola Marymount University's Center for Equity for English Learners (CEEL) collaborates with researchers and education practitioners to provide asset-based resources and research centered on meeting multilingual learners' social and emotional outcomes.¹⁵⁹ These are but a few—yet powerful—examples of a growing field of research.

While data on this specific, niche area is limited, researchers do affirm that based on what we know from research on adjacent topics, we must prioritize tailoring social and emotional learning for multilingual learners if we want to meet their academic, linguistic and social-emotional needs.¹⁶⁰

156 Nicole Beyer, "Social and Emotional Learning."

157 Najarro, "Want to Support English-Learners?"

158 Angela Valenzuela et al., "Academic Cuauhtli and the Eagle: Danza Mexica and the Epistemology of the Circle," Annenberg Institute for School Reform, Article date, accessed February 1, 2023, <https://files.eric.ed.gov/fulltext/EJ1074841.pdf>.

159 "Article title," Loyola Marymount University, Center for Equity for English Learners (CEEL), accessed February 1, 2023, <https://soe.lmu.edu/centers/ceel/>.

160 Najarro, "Want to Support English-Learners?"

Recommendations

The work needed to support multilingual learners' social and emotional learning will take dedicated time and effort from actors across all levels of the education system (e.g., state policymakers, district and school leaders, school-based and out-of-schooltime educators, and families). Stakeholders may begin the work by considering the recommendations that follow in this paper. While these recommendations are not comprehensive, they can serve as a place to begin the work so that multilingual students are supported in their social and emotional learning in order to thrive in school and life.

Recommendation 1: Invest in the teaching and learning of asset-based pedagogy

An asset-based approach to teaching and learning grounds education in multilingual students' strengths and positions diversity of thought, culture and community as assets students bring to the classroom every day. Asset-based pedagogy disrupts deficit narratives of marginalized youth, combats educator biases and holds students to high academic expectations. Furthermore, asset-based pedagogy aligns closely with Principle One of the California English Learner Roadmap which advocates for responsive curriculum and instructional practices that support multilingual learners' language development in affirming school climates.¹⁶¹ State, county, district and school leaders who seek to support multilingual learners' social and emotional development can **champion asset-based pedagogy and invest in high-quality professional learning in asset-based pedagogy.**

The Los Angeles County Office of Education (LACOE), other county offices of education (COEs), and local education agencies (LEAs) in California can consider the following actions:

Use communication channels to champion the assets of multilingual learners.

Ensure all communications about and for multilingual learners—for example, communications campaigns, materials for families, teacher preparation programs, partnerships with decision makers—highlight the assets of multilingual learners and their families.

- *LA County Bright Spot: Multilingual students interviewed for this paper recognize the benefits of speaking multiple languages, with several citing expanded career opportunities afforded to professionals who speak more than one language as well as expanded academic opportunities. Students also shared how their families affirm multilingualism as an asset in these ways. Anna, a multilingual learner in LA County designated as a Long-Term English*

161 "English Learner Roadmap Principle One," California Department of Education, accessed February 1, 2023, <https://www.cde.ca.gov/sp/el/rm/principleone.asp>.

*Learner, shared: “It’s very important to be multilingual. I know that [as a multilingual student] I can help more people in multiple languages; I can have better job prospects and it makes me a better student. It makes you a better person.”*¹⁶²

- *National Bright Spot: The Native American Community Academy (NACA) in New Mexico provides culturally affirming, asset-based social and emotional learning for Indigenous students.*¹⁶³ *NACA’s core values call out the culture and perseverance of Indigenous people and youth as central tenets of the education experience.*¹⁶⁴ *For example, at NACA, students engage in culturally affirming social and emotional learning by practicing articulating their emotions through a “wellness wheel” that is rooted in Indigenous cultural norms and practices.*¹⁶⁵

Expand practicing educators’ access to high-quality professional development opportunities related to asset-based pedagogy and LACOE’s Universal Design for Learning professional development offerings by building revenue streams and cultivating partnerships with professional development providers, county offices and/or institutes of higher education.

Ensuring educators understand and implement asset-based pedagogy is central to providing multilingual students the academic and social and emotional education they need to thrive. Professional development for asset-based pedagogy can help all educators—regardless of whether they work directly with multilingual learners or not—build a foundation of practices that understand and respect students’ diverse cultures, identities and languages. Professional development for asset-based pedagogy should provide job-embedded opportunities to practice skills and receive feedback in a timely manner.

- *LA County Bright Spot: Downey Unified School District (DUSD) provides educators with professional development opportunities for teaching and supporting SEL in the classroom.*¹⁶⁶ *The professional development programming includes SEL-specific training from CASEL, the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) for early grades, and the National Center for Pyramid Model Innovations (NCPMI). Educators learn strategies for creating secure and affirming learning environments and integrating SEL into academics; for example, using “morning circles” for student reflection and relationship building and using culturally diverse literature when teaching English language arts.*
- *LA County Bright Spot: Despite lacking direct access to a formally established SEL curriculum, educators in Torrance Unified School District and Synergy Kinetic Academy employ asset-based pedagogy for multilingual learners through writing activities.*¹⁶⁷ *For example, at the beginning of the 2022 school year, educators and students wrote poems in their home languages and shared their poetry with one another. This activity nurtured a safe and*

162 Interview with Education First (2022). Note: Student name has been changed to protect the student’s identity.

163 “Our Educational Philosophy,” NACA School, accessed October 1, 2022, https://www.nacaschool.org/apps/pages/index.jsp?uREC_ID=1664046&type=d&pREC_ID=1813147.

164 NACA School, “Our Educational Philosophy.”

165 NACA School, “Our Educational Philosophy.”

166 Interview with Education First (2022).

167 Interview with Education First (2022).

culturally affirming environment for multilingual learners to share pieces of their heritage with peers and teachers and laid the groundwork for building trusting relationships across languages and cultures.

Increase SEL and Diversity, Equity and Inclusion (DEI) departments' bandwidth to co-create SEL programming with educators and staff. Collaboratively develop SEL programming in schools that considers multilingual students' contextual factors (e.g., access to opportunities, experiences in schools, racism, etc.) and cultural backgrounds. Involve all adults who work with multilingual learners across learning environments in cocreating and implementing SEL programming.

- *California Bright Spot: Oakland Unified School District (OUSD) merges social and emotional learning and equity through departmental collaborations and equity-centered professional development offerings for educators at all levels of their education system.*¹⁶⁸
- *LA County Bright Spot: On September 16, 2022, Montebello High School brought in a "banda" (traditional Mexican band) to celebrate Mexico's Independence Day.*¹⁶⁹ *Manuel, a Newcomer student who recently arrived in LA County from Mexico, cheered along with his classmates as he watched and listened to "la banda." "¡Wow, me están celebrando!" ("Wow, I'm being celebrated!)"—Manuel exclaimed as he saw his culture and history celebrated by his peers and educators. He couldn't help but feel pride and joy upon seeing the appreciation of his Latin American roots in the United States.*

To support these recommendations, LACOE and other county offices of education and LEAs can consider how each can leverage its network and existing partnerships to support asset-based pedagogy in schools. Whether by providing content directly or soliciting input from educators who work closely with multilingual learners, these agencies can highlight the existing opportunities as well as growth opportunities for providing all adults with the capacity to instruct multilingual learners using asset-based pedagogy.

Recommendation 2: Implement school, family, and community partnerships to support multilingual students' social and emotional learning.

Social and emotional learning occurs everywhere. For multilingual learners, a community-based approach to social and emotional learning that incorporates expanded learning programs, community engagement and learning at home with family members can create valuable spaces to practice SEL skills and cultivate a sense of belonging. Families of multilingual learners can share cultural perspectives and context pertaining to their multilingual, multicultural children's needs, while community organizations can leverage the assets and resources of the community to support and educate multilingual students outside of the traditional school day.

168 Justina Schlund, Robert J. Jagers, and Melissa Schlinger, "Advancing Social and Emotional Learning (SEL) as a Lever for Equity and Excellence," Energizing Insights, CASEL, August 25, 2020, accessed August 1, 2022, <https://casel.s3.us-east-2.amazonaws.com/eMc8OmSr-CASEL-Equity-Insights-Report.pdf>.

169 Interview with Education First (2022). Note: Student name has been changed to protect the student's identity.

LACOE, other COEs and LEAs in California can consider the following actions:

- **Consider adopting elements of community schools models.** Through a community schools model, schools offer an integrated approach to academics, social services and community engagement.¹⁷⁰ The California State Board of Education’s (SBE) commitment to a whole-child approach to learning is evident in their approval and planned allocation of Community Schools Partnership Program (CCSPP) grants for LEAs, COEs, and charter schools interested in developing community schools models.¹⁷¹ A multi-pronged approach to students’ and families’ learning and wellbeing, including multilingual students and families, can pool resources and support the creation of targeted, asset-based interventions.
 - *LA County Bright Spot: LA County Office of Education’s Community Schools Initiative is integral to supporting multilingual students’ and families’ well-being and social and emotional learning.*¹⁷² *The initiative combines the efforts of social workers and community specialists to expand mental health and SEL services for students and families alike. Providers are multilingual and reflect the cultural diversity of the community.*
- **Uplift statewide frameworks that address multilingual learners’ holistic needs through integrated systems of support.** The California Multi-Tiered System of Support (CA MTSS) addresses students’ academic, behavioral, and social and emotional learning within a fully integrated system of support.¹⁷³ CA MTSS provides several frameworks that support opportunities for strengthening school, family and community partnerships.¹⁷⁴
- **Build or strengthen partnerships with community organizations that bridge in-school and out-of-school social and emotional learning for multilingual learners.** Communicate, connect and collaborate with local organizations and other partners with resources beneficial to multilingual learners and their communities. Increase funds for LEAs to partner with community organizations on SEL for multilingual learners.
 - *LA County Bright Spot: [The Miguel Contreras Learning Complex \(MCLC\) is an LAUSD high school with its own “Dream Center”](#)^{175 176} *MCLC’s Dream Center is a safe and affirming space for multilingual students and families to connect**

170 Jeannie Oakes, Anna Maier, and Julia Daniel, “Community Schools: An Evidence-Based Strategy for Equitable School Improvement,” Learning Policy Institute, June 5, 2017, October 1, 2022, <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>.

171 “California State Board of Education and State Superintendent Thurmond Announce First Round of Grants for \$3 Billion Community Schools Partnership Program,” California Department of Education, May 18, 2022, accessed November 1, 2022, <https://www.cde.ca.gov/nr/ne/yr22/yr22rel30.asp>.

172 Interview with Education First (2022).

173 “Connecting the Dots, California MTSS and English Learners,” California Department of Education, accessed February 2023, https://ocde.us/MTSS/Documents/CA_MTSS_and_EL_Instruction.pdf.

174 “California MTSS Framework,” Orange County Department of Education, accessed February 1, 2023, <https://ocde.us/MTSS/Pages/CA-MTSS.aspx>.

175 “Miguel Contreras Learning Complex,” LAUSD, accessed February 1, 2023, https://contreraslc-laUSD-ca.schoolloop.com/cms/page_view?d=x&piid=&vpid=1409246835860.

176 “Miguel Contreras Learning Center Dream Center,” LAUSD, accessed February 1, 2023, <https://sites.google.com/lausd.net/mclc-dream-center/home>.

and build community. MCLC's Dream Center empowers students and families through culturally affirming well-being practices that celebrate students' and families' multilingualism.¹⁷⁷ The Dream Center supports immigrant youth through programming and resources that center on the well-being of immigrant youth.¹⁷⁸ To meet the needs of diverse, multilingual youth in the community, MCLC plans to partner with [I Learn America \(ILA\)](#) —a storytelling organization with a vision to empower immigrant youths' sense of belonging through storytelling—to train and support peer-to-peer social and emotional programming.

- **Design and implement strategies that foster positive, open communication streams between families, districts, community organizations, and schools.** Build opportunities for families and community partners to understand and support the district and school's approach to social and emotional learning. Increase family engagement by starting or strengthening home visit programs via family liaisons. Ensure families can access information by minimizing jargon in all outreach languages, offer translational services, and connect with parents via multiple modes of communication beyond technological platforms.
 - *LA County Bright Spot: Affirming the value of community and family involvement in students' well-being, Bassett Unified School District plans to implement a school-based wellness center to optimize SEL resources and mental health education for students and the community at-large.¹⁷⁹ To ensure a welcoming environment for multilingual students and their families, the wellness center is designed and led by a multilingual social worker who translates resources into Spanish to increase access to programming for Spanish-speaking students and families in the community. Wellness centers in schools can offer an opportunity for extended community engagement, particularly with families who may not have availability during traditional business hours. As one Long-Term English Learner shared in an interview, "My parents aren't as involved as they'd like to be. They work long hours, and most of the times when they're invited to attend school activities—like coffee with the principal—are during the school day. My parents are interested, but they're only free to attend during the evening."*
- **Multilingual students are not a monolith. Ensure community partners, early warning systems and data reporting communicate multilingual learners' needs through disaggregated data reflective of the diverse demographics of multilingual learners.** Data that are disaggregated by demographics reveal patterns unique to multilingual learners and identify the areas in which they require strategic support. Governor Newsom's recent authorization of Assembly Bill 1868 (Rivas) will require the CDE to report disaggregated standardized test scores across different groups of multilingual learners to better serve their academic needs.¹⁸⁰ Community partners

177 "2022 Overviews: Highlights from This Year's Coming Out of the Shadows," MCLC Dream Center, accessed October 25, 2022, <https://sites.google.com/lausd.net/mclc-dream-center/coming-out-of-the-shadows/2022-overviews>.

178 MCLC Dream Center, "2022 Overviews."

179 Interview with Education First (2022).

180 "The Equity 8-California's Key Legislative Proposals 2022," The Education Trust-West, accessed November 1, 2022, <https://west.edtrust.org/the-equity-8-californias-key-legislative-proposals-2022/>.

and early warning data systems can also consider how data is disaggregated across the multilingual student population; for example, disaggregating by student language group. To support these recommendations, LACOE and other county offices of education and LEAs can support districts' efforts by building school, community, and family partnerships that support SEL for multilingual learners. Given COEs' involvement in their respective communities, COEs can support districts' identification and convening of community partners whose missions can support multilingual learners and their families.

Recommendation 3: Diversify the educator workforce.

Not all educators of color are multilingual, and not all multilingual students are people of color; however, educators of color are more likely to have high expectations for and better cultural understanding of their students of color which can benefit the students' social and emotional development.¹⁸¹ For multilingual students—especially Newcomer students—an educator of color can foster a sense of belonging and cultivate an enriching learning environment. Working to diversify the educator pipeline and retain educators of color in LA County and other counties in California could have a positive impact on multilingual students' academic and social and emotional outcomes.

LACOE, other COEs and LEAs in California can consider the following actions:

Expand and diversify educator preparation pathways. California has a wealth of teacher pathway programs, like the [Classified School Employee Teacher Credentialing Program \(Classified Program\)](#), that addresses state shortages in bilingual education as well as other high-need areas of instruction.¹⁸² “Grow your own” programs can be effective, in which paraprofessionals and student apprentices learn alongside practicing educators while earning a stipend or credit course.

- *LA County Bright Spot: Sofia is a Newcomer student in LA County interviewed for this report. Sofia is in the process of learning English and reports that she feels supported by her educators.¹⁸³ The reason? Her educators speak and share her home language. When Sofia is surrounded by educators who take the time to translate portions of the text or lesson, Sofia feels ready to learn and confident raising questions to support her learning. Perhaps most importantly, sharing a home language with her educators makes her feel like she belongs in the school and community.*
- *LA County Bright Spot: When Juan Rodrigo first arrived in the United States, his school classes felt inaccessible and English seemed like an obstacle. Content that required dense reading and analysis seemed unattainable. With daily and*

181 Seth Gershenson, Stephen B. Holt, and Nicholas W. Papageorge, “Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations,” IZA, Discussion Paper Series, June (no exact date), 2016, accessed September 1, 2022, <https://docs.iza.org/dp9202.pdf>.

182 “Classified School Employee Teacher Credentialing Program,” Commission on Teacher Credentialing, accessed November 1, 2022, <https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>.

183 Interview with Education First (2022). Note: Student name has been changed to protect the student's identity.

*individual support from a classroom aide, who supported him with translational services during class time, Juan Rodrigo flourished. Now, Juan Rodrigo doesn't feel as lost in class and the content is easier to grasp. All thanks to his dedication and translational support from a multilingual professional aide.*¹⁸⁴

- *California Bright Spot: The Alder Graduate School of Education used funding from the Supporting Effective Educator Development (SEED) program to establish urban teacher residency programs.*¹⁸⁵ *Alder's residency program centers the provision of aspiring educators across schools in California—Los Angeles' Gabriella Charter Schools being one of them—and in teaching teams that reflect the demographics of the school.*¹⁸⁶
- *National Bright Spot: The Opportunity Schools Initiative—an initiative of Chicago Public Schools (CPS)—promotes hiring and professional development practices that support hardest-to-staff schools.*¹⁸⁷ *Once staffed, educators receive dedicated instructional coaching and mentorship. Through the initiative, teacher recruitment and retention rate among teachers of color in CPS improved by more than 50 percent in 2020.*
- **Tap into middle and high school multilingual students' interest in the teaching profession.** Current multilingual students in LA County can be future educators themselves. Graduate recipients of the State Seal of Biliteracy insignia—acknowledged by the state as individuals with proficient speaking, reading and writing abilities in one or more languages in addition to English—could be prospective workforce candidates.¹⁸⁸ Provide the connections and development necessary to cultivate and maintain their interest in the profession; for example, through job shadowing, paid internships, and early college credit courses.
- **Use monetary incentives to attract potential teachers of color to enter the workforce.** Service scholarships, loan forgiveness and relocation funds can be useful incentives.
 - *National Bright Spot: To broaden opportunities for teacher candidates of color interested in entering education, states used Elementary and Secondary School Emergency Relief (ESSER) funds to develop systems for strengthening the educator pipeline. For instance, Indiana used funds to contract and partner with thirteen institutes of higher education to increase candidates' access to English as a Second Language (ESL) teaching certifications.*¹⁸⁹
- **To retain educators of color, improve educators' working environment and**

184 Interview with Education First (2022). Note: Student name has been changed to protect the student's identity.

185 "How States Can Use American Rescue Plan Funding and Federal Grants to Support Teacher Diversity," The Education Trust, accessed November 1, 2022, <https://edtrust.org/wp-content/uploads/2014/09/How-States-Can-Use-American-Rescue-Plan-Funding-Federal-Grants-to-Support-Teacher-Diversity-October-2022.pdf>.

186 "Website/Article Title," Alder Graduate School of Education, accessed November 1, 2022, <https://aldergse.edu/>.

187 "The Opportunity Schools Initiative," Chicago Public Schools, accessed November 1, 2022, https://static1.squarespace.com/static/5d2613d1ed45730001ef81ef/tv/6168441f8d748026dda900bb/1634223138159/OS+Case+Study_101421_Final2.pdf.

188 "State Seal of Biliteracy FAQs," California Department of Education, accessed February 1, 2023, <https://www.cde.ca.gov/sp/el/er/ssbfaq.asp#accordionfaq>.

189 "How States Can Use American Rescue Plan Funding and Federal Grants to Support Teacher Diversity," The Education Trust, accessed November 1, 2022, <https://edtrust.org/wp-content/uploads/2014/09/How-States-Can-Use-American-Rescue-Plan-Funding-Federal-Grants-to-Support-Teacher-Diversity-October-2022.pdf>.

compensation. The pandemic exacerbated stressful working conditions for all educators, particularly educators of color. To ease educator attrition rates, particularly for educators of color, consider the following recommendations:

- *Increase educator compensation and benefits so that they are earning a comparable wage to their similarly educated and credentialed peers*¹⁹⁰
- *Provide free, accessible mental health support to educators and cultivate supportive—rather than exploitative—school communities for educators*¹⁹¹
- *Reduce class sizes across all grade levels. Doing so can increase teachers' time and capacity to provide students with one-on-one support*¹⁹²
- *Reduce class sizes across all grade levels—doing so can increase teachers' time and capacity to provide students with one-on-one support*¹⁹³

Recommendation 4: Adopt high-quality SEL instructional materials for multilingual learners

Understanding what constitutes high-quality SEL instructional materials for multilingual learners and implementing such materials is key to supporting this student group's SEL education. Local education leaders can ensure that our multilingual learners gain increased access to high-quality SEL instructional materials.

LACOE, other COEs and LEAs in California can consider the following actions:

- **Provide funding and guidance for adopting high-quality SEL instructional materials.** For example, develop guidance for those making instructional materials purchasing decisions about how to select SEL materials that will best meet multilingual learners' needs: those that are culturally relevant, provide opportunities for student agency and voice, include multiple modalities for learning, and appropriately scaffold content.
 - *LA County Bright Spot: To support students' conflict resolution capabilities, Lancaster School District implements [Kelso's Choice](#), a counselor-driven curriculum that supports social and emotional learning through games and tools such as Kelso's choice wheel.*¹⁹⁴ *Beyond presenting instruction through engaging practices, the curriculum is lauded by LA County educators for its ability to scaffold learning through different modalities and experiences such as discussions and role-playing. For multilingual learners, opportunities for practicing SEL skills*

190 "Burned Out, Priced Out, Solutions to the Educator Shortage Crisis," United Teachers Los Angeles 2022, accessed February 1, 2023, https://utla.net/app/uploads/2022/08/UTLA_ShortageReport_Summary.pdf.

191 United Teachers Los Angeles, "Burned Out, Priced Out."

192 United Teachers Los Angeles, "Burned Out, Priced Out."

193 Carver-Thomas, "Diversifying the Teaching Profession."

194 Interview with Education First (2022).

through various forms of learning ensures instruction is accessible in various ways in accordance to their own learning needs.

- *LA County Bright Spot: LAUSD's new Deaf and Hard of Hearing Education program will offer American Sign Language and English language support to deaf children beginning in infancy.¹⁹⁵ The program expands language support to a critical population of language learners who can learn to sign at the same time as they learn to read and write in English, thereby allowing students to master two languages and communicate with deaf and hearing peers alike. The model serves as an example for serving the nuanced and diverse needs of the multilingual student population.*

- **Establish structures for multilingual students to support co-design of SEL programming.** Engaging the voices of multilingual students whose lived experiences reflect the school, district, or community at-large affirms students' sense of ownership over their learning. Furthermore, it empowers students to own, design, and lead their own social and emotional learning experiences and creates reciprocal learning opportunities between adults and students. Local Control and Accountability Plans (LCAPs) can serve as a venue for explicitly setting goals and planning toward SEL programming inclusive of student voice.
 - *National Bright Spot: For example, to ensure social and emotional learning for multilingual learners was culturally responsive for its racially diverse, multilingual learners, Washoe County Schools garnered feedback from students and educators on its social and emotional learning curriculum. Multilingual students provided their perspective and opportunities for ensuring the curricula reflected their lived experiences and met their language acquisition needs. Educators' and students' perspectives culminated in implementation of varied multiple modalities for social and emotional learning through real-life examples relevant to multilingual students' lived experiences.¹⁹⁶*
 - *California Bright Spot: The California Indian Education Act, an education policy recently approved by Governor Newsom, encourages school districts to collaborate with local Native American tribes to develop academic lessons and strategies.¹⁹⁷ The legislation aims to let Native Americans share their history and culture in the classroom by providing teachers with more instructional tools for building understanding among students and between local tribal families. The policy serves as an example of how collaboration with communities can nurture students' academic outcomes through culturally relevant curricula.*

195 Carolyn Jones, "L.A. Unified's Bilingual Program for Deaf Students Hailed as a Model for California Schools," EdSource, November 8, 2022, accessed November 20, 2022, <https://edsources.org/2022/1-a-unifieds-bilingual-program-for-deaf-students-hailed-as-a-model-for-california-schools/680793>.

196 Laura Davidson, "How Washoe County School District Uses SEL Data to Advance Equity and Excellence," Panorama Education, October (no exact date provided), 2020, accessed October 1, 2022, <https://www.panoramaed.com/blog/washoe-county-school-district>.

197 "Governor Signs Ramos California Indian Education Act Aimed at Improving Classroom Instruction of Native American History and Culture," Office of James C. Ramos, accessed November 1, 2022, <https://a40.asmdc.org/press-releases/20220923-governor-signs-ramos-california-indian-education-act-aimed-improving> Governor signs Ramos California Indian Education Act aimed at improving classroom instruction of Native American history and culture | Assemblymember James C. Ramos (asmdc.org).

- *LA County Bright Spot: In partnership with the Multilingual Academic Support Unit (MAS) and the Center for Distance and Online Learning (CDOL), Claremont Unified School District supports multilingual learners' sense of belonging and social and emotional learning through its Teaching English Learners Through the Arts Project (TELA). TELA—an interactive program that integrates the arts and technology as a means to optimize multilingual learners' language development objectives—elevates multiple modalities of learning and research-based practices to optimize multilingual learners' academic and social well-being.¹⁹⁸ Just as importantly, TELA's programming partners with multilingual learners' families to ensure programming is culturally responsive and affirming of students' lived experiences.¹⁹⁹*
- **Partner with and support practitioners and institutes of higher education to continue the research and creation of measures, tools and materials grounded in the social and emotional needs of culturally and linguistically diverse youth.** An intentional focus on high-quality social and emotional research that investigates the needs of increasingly diverse student populations can tend to equity and lead to the creation of HQIM that promote social and emotional well-being for diverse students.
- **Integrate family voice in SEL.** Families are students' first instructors; integrate their voices in social and emotional learning instruction and materials. Their support can provide additional context that can mitigate adult biases and provide cultural context necessary to right-size learning to fit multilingual learners' diverse needs.
 - *National Bright Spot: In the Anchorage School District in Alaska, experts in Native and Indigenous culture and language provided professional learning for educators and families. Families, schools and community members engaged in a process for developing relationships with each other and explored actions relevant to student success. The process affirmed the academic and well-being of the population through a cultural lens.²⁰⁰*

Parting Reflection

From their homes to their classrooms to their communities, multilingual learners enrich the diverse tapestry of LA County. Culturally affirming, asset-based approaches to social and emotional learning for multilingual learners can help address the impacts of this group's historical marginalization and build the learning conditions for all multilingual learners to thrive.

198 “About TELA,” Teaching English Learners Through the Arts, accessed October 25, 2022, <https://tela.lacoe.edu/about/>.

199 Interview with Education First (2022).

200 “Heeding the Call for Change: Centering Equity in Social & Emotional Learning (SEL) [PowerPoint presentation],” Education First, July 1, 2021, https://www.education-first.com/wp-content/uploads/2021/09/NoVo-SEL-Landscape-Scan-FINAL_For-Website-Copy.pdf.

Appendix

Stakeholder Engagement

For this research, we engaged stakeholders most proximate to the experiences of multilingual student education in LA County through interviews and focus groups.

We engaged the following stakeholder groups in LA County:

- Fourteen multilingual high school students²⁰¹
- Eight K12 educators, administrators and district representatives who work with multilingual students and/or oversee programs for multilingual students
- Two field experts on multilingual student education

The schools, districts, and organizations represented in our stakeholder engagement include the following:

- Montebello High School
- Norwalk High School
- Synergy Kinetic Academy Charter School
- West High School
- William S. Hart Union High School
- Bassett Unified School District
- Claremont Unified School District
- Downey Unified School District
- Lancaster School District
- Torrance Unified School District
- Loyola Marymount University Center for Equity for English Learners
- Parent Institute for Quality Education (PIQE)

Glossary of terms

Designated English language development (ELD): Designated ELD is a protected time during the regular school day when teachers use the California 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.²⁰²

Integrated ELD (verbatim definition from cited source): Integrated ELD is made up of effective instructional experiences for English Learners throughout the day and across disciplines that are interactive and engaging, meaningful and relevant, and intellectually rich and challenging; are appropriately scaffolded in order to provide strategic support that moves English Learners toward independence; build both content knowledge and academic English; and value and build on primary language and culture and other forms of prior knowledge.²⁰³

201 The students interviewed were primarily designated as Long-Term English Learners and Newcomers.

202 California Department of Education, "Improving Education for Multilingual and English Learner Students, Research to Practice," accessed March 1, 2023, <https://www.cde.ca.gov/sp/el/er/documents/mleeducationglossary.pdf>.

203 California Department of Education, "California English Learner Roadmap, Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners," accessed March 1, 2023, <https://californianstogether.app.box.com/s/z1wj2vi6kn3wu4a2w1dshi67b0wq67yy>.

Dual language program or two-way immersion program (verbatim definition from cited source): A dual language program is a program in which students are taught literacy and content in two languages. When a program is called “dual language immersion” it is usually the same as two-way immersion or two-way bilingual. When a program is called “dual language” it may refer to students from one language group developing full literacy skills in two languages.²⁰⁴

Dual language learner (verbatim definition from cited source): A dual language learner is a child aged from birth to five learning two (or more) languages at the same time as well as a child learning a second language while continuing to develop their first (or home) language.²⁰⁵

English Learner (EL) (verbatim definition from cited source): A student in kindergarten through grade twelve for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.²⁰⁶

Initial Fluent English Proficient (IFEP) (verbatim definition from cited source): A student in kindergarten through grade twelve for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.²⁰⁷

Latine: A person of Latin American descent.²⁰⁸ A note on terminology in this report is the use of “Latine” rather than “Latinx.” The Greater LA Foundation and LACOE acknowledge that Latine allows for gender neutrality and phonetic accessibility amongst Spanish-speaking communities.

Long-Term English Learner (verbatim definition from cited source): A multilingual student who is enrolled in grades six to twelve, has been enrolled in schools in the United States for six years or more, and 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).²⁰⁹

Multicultural education (verbatim definition from cited source): Instruction that values and incorporates the histories, values and perspectives of people from diverse, cultural backgrounds.²¹⁰

204 California Department of Education, “California English Learner Roadmap.”

205 California Department of Education, “Improving Education.”

206 “Glossary of Terms of English Learner (EL) Reports,” California Department of Education, accessed March 1, 2023, <https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx>.

207 California Department of Education, “Glossary of Terms.”

208 “Latine,” Merriam-Webster Dictionary, accessed March 1, 2023, <https://www.merriam-webster.com/dictionary/Latine>.

209 California Department of Education, “Improving Education, Research to Practice.”

210 “Multicultural Education,” The Glossary of Education Reform, accessed March 1, 2023, <https://www.edglossary.org/multicultural-education/>.

Multilingual programs (verbatim definition from cited source): Multilingual programs prepare students for linguistic and academic proficiency in English and additional languages and require thoughtful design. Multilingual programs are based on research that demonstrates the program model's effectiveness at leading students toward linguistic fluency and academic achievement in more than one language.²¹¹

Multilingual learner (verbatim definition from cited source): A student who is developing proficiency in multiple languages and speaks and understands, to varying degrees, one or more languages in addition to English.²¹² Multilingual learners are designated by the state of California as English Learner (EL), Reclassified Fluent English Proficient (RFEP) or Initial Fluent English Proficient (IFEP).²¹³

Newcomer student: A student who has recently arrived in the United States and was not born in the United States.²¹⁴

Reclassified Fluent English Proficient (RFEP) (verbatim definition from cited source): A student in kindergarten through grade twelve who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used); teacher evaluation of curriculum mastery; parental opinion/consultation; and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.²¹⁵

Social and emotional learning (SEL) (verbatim definition from cited source): The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions.²¹⁶

Identity formation (verbatim definition from cited source): The process by which we, as well as others, define our sense of membership and belonging. Identity consists of the chosen and assigned names we give ourselves and/or are given. Identity is connected to our history or histories, and it is varied, multifaceted, and dynamic.²¹⁷

211 "Multilingual Education: Overview of Multilingual Programs," California Department of Education, accessed March 1, 2023, <https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>.

212 Julia Yankelowitz, "A Move Towards Multilingual: Why This Term Is Better than Other [for Now]," SRI Education, February (no exact date provided), 2023, accessed February 28, 2023, <https://multilinguallearner.org/a-move-towards-multilingual-terms/>.

213 California Department of Education, "Glossary of Terms."

214 California Department of Education, "Improving Education."

215 California Department of Education, "Glossary of Terms."

216 California Department of Education, "Improving Education, Research to Practice."

217 California Department of Education, "Improving Education, Research to Practice."



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