

NATIONAL LATINO RESEARCH CENTER

# The Status of Education in Imperial County California

Education Report Card

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## Executive Summary

This report summarizes available data on the kindergarten thru 12<sup>th</sup> grade (K-12) education in Imperial County. The report highlights the academic achievement of the dynamic community of Imperial County. The aim of the report is to illustrate the status of education in Imperial County. Numerical data for the report were gathered from the California Department of Education. Imperial County's socio-economic challenges such as unemployment, poverty, lack of health care, substandard housing, and environmental pollution are undoubtedly factors that influence educational achievement. However, for the purposes of this report only the status of education (as reported to the state of California) is reviewed. Educational attainment in Imperial County is significantly lower than all counties in the state of California, even when compared to counties with similar race/ethnic composition. Latino students account for 86.5% of the total school population in the county. There are elementary schools in the county where only 25% of teachers are fully credentialed. Only three school districts in the county have met the target Academic Performance Index score set by the state of California. Imperial County has the highest number of "English Learner" students in the state of California, yet parents are unaware of the options available for English learners. In addition, there is no accountability for the effectiveness of programs offered to English learners. "English Learner" students in Imperial County have the lowest standardized testing scores.

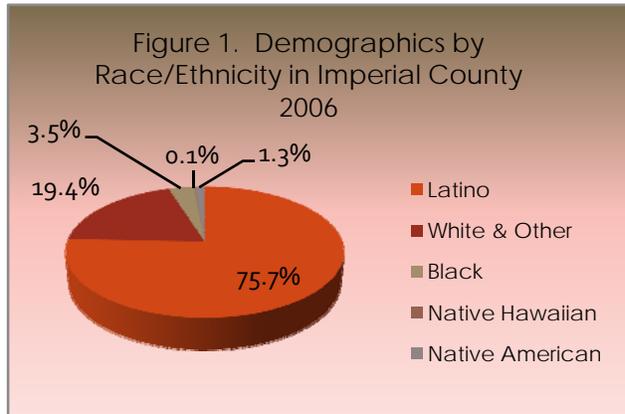
Over the last decade, there has not been a consistent pattern in the dropout rates found in Imperial County. Fortunately, the dropout rates in Imperial County are lower than in the state of California. However, the percentage of students going on to a four year college is extremely low. In the 2005-2006 academic year 26% of students who graduated from High school were eligible for UC/CSU schools, yet there was a decrease to only 16% in the 2006-2007 academic year. Programs need to be developed to encourage students to attend college. The only option for students who want to stay in Imperial County is Imperial Valley Community College.

Research has shown that parent involvement is positively related to the academic performance of students. Therefore one important question is: "What is the level of parent involvement in Imperial County?" One glance at the websites for many schools in Imperial County and I would show that Imperial County is doing a really good job at providing services to parents. However, upon further investigation Imperial County lacks parental support at many levels. For example, most schools in the county do not have culturally appropriate organizations for parents. Most importantly the county does not translate sensitive materials for parents nor does it provide legally appropriate translators for important meetings parents are required to attend (e.g., Individualized Educational Planning meetings).

As a whole the educational system in Imperial County is extremely poor. It is clearly that there is a lack of resources for both educators and parents. There is much room for improvement in the county. This report concludes with a list of recommendations for the educational system in Imperial County. To begin, ideally the county needs to at least engage parents in future educational plans and overcome language barriers preventing parent involvement.

## Imperial County Demographic Characteristics

Imperial County is located on the north side of the U.S.-Mexico border, with San Diego County to the west, Riverside County to the north, and Arizona to the east. The county is a bi-national region that continues to expand in conjunction with the development of the U.S.-Mexico border. Within the last two decades the Latino population in the United States (US) has dramatically increased. In 2006, the population of Imperial County was 160,301, 75.7% were Latinos (see Figure 1; American Community Survey, 2006).



However, compared to the national Latino population (14.8%), there is a clear overrepresentation of Latinos in Imperial County. Latinos are a young population with more than one-third under the age of 18 and nearly half under the age of 25. Consequently, representing the second largest segment of the school aged population in the US (Perez, 2004). In Imperial County, Latino students account for 86.5 % of total school enrollment; therefore it is important to closely examine the status of education in Imperial County. Specifically, it will be important to examine whether any educational inequalities exist in Imperial County. However, before examining the education in Imperial County it is important to first understand the community.

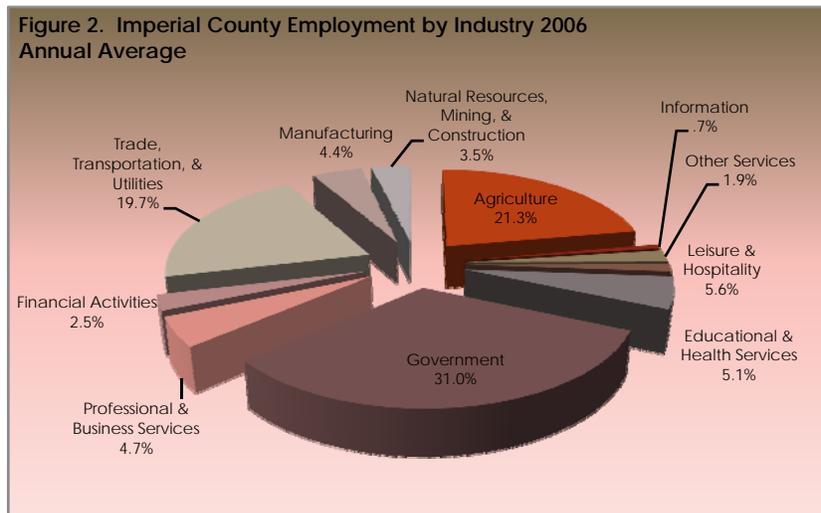
### ***Imperial County Quick Facts***

- ❖ 5 year olds and under account for 8.9% of the population
- ❖ Children under 18 years old account for at least 29.5% of the population
- ❖ Nearly 28% of children 17 years of age or younger live in poverty in comparison with 20% statewide
- ❖ A language other than English is spoken at home by 67.8 % of children
  - *significantly higher than San Diego County (33%) and California (39.5%)*
- ❖ Approximately, 55% of families are immigrant families
  - Over 64% of children are part of an immigrant family

*U.S. Census Bureau, 2000- 2006; Children Now, 2007*

***Community Characteristics.*** In California and in Imperial County, immigrant families have higher rates of employment than non-immigrant families; however, immigrant families tend to be employed in low-paying jobs that do not offer benefits (e.g., medical benefits, retirement, sick leave, etc...). Immigrants are more likely to have manual labor occupations (e.g., janitorial, food preparation, construction, or farming) than to work in professional occupations (e.g., management, education, or administration). Only 12% of immigrant parents work in professional occupations compared to 18% for non-immigrant parents (Children Now, 2007).

There is a drastic difference in the median household income between Imperial County, San Diego County, and California (i.e., \$33,674, \$51,939, and \$49,894, respectively). In fact during 2004, 18.5% of individuals in Imperial County lived below the established federal poverty thresholds while only 10.9% of individuals in San Diego County and 13.2% of individuals in California lived below the established federal poverty (U.S. Census Bureau).



In 2006, approximately one third of the population of Imperial County was employed by the government while only 5.1% were employed in the educational and health services sector (see Figure 2; Labor Market Information, 2006<sup>1</sup>). For 2008 73,000 individuals were part of the labor force. The unemployment rate of for 2008 was 22.6% (Labor Market Information, 2008).

*The Educational Needs Index (ENI) state report of 2006, a county-level study that assesses conditions and trends for all U.S. counties, rated Imperial County as the most **critical** county in California based on education, economic, and market demand factors. That is, Imperial County is a region with low levels of educational attainment, poor local economies, and sustained population growth (Davis, Noland, & Kelly, 2006).*

### ***Government Presence in Imperial County.***

The geographical location of Imperial County may be responsible for the county's economical disadvantages. Government (e.g., homeland security, police departments, etc...) is the number one employer in the county followed by agriculture. In 1994 enforcement of Operation Gatekeeper, a strategy to secure the US-Mexico border near San Diego County resulted in a shift of migratory paths for undocumented immigrants. Specifically, it was hypothesized by many that a portion of San Diego's undocumented immigrant population began migrating to Imperial County. This increase in undocumented immigrants could explain the raise in homeland security jobs (i.e., Border Patrol) in Imperial County. In 2003, the Fugitive Operations Program was established to eliminate the nation's excess of immigration fugitives. There are 75 Immigration and Customs Enforcement's (ICE) Fugitive Teams across the country. Close to 25% of such teams are assigned to cases in San Diego and Imperial Counties

<sup>1</sup> According to Nuñez-Alvarez and colleagues 2008, Imperial County's economy is primarily based on agriculture. One possible explanation for this discrepancy might be that many undocumented agriculture workers remain unaccounted for by the Labor Market.

(News Releases, 2008).

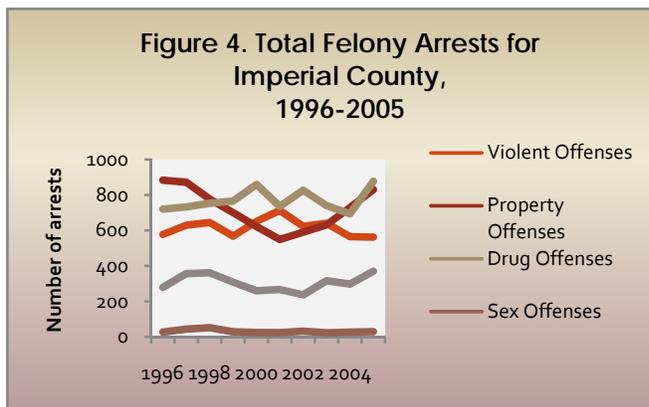
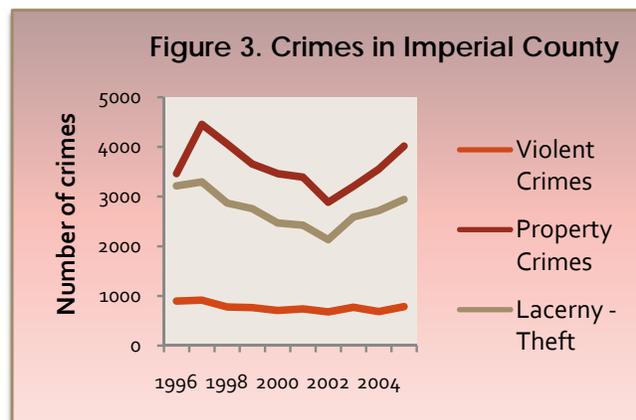
### Apprehensions of undocumented immigrants

- ❖ Apprehensions of undocumented immigrants in the San Diego region decreased from 531,689 in 1993 to 111,515 in 2003. The number of apprehensions increased in the El Centro region from 30,058 in 1993 to 238,127 in 2000. However, apprehensions declined to 79,562 in 2003.
- ❖ Since 1995 at least 3,000 individuals have died crossing the border and nearly 600 individuals died in Imperial County.
- ❖ According to County Officials, Imperial County has spent approximately \$1.7 million to examine, identify, and store victim's bodies or to bury bodies not properly identified.
  - Additional costs result from hospitalizing migrants who are found near death while attempting to cross the border (Berestein, 2004).

### **Law Enforcement and Imperial County.**

Although not the number one employer, law enforcement does account for several jobs in Imperial County. Specifically, from 2002-2006 local government did account for all of the job gain in government (Labor Market Information, 2008). Overall, Imperial County had a steady decline in the number of crimes committed between the years 1997 – 2002. In 2003, there was a rapid growth in property crimes, burglary was the most common property crime reported (see Figure 3).

Of the total number of felony arrests reported from 1996-2005, there was no significant changes in reported drug offenses (see Figure 4). While the total number of felony arrests by gender remained constant for males during this period, the number of female arrests nearly doubled (i.e., 286 female arrests in 1996 compared to 453 arrests in 2005). From 1996 to 2005, a stable pattern was observed in the number of adult felony arrests; however, there was a decline of 55% in juvenile felony arrests within the same period. Similarly, a consistent pattern was observed in the total number of adult misdemeanor arrests, nevertheless between 1996 and 2005 juvenile misdemeanor arrests decreased by 43%. Of the total number of misdemeanor arrests, the largest number was for driving under the influence (Criminal Justice Statistics Center, 2008).



Of the total number of misdemeanor arrests, the largest number was for driving under the influence (Criminal Justice Statistics Center, 2008).

Without a doubt the race, ethnicity, culture, socio-economic class, and the geographical location of Imperial County contribute to community's climate. Consequently, the aforementioned demographic characteristics uniquely influence the dynamics of education. There are numerous empirical reports on the educational inequalities experienced by individuals from low socioeconomic backgrounds and/or diverse cultural backgrounds. As can be expected, Imperial County's proximity to the US-Mexico border has a tremendous impact on the regions educational development. Therefore, the aim of this report is to reveal the status of education in Imperial County.

## ***Educational Status of Imperial County***

### ***Law Enforcement and Education.***

Although the number of felony misdemeanor arrests for juveniles declined between 1996 and 2005, in 2005 the Imperial County Office of Education was awarded a grant from the School Community Policing Partnership (SCPP) program. The aim of SCPP is to partner schools with local law enforcement, health, and community organizations to help prevent school crime and increase campus safety (News Release, 2005). The program facilitates the interaction between law enforcement officers, schools, and the community. One goal of the program is to provide extracurricular activities for troubled youth. Ideally, the additional activities serve as alternatives to gangs and violence. Case management for students exhibiting high-risk behavior is also provided as part of the program. The SCPP programs are in effect at Herber, Holtville, and Calipatria school districts.

Calexico Unified School District (CUSD) addresses issues affecting its schools with an exceptionally unique approach. CUSD maintains school safety by employing its private security personnel. In addition, CUSD works with two regular full-time city police officers that have full access to the districts high schools and middle schools in order to provide security and proctor services (Imperial County Civil Grand Jurors, 2006-07).

To the authors knowledge there has not been any significant violence reported for CUSD. The main program at CUSD has been taxpayer complains. There are two main complaints from parents: 1.) too many children are transferred to remote schools and 2. ) there is a large number of portable classrooms despite the fact that money is allocated for a construction measure to increase the number of permanent classrooms in the district. Thus, faced with overcrowded schools and in response to taxpayer complains

Calexico school officials adopted stricter residency requirements and unusual methods of verifying residency (see Figure 5). However, in terms of overcrowding the actual average class size for traditional kindergarten through 8<sup>th</sup> grade classes in Imperial County was equivalent to the state level. There was significantly more overcrowding in non-traditional classes. Specifically there were more students per class in Imperial County than at the state level for 3<sup>rd</sup> and 4<sup>th</sup> grade *combination* classes and *continuation* classes. The county's average class size for 3<sup>rd</sup> and 4<sup>th</sup> grade *continuation* classes was 24.0 compared to 21.1 at the state level, and for *continuation* classes 21.3 in Imperial County compared to 17.4 at the state level (Data & Statistics: Ed-Data, 2006-07).

Even though the student enrollment numbers reported to the state indicate that there are no significant overcrowding issues in the county, CUSD still decided to pursue stricter residency requirements in order to decrease enrollment. CUSD required parents to submit proof of residency twice a year instead of the traditional once a year submission. In 2005 CSUD hired photographer Daniel Santillan to photograph children at the U.S.-Mexico border who were suspect of attending CUSD schools. Mr. Santillan was instructed to document the offenders. That is, children who cross the border to attend public schools. Many times the photographer would follow students from the border to school. In addition to taking pictures of children, Mr. Santillan was responsible for visiting addresses listed on student enrollment forms to verify residency. There are reports of Mr. Santillan visiting homes before dawn and other times as late as 9 p.m. (Spagat, 2007). The protocol for the photographer was to track the children by taking pictures of them and sharing the pictures with school principals in order to allow principals to use the pictures as evidence against a child. That is, the pictures tended to be used as grounds for explosion for meeting school residency requirements. The rational for such drastic measures was to decrease the attendance of children whose parents do not pay taxes and thusly do not *“deserve”* to attend schools in the Imperial County. Since Mr. Santillan was hired the number of students in the CUSD dropped 5%, from 9,600 to 9,100 students; however, the city’s population grew approximately 3%. The district was so effective in verifying residency and expelling students that the low student enrollment is financially affecting the district. In 2006, the district lost \$2.8 million as a result of expelling 300 students (Tintocalis, 2008).

**Figure 5. CUSD’s Evidence for Residency**



**“The kids that come this way or go straight they go to our schools. See how she covered her face? With a book. They already know. They already know me,”** said Daniel Santillan (KPBS, 2008).



**“The community asked us to do this, and we responded,”** said board President Enrique Alvarado of the Calexico Unified School District (KTAR, 2007).

**“Santillan visits addresses listed on student enrollment forms, carrying a clipboard with several pages of students suspected of living in Mexico”** (MSNBC, 2007).



**“District officials say they only began to take action because of complaints about overcrowding and low test scores under the federal No Child Left Behind program”** (The Christian Science Monitor, 2008).

**“Mexican students tend to produce lower test scores because their English skills are poor. The elephant in the room is the [test score] liability these kids bring to the table,”** said Gilbert Barraza, Principal of Calexico High School. (The Christian Science Monitor, 2008).

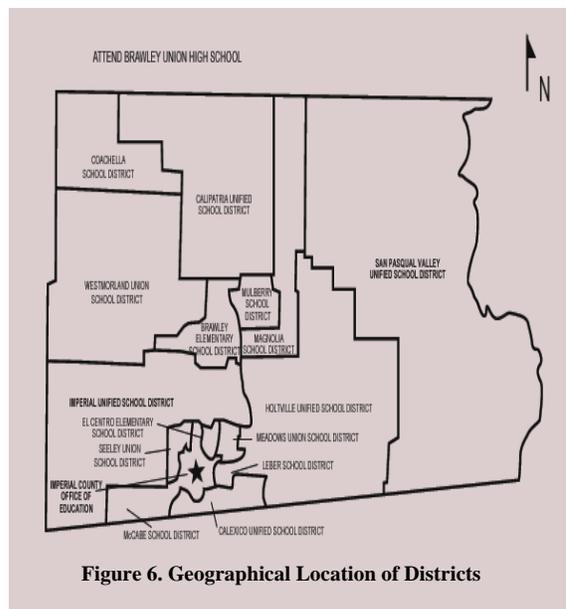
***Educational Demographics.***

During the 2007-2008 school year Imperial County had a total school enrollment of 36,347. Calexico Unified District had the largest number of students (9,283) followed by El Centro Elementary (5,744) and Central Union High (4,224).

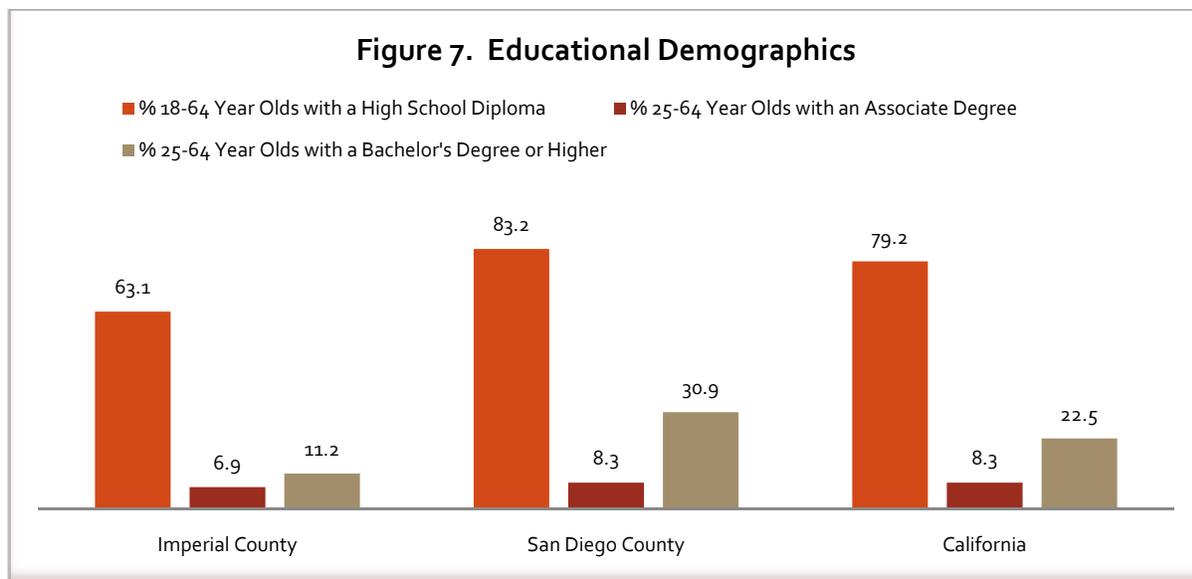
There are a total of 17 school districts in Imperial County. During the 2007-08 school year only three districts has less that 40% Latino student enrollment (see Table 1).

Approximately 1,774 teachers taught in Imperial County in 2007-08; 86.6% were fully credentialed. Of the total number of teachers employed during 2007-08, 57.2% were Latino teachers, a number 3.5 times higher than for California (i.e., 16.1%) (Data & Statistics: DataQuest, 2007-08).

Educational attainment in Imperial County is significantly lower than all counties in the state of California. The only county in California with similar educational demographics is Madera County. The neighbor county, San Diego has better educational outcomes than Imperial County (see Figure 6). In 2000, only 63.1% of individuals between the ages of 18 and 64 achieved a high school diploma, 6.9% had an Associate Degree, and 10.3% had a Bachelor’s degree or higher (ENI, 2000).

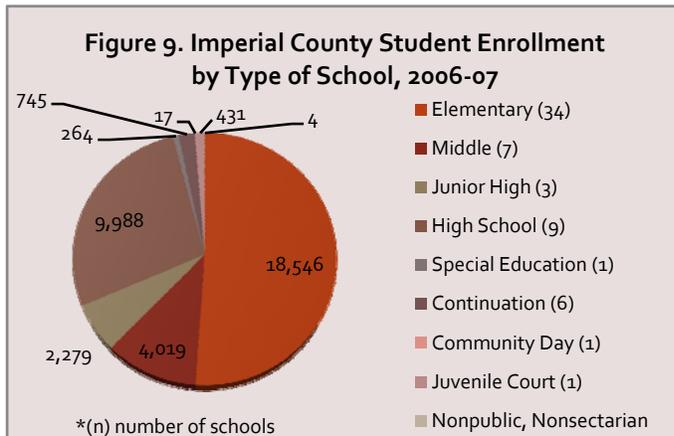
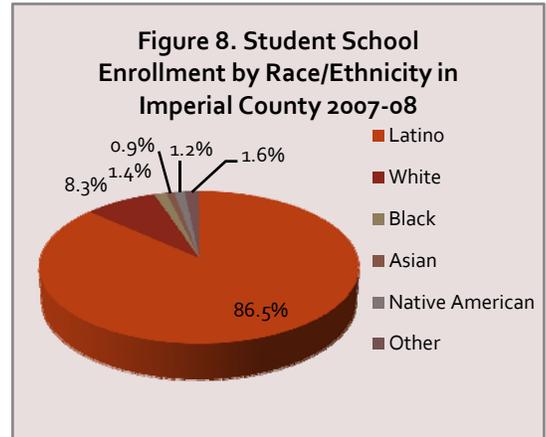


**Figure 6. Geographical Location of Districts**



Of the 58 counties in California, Imperial County has the highest percentage of Latino student enrollment surpassing other counties by 16.6% – 85.8%.

- ❖ Latino students accounted for 86.5% of total school enrollment in Imperial County for the year 2007-08 (see figure 7) nearly twice the number of Latino students for San Diego County (44.0%).
- ❖ During the same school year, about 70.4% of Imperial County students received free and/or reduced price meals while only 45.8% of students in San Diego County and 50.8% of students in received free and/or reduced price meals (Data & Statistics: DataQuest, 2007-08).
- ❖ Imperial County had the highest percentage of English Learners (43.1%) when compared to Madera County (31.5%), San Diego County (24.3%), and California (25.0%; Data & Statistics: DataQuest, 2006-07).



In 2006-07, 51.1% of students in Imperial County Districts attended elementary school, 17.4% middle school, and 27.5% high school (see Figure 8). A small percentage of students (2.8%) were enrolled in alternative education programs (i.e., continuation classes, opportunity, pregnant/parenting, independent study, or other).

**Table 1. 2007 – 08 Imperial County Enrollment by District\***

	<b>Total District Enrollment</b>	<b>Latino Students (% of total enrollment)</b>	<b>Total Number of Teachers by District</b>	<b>Fully Credentialed Teachers by District (% of total teachers)</b>	<b>Latino Teachers (% of total teachers)</b>
Brawley Elementary	3,623	86.6 %	179	91.6%	50.8 %
Brawley Union High	1,981	82.9 %	83	77.1%	42.2 %
Calexico Unified	9,283	98.6 %	449	86.6%	86.0 %
Calipatria Unified	1,157	77.0 %	63	88.9%	44.4 %
Central Union High	4,224	88.3 %	188	85.6%	43.6 %
El Centro Elementary	5,744	89.3 %	265	95.5%	54.3 %
Heber Elementary	967	99.1 %	48	72.9%	95.8 %
Holtville Unified	1,781	80.3 %	89	78.7%	38.2 %
Imperial County Office of Education	762	85.3 %	49	61.2%	67.3 %
Imperial Unified	3,464	70.7 %	159	95.6%	40.3 %
Magnolia Union Elementary	114	27.2 %	7	100%	0.0 %
McCabe Union Elementary	1,065	73.6 %	49	65.3%	30.6 %
Meadows Union Elementary	483	90.1 %	29	100%	37.9 %
Mulberry Elementary	78	34.6 %	4	25%	50.0 %
San Pasqual Valley Unified	770	37.8 %	51	88.2%	29.4 %
Seeley Union Elementary	464	81.7 %	26	96.2%	38.5 %
Westmorland Union Elementary	387	87.3 %	36	63.9%	52.8 %
Imperial County Total	36,347	86.5 %	1774	86.6%	57.2 %

\* Data & Statistics: DataQuest, 2007-08

### ***Individual School District Performances.***

The Public Schools Accountability Act (PSAA) of 1999 established an accountability system to monitor academic achievement in K-12 public schools in California. The PSAA also set specific performance targets. Specifically schools meeting participation and growth criteria established by PSAA are eligible for awards (e.g., monetary awards, superintendent's distinguished schools, public commendations or schools honor roll, waiver of education code requirements). However, schools failing to meet growth targets and that fall in the lower five Academic Performing Index (API) deciles are eligible for interventions (e.g., schools may be selected to receive improvement funding). The API measures academic performance and growth of schools. The API is used to generate state accountability reports. Essentially, the API is a numeric index ranging from a low of 200 to a high of 1000; the target for all schools in the state of California is 800 (California Department of Education, 2008). The state tracks the level of improvement for each school on a yearly base. There are several state and federally funded programs and resources to help low performing schools improve their academic ranks. The High Priority Schools Grant Program (HPSGP) was established in 2001, taking the place of the prior Immediate Intervention/Underperforming Schools Program (II/USP). The HPSGP gives priority for participation to the lowest ranked schools in the state. Schools are required to develop an Action Plan (or use one previously developed) outlining the steps for the school and community to improve student achievement (Harr, Parrish, Socias, & Gubbins, 2007).

There were drastic differences in API scores between school districts. In 2007 Imperial County, 82.3% of school districts did not meet the targeted API score set by the state. Imperial County Office of Education received a low API score of 461 while Magnolia Union Elementary had a high API score of 846 (see Table 2). Interestingly, the school districts with the highest API scores also had some of the lowest percentages of Latino student enrollment (Data& Statistics: DataQuest, 2007).

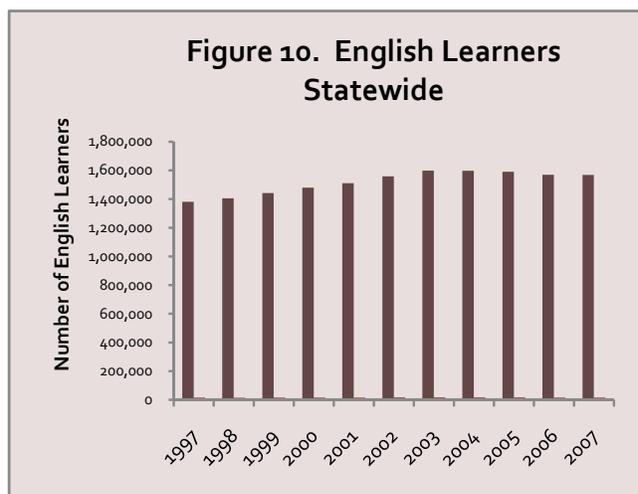
In 2005-06, eight schools in Imperial County received funding for their fourth year under the HPSGP and II/USP programs. Seven schools in the county received money from the HPSGP program (i.e., 6 schools from Calexico Unified and 1 from San Pasqual Valley Unified). Only one school from El Centro Elementary district received funds from the II/USP program (California Department of Education, 2005-06). The positive benefits of the HPSGP and II/USP programs can be observed in the CUSD. From 2002 to 2008 there has been a constant

**Table 2. 2007 Base API by School District for Imperial County\***

<b>Brawley Elementary</b>	<b>728</b>
<b>Brawley Union High</b>	<b>661</b>
<b>Calexico Unified</b>	<b>657</b>
<b>Calipatria Unified</b>	<b>733</b>
<b>Central Union High</b>	<b>676</b>
<b>El Centro Elementary</b>	<b>727</b>
<b>Heber Elementary</b>	<b>663</b>
<b>Holtville Unified</b>	<b>715</b>
<b>Imperial County Office of Education</b>	<b>461</b>
<b>Imperial Unified</b>	<b>790</b>
<b>Magnolia Union Elementary</b>	<b>846</b>
<b>Mccabe Union Elementary</b>	<b>822</b>
<b>Meadows Union Elementary</b>	<b>696</b>
<b>Mulberry Elementary</b>	<b>845</b>
<b>San Pascual Valley Unified</b>	<b>651</b>
<b>Seeley Union Elementary</b>	<b>702</b>
<b>Westmorland Union Elementary</b>	<b>709</b>
<b>* Data &amp; Statistics: DataQuest, 2007</b>	

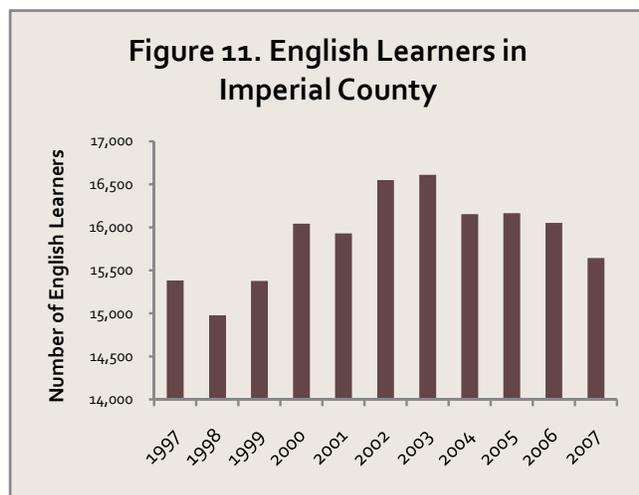
increase in API scores for CUSD. Thus, for CUSD at least the extra resources provided from the aforementioned programs have significantly improved the quality of education and the API scores.

***English Learners.***



For the 2006-07 school year English learners (ELs) accounted for 43.1% of the total number of students in Imperial County. For the state of California there were 25.0% ELs (Data & Statistics: DataQuest, 2006-07). During the last five years, there has been no drastic change in the number of ELs at the state level (see Figure 10). Recently, there has been a slight decrease in the number of ELs in Imperial County, but no real trend exists, as can be observed in figure 11 (Data & Statistics: DataQuest, 2006-07).

One of the many concerns with ELs is that such students run the risk of being placed in special education classes simply because of language related barriers. In 2007-08 two subgroups in special education, the Specific Learning Disability (SLD) and the Speech or Language Impairment (SLI), had the largest number of Latino students; 1364 Latino students were diagnosed with a SLD and 448 with a SLI.



In a study examining the nondiscriminatory diagnoses of learning disabilities in ELs researchers found that on average school psychologists do not access or even explore the possible confounding effects of bilingualism (e.g., Spanish-English for Imperial County) on tests, testing, and diagnoses (Figueroa & Newsome, 2006). In fact of all the Individualized Educational Plan (IEP) reviewed for the study completely dismissed the possible existence and effects of underdeveloped proficiency in both languages (Figueroa & Newsome, 2006).

There is no excuse for a psychologist to ignore the effects of bilingualism on testing. According to the California Department of Education (CDE): “*SLD means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation of emotional disturbance or of environmental, cultural, or economic disadvantage.*” Thus, there is no justified reason for an EL to be diagnosed as SLD without considering bilingualism and culture. In the case of Imperial County, most children would be excluded from the SLD diagnoses due to environmental (e.g., environmental asthma triggers), culture (e.g., demographic characteristics are different than the US), and economic (i.e., too many individuals are at poverty levels) disadvantages. Moreover, for Imperial County it is unclear how many ELs are classified as special education students based on the criteria used to determine whether a SLD or SLI disability exists (Data & Statistics: DataQuest, 2007-08).

### ***Instructional Options for English Learners.***

The passing of Proposition 227 in 1998 brought new changes in the instruction English learner students (ELs) receive. Proposition 227 requires limited English proficient students to spend one year in a structured English immersion program where instruction must be primarily in English and after this period of time to be transferred to English only or mainstream classrooms, even the student is not yet proficient in English. Proposition 227 does offer parents the opportunity to sign a waiver to request their child be placed in more traditional bilingual programs (Amaral, Parents' decisions about bilingual program models, 2001). After the implementation of Proposition 227, ELs are tracked into one of the following four class instruction paradigms (Data & Statistics: DataQuest, 2006-07):

1. *Structured English Immersion*: classes where EL students who have not yet met local district criteria for having achieved a "good working knowledge" of English are enrolled in an English language acquisition process for young children for whom nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.
2. *Alternative Course of Study*: classes where EL students are taught English and other subjects through bilingual education techniques.
3. *English Language Mainstream Classroom- Students Meeting Criteria*: classes where English learners who have met local district criteria for having achieved a "good working knowledge" of English are enrolled and provided with additional and appropriate services.
4. *English Language Mainstream Classroom- Parental Request* (Also referred to as Sheltered English Immersion): permits a parent or guardian of an English Learner to request, at any time during the school year, which a child placed in Structured English Immersion be transferred to an English Language Mainstream Classroom and provided with additional and appropriate services.

Proposition 227 does not clearly outline what the implementation of a structured English immersion program consists of, the phrase “*instruction must be mostly in English*” allows school districts to interpret the new law in a variety of ways. For example, for some districts it means to teach 60% of the instructional day in English and the remaining 40% in Spanish and for others (e.g., CUSD) to have 95% of all instruction in English and only 5% in Spanish (Amaral, Parents' decisions about bilingual program models, 2001). Imperial County had 8,481 students enrolled in structured English immersion classes in 2006-07, which is approximately 54.2% of all English learner students in the county.

Different approaches are used to help students learn and master the English language. Table 3 provides a summary of the various instructional services utilized by schools in California.

#### **Figure 12. CUSD- Parent’s input in their children’s education**

A study examining the reasons why Calexico Unified School District (CUSD) parents select a specific educational program for their children concluded that most parent choose either bilingual education, structured English immersion, or mainstream classes.

- Bilingual Education
  - felt their children’s language abilities were strongest in Spanish
  - they wanted their child to learn Spanish and English
  - to have the ability to help their children with homework, assuming the homework will be done in Spanish
- Structured English Immersion
  - 63% of parents chose the program so that their child could learn English
- Mainstream classrooms
  - most of these parents (57.1%) felt their child was stronger in English than in Spanish
  - 21.4% believed the child would learn more English in monolingual classes

(Amaral, Parents' decisions about bilingual program models, 2001)

**Table 3. Instructional Services for English Learners\***

Type of Program	Description
<b>English Language Development (ELD):</b>	These are EL students receiving a program of ELD, and no services in the following columns. ELD is English language instruction appropriate for the student's identified level of language proficiency. It is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.
<b>ELD and Specially Designed Academic Instruction in English (SDAIE)</b>	These are EL students receiving ELD and, at a minimum, two academic subjects required for grade promotion or graduation, taught through Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach used to teach academic courses to EL students in English. It should be designed for non-native speakers of English and should focus on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. These students are not receiving primary language support as described below.
<b>ELD and SDAIE with Primary Language Support</b>	These are EL students receiving ELD and SDAIE as described above, with Primary Language Support (L1 support) in at least two academic subject areas. L1 support is instructional support through the student's primary language. It does not take the place of academic instruction through the primary language but may be used in order to clarify meaning and facilitate student comprehension of academic content area concepts taught mainly through English. It may also include oral language development in the student's primary language.
<b>ELD and Academic Subjects Through the Primary Language (L1)</b>	These are EL students receiving ELD and, at a minimum, two academic subjects through the primary language (L1). L1 instruction is (1) for Kindergarten - grade 6, primary language instruction provided, at a minimum, in language arts (including reading and writing) and mathematics, science, or social science; or (2) for grades 7 - 12, primary language instruction provided, at a minimum, in two academic subjects required for grade promotion or graduation. The curriculum should be equivalent to that provided to FEP and English-only students. These students may also be receiving SDAIE as described above.
<b>Instructional Services Other than Those Defined in previous columns</b>	EL students provided with an instructional service specifically designed for EL students that does not correspond to one of the previous descriptions.
<b>Not Receiving any English Learner Services</b>	EL students who are not provided with any specialized instructional service.

\* Replicated from the California Department of Education (Data & Statistics: DataQuest, 2006-07)

## ***Language Achievement for English Learners.***

Students who are enrolled in a California public school and whose primary language is not English are tested for English proficiency with the California English Development Test (CELDT). The CELDT is administered to students whose primary language is not English. The test has three purposes: 1) to identify students who are English learners, 2) to determine the level of English proficiency, and 3) to assess their progress in acquiring the skills of listening, speaking, reading, and writing in English (California Department of Education, 2008).

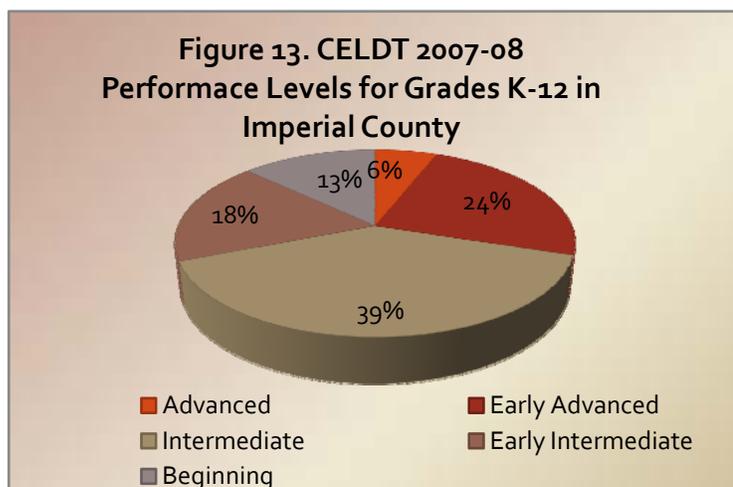


Figure 13 shows the English performance levels for students in the 2007-08 academic year. Imperial County had smaller percentages of students performing at advanced and early advanced levels compared to the performance of students at the state level<sup>2</sup>. Conversely, Imperial County as a whole had greater percentages of students performing at early intermediate and beginning levels than the state percentages. However, the county and state had the same percentage of students performing at an intermediate level of English proficiency (Data & Statistics: DataQuest, 2007-08).

During 2006-07, the districts in Imperial County with the most ELs (i.e., Herber Elementary, Calexico Unified, and Meadows Union Elementary) also had the lowest number of students being redesignated as fluent-English-proficient (FEP).

- ❖ 6.2% of ELs were redesignated as FEP students in Herber Elementary
- ❖ 6.7% of ELs were redesignated as FEP students in Meadows Union Elementary
- ❖ 8.3% of ELs were redesignated as FEP students in Imperial County
- ❖ 9.2% of ELs were redesignated as FEP students in the state of California

Only 4 out of 17 school districts in Imperial County had higher percentages of students redesignated as FEP than the county and state average:

- ❖ Brawley Elementary (11.2%)
- ❖ Calexico Unified (10.2%)
- ❖ Imperial Unified (10.9%)
- ❖ McCabe Union Elementary (23.9%)<sup>3</sup>.

School districts with the highest percentages of redesignated students provided ELD and SDAIE<sup>4</sup> instructional services for nearly 50% or more of the total number of ELs in their

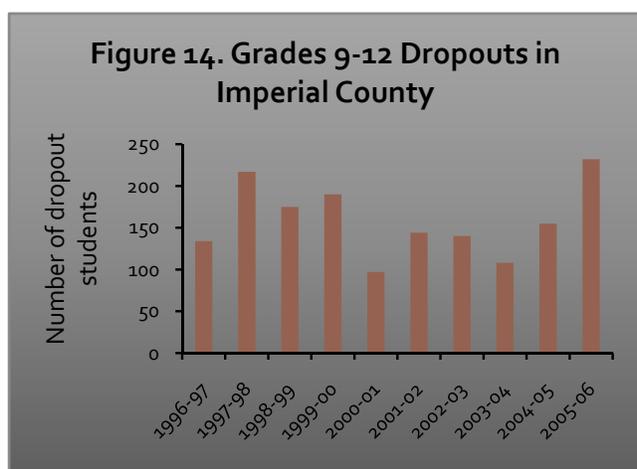
<sup>2</sup> Reported performance levels of EL students in California: Advanced (8%), early advanced (28%), intermediate (39%), early intermediate (17%), and beginning (9%).

<sup>3</sup> McCabe Union Elementary had the highest percentage of students redesignated as FEP; however, it had the lowest number of EL students, i.e., only 16 students comprised the 23.9% of students redesignated as FEP.

school districts, except for McCabe Union Elementary (Data & Statistics: DataQuest, 2006-07). Data regarding the various instructional methods for EL students within the county provides information about the number of students placed in the different programs; however, it does not provide data regarding the number of students being redesignated as FEP as a function of program (Data & Statistics: DataQuest, 2006-07). Existing data make it impossible to conclude with certainty which program is most effective at helping students acquire the English language and become proficient.

Amaral (2001) showed that CUSD has been recognized for its success with programs serving EL students and served as a model for other school districts in the US. Amaral also examined parental satisfaction and found that CUSD parents who had children enrolled in bilingual and mainstream classes were satisfied with their child’s improvement in the areas of reading (51% satisfaction rating) and writing (51% satisfaction rating). However, parents who had children enrolled in structured English immersion classes (27%, satisfaction rating) were significantly less satisfied with their children’s improvement than parents who had children in bilingual and mainstream classes. The opposite pattern was found for parents’ satisfaction with spelling and English improvements.

***High School Education in Imperial County: Dropouts.***



Over the last decade, there has not been a consistent pattern in the dropout rates<sup>5</sup> in grades 9-12 for Imperial County (see figure 14<sup>6</sup>). However, there was a steady increase in the number of 9-12 grade dropouts from 2003 to 2006 (Data & Statistics: DataQuest, 2006-07).

- ❖ Imperial county had a 1-year dropout rate of 2.0 and 4-year dropout rate of 7.8<sup>7</sup>
- ❖ San Diego County had a 1-year dropout rate of 3.4 and 4-year dropout rate of 13.9.
- ❖ The state of California had a 1-year dropout rate of 3.5 and 4-year dropout rate of 14.1.

Between 2000 and 2006, Calipatria and Imperial County Office of Education were the leaders in *dropout rates* but not in the overall actual number of dropout students (i.e., Dropouts in numbers: Imperial County Office of Education= 89, Calipatria= 62).

<sup>4</sup> See table 3.

<sup>5</sup> Rates are calculated by using enrollment values as denominators (i.e., # of dropouts/total # enrollment).

<sup>6</sup> Data gathered from the California Department of Education: <http://dq.cde.ca.gov/dataquest/>.

<sup>7</sup> 1 year rate formula: (Gr. 9-12 dropouts/Gr. 9-12 enrollment)\*100; 4 year derived rate formula: (1-((1-(drop gr 9/enroll gr 9))\* (1-((1-(drop gr 10/enroll gr 10))\* (1-((1-(drop gr 11/enroll gr 11))\* (1-((1-(drop gr 12/enroll gr 12))\*100

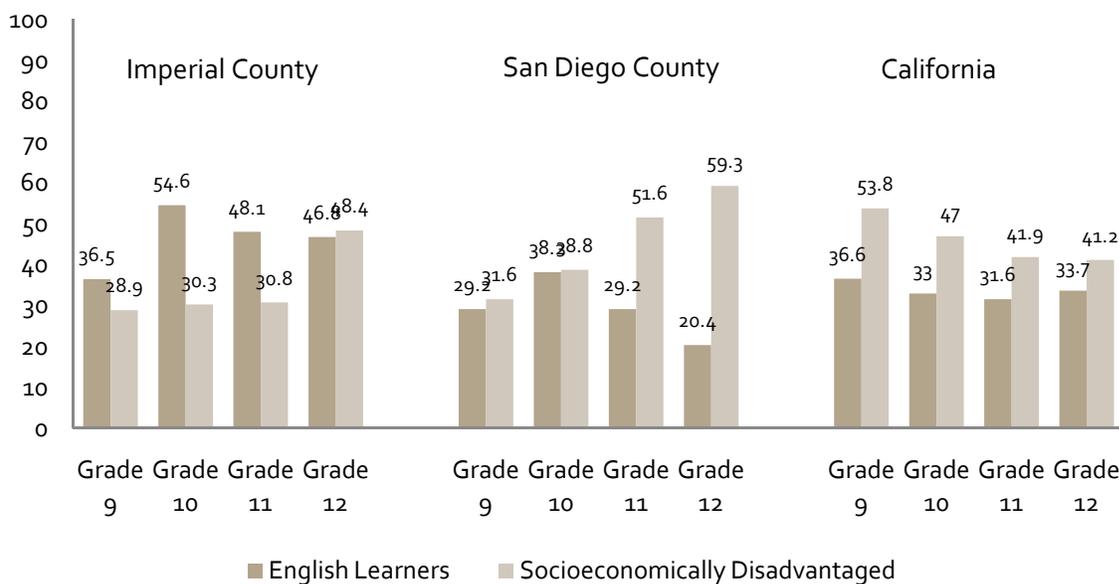
In 2001-02, Calexico Unified and San Pasqual Valley Unified school districts had a high 1-year dropout rate of 2.5 and 2.6, respectively. A possible factor contributing to high dropout rates may be the limited resources at the district level. However, in 2005-06 both school districts reported a dramatic decrease of at least 50% in their 1-year dropout rates (i.e., .5 and 1.8, accordingly). This decrease may be due in part to funds received from the High Priority Schools Grant Program (HPSGP) in 2002. Perhaps the additional funds were used to create programs that focused on student retention or in bettering services for the students. There is no empirical evidence to show how the extra funds were allocated; nevertheless some intervention must have occurred that helped decrease school dropouts.

Many other demographic factors could play a significant role in the dropout tendencies found in the county. Moreover, in Imperial County, San Diego County, and the state of California two groups of students represent the highest percentages of total dropouts:

- ❖ students from socioeconomically disadvantaged backgrounds
- ❖ students who are English learners

After a close examination of the dropout rates for Imperial County, San Diego County, and the state of California results clearly demonstrate that the county the student resides in determines what factor is most likely to affect the dropout percentages (see Figure 15). For example, in Imperial County, English learner students in grades 9-12 had higher dropout percentages than socioeconomically disadvantaged students for the year 2005-06, except for grade 12 where the opposite was true. Conversely, for the same time period, San Diego County reported higher percentages of socioeconomically disadvantaged students dropping out for grades 9-12 than English learners. The same pattern as in San Diego County was observed at the state level (Data & Statistics: DataQuest, 2005-06). Between the years 2000 to 2006, no significant difference was reported in the number or percentage of male and female students dropping out of high school in Imperial County. Within these years, 462 males dropout of school compared to 414 females (Data & Statistics: DataQuest).

**Figure 15. High School Dropouts**



**Graduates.**

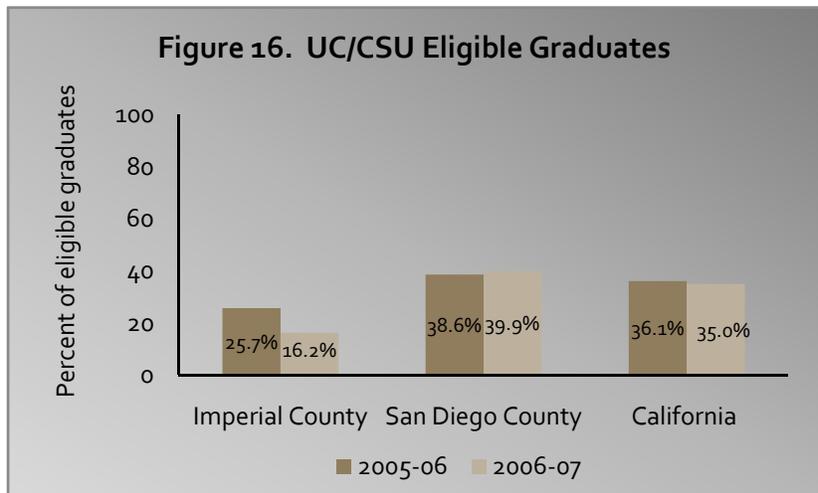
In 2006-07, approximately 82.4% of 12<sup>th</sup> grade students in Imperial County graduated from high school. Although the percentage of students who graduated in the county was higher than the graduation percentages for San Diego County and the state (see table 4), a large discrepancy exists in the percentage of students who completed courses required for entering the UC/CSU systems. Of the 2,085 students who graduated in Imperial County in 2006-07, only 337 (16.2%) were eligible to enroll at a UC/CSU school in comparison to 39.9% for San Diego County and 35.0% statewide (Data & Statistics: DataQuest, 2006-07).

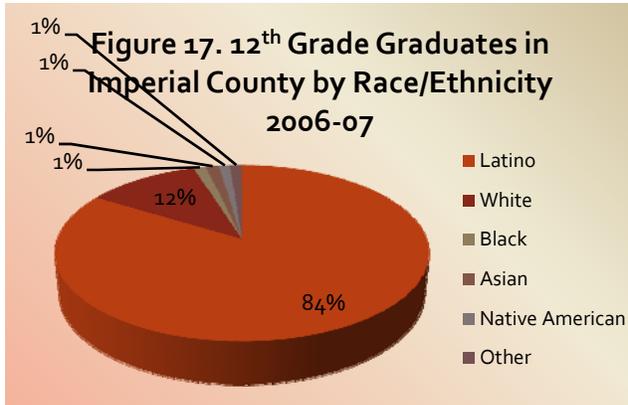
<b>Table 4. High School Graduates for the 2006-07* Academic year</b>				
	Number of grade 12 students enrolled	Number of high school graduates	Graduates (%)	UC/CSU eligible graduates
<b>Imperial County</b>	2,529	2,085	82.4%	337 (16.2%)
<b>San Diego County</b>	38,572	29,574	76.7%	11,787 (39.9%)
<b>California</b>	443,121	355,713	80.3%	124,534 (35.0%)

\*Data & Statistics: DataQuest, 2006-07

While the percentage of eligible graduates for entrance into the UC/CSU systems slightly increased for San Diego County between 2006 and 2007, Imperial County had a decline of nearly 10% of eligible graduates (refer to figure 16).

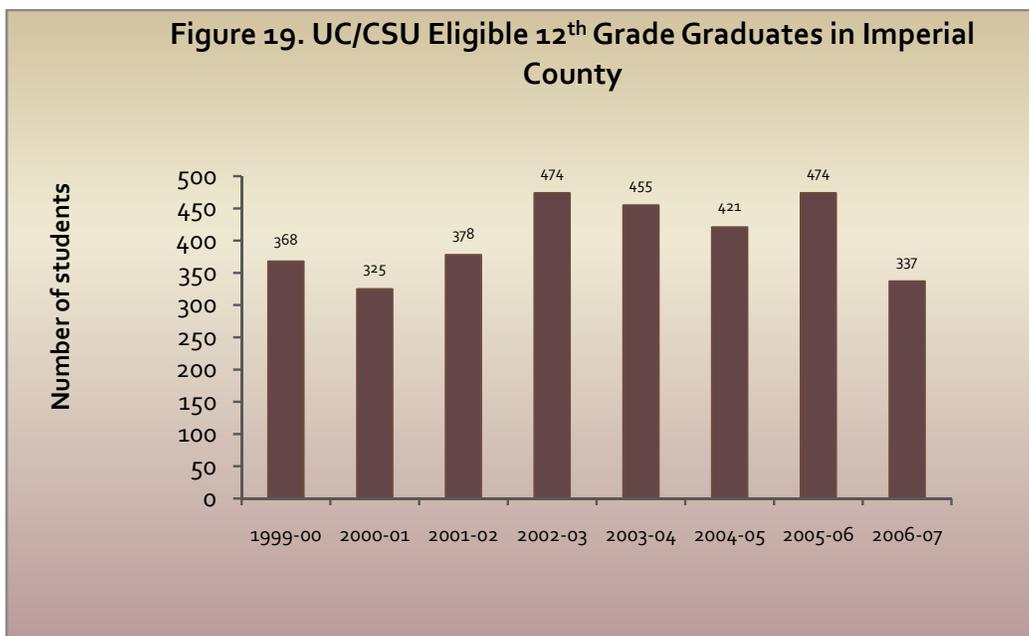
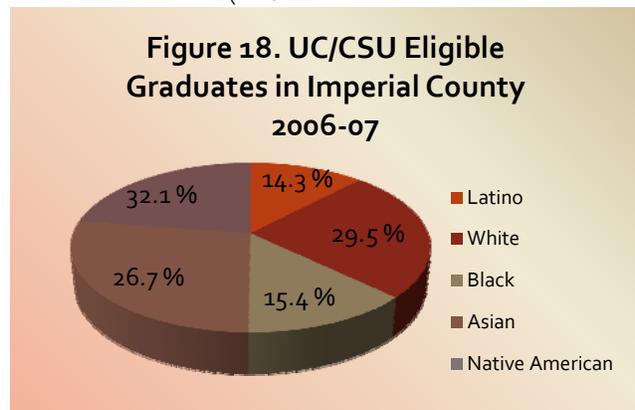
In Imperial County, Calexico Unified and Central Union High school districts had the largest number of students graduating from high school in 2006-07 (i.e., 506 and 746, respectively) yet the lowest percentage of students graduating with UC/CSU required courses; 13.8% for Calexico Unified and 6.7% for Central Union High. These percentages were lower than the overall percentage (16.2%) for the county (Data & Statistics: DataQuest, 2006-07).



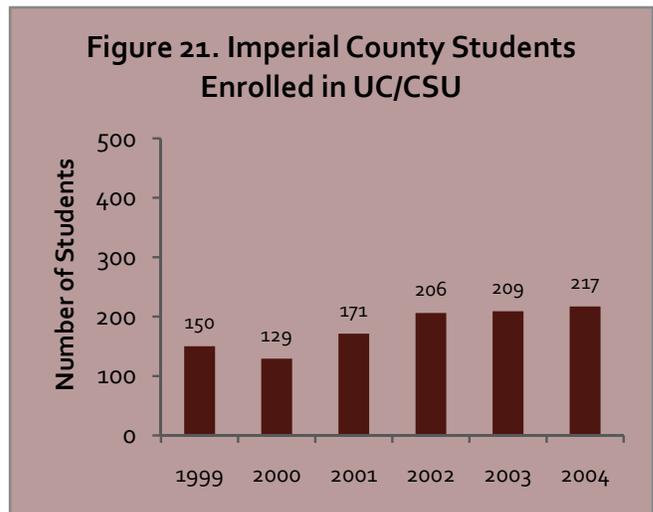
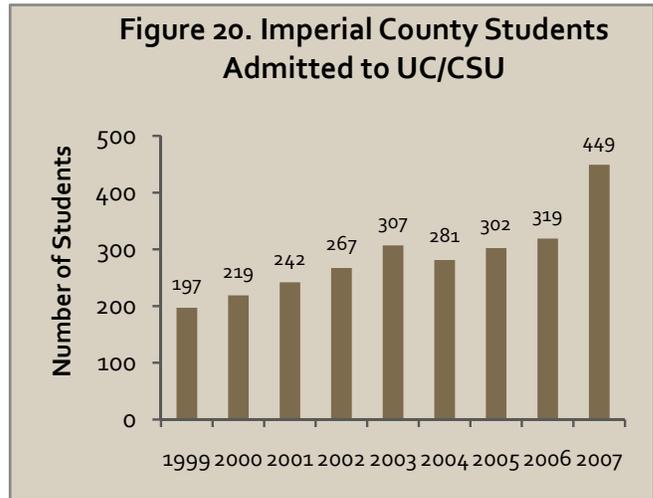


When taking into account the county's percentage of 12 grade graduates and the percentage of graduates with completion of required courses for entrance into UC/CSU schools by race/ethnicity, educational inequalities for students within the county were observed. That is, Latino students accounted for approximately 84% of high school graduates in the year 2006-07 but only 14.3% of these students had completed courses for entering a UC/CSU school.

However, while White students roughly consist of 11% of the total graduates the percentage of White students eligible for entrance into UC/CSU was 29.5% (i.e., more than double than the value for Latino students). Figure 17 shows the racial/ethnic breakdown of graduate students and figure 18 the percentage by race/ethnicity of graduates in Imperial County eligible for enrolling at UC/CSU during 2006-07 (Data & Statistics: DataQuest, 2006-07). Between 1999- 2007 Imperial County as a whole has an average of 404 students who were UC/CSU eligible graduates (See Figure 19; (Data & Statistics: Ed-Data).



One of the major concerns for Imperial County graduates and their parents is likely the dilemma of attending college. If students prefer to stay local, then the only option is Imperial Valley Community College. If students are willing to commute and can afford it, then San Diego State University may be a viable option. Based on reports distributed and written by Imperial County's superintendent's office approximately 240.56, (average across 9 years, 1999-2007) students were admitted to a UC and/or CSU (Carrillo, 2007; Anderson 2006). In addition, according to Carrillo and colleagues from 1999-2004 at least 1,082 students actually enrolled in UC/CSU (see Figures 20 & 21). These data suggest that only about 50% of UC/CSU eligible graduates decide to enroll in college. Undoubtedly, more students need to be encouraged to attend college. It is unclear whether students who graduate high school and UC/CSU eligible are receiving proper advice from school counselors, teachers, and their school's career center. Future research needs to focus on developing programs to encourage students to attend the university.



***Standardized Testing Results.***

The California Standards Test (CST) measures the academic performance of students on various subjects. CST is designed to assess the student learning outcomes for each grade and course. In Imperial County (2006-07), 24% of students in grades 2-6 were proficient on the CST English-Language Arts and 27% of students in grades 2-6 were proficient on the CST Mathematics. In comparison to San Diego County and the state of California, Imperial County students performed roughly at the same proficiency level on the CST for English-Language Arts and Mathematics. On average, 29% of students in San Diego County and 28% of students in California performed at the proficient level on the CST for English-Language Arts and Mathematics.

Before graduating high school, students must pass the California High School Exit Examination (CAHSEE). The basic premise for the CAHSEE is that all students who receive a public high school diploma must have basic competency in reading, writing, and mathematics. For the 2006-07 academic year 69% of students in the 10<sup>th</sup> grade passed the English-Language Arts section of the CAHSEE and 72% the mathematics portion. Students in Imperial County performance significantly lower on the CAHSEE than San Diego County and state of California (see Table 6). Note that a greater gap in academic achievement existed between Imperial County and San Diego County than between Imperial County and the state of California. Specifically, in San Diego County, 80% of 10<sup>th</sup> graders passed the English-Language Arts and Mathematics sections and in the state of California about 77% of 10<sup>th</sup> graders passed the English-Language Arts section and Mathematics sections.

Once students are categorized into “English Only Students”, “Redesignated Fluent English Proficient Students”, “English Learner Students”, or “Socioeconomically Disadvantaged Students” different conclusions about the county are found. In 2006-2007 of all categorically different students, English learners are the group of students with significantly scores on both sections of the CAHSEE, followed by socioeconomically disadvantaged students (See table 6 and 7). Imperial County, San Diego County, and the state of California had drastically lower percentages of English learners passing each of the CAHSEE sections. One important finding is that the state of California had more “Redesignated Fluent English Proficient Students” passing the CAHSEE. Moreover, when compared to “English learners”, “Redesignated

Fluent English Proficient Students” were nearly three times as likely to pass the English-Language Arts section of the CAHSEE and twice as likely to pass the Mathematics section of the CAHSEE.

**Table 5. Percentage of 10<sup>th</sup> Graders who passed the English-Language Arts CAHSEE\***

	San		
	Imperial County	Diego County	State of California
<b>All Students</b>	69%	80%	77%
<b>English Only Students</b>	82%	88%	83%
<b>Redesignated Fluent English Proficient</b>	93%	90%	89%
<b>English Learner Students</b>	38%	34%	36%
<b>Socioeconomically Disadvantaged Students</b>	64%	66%	65%

\*Data & Statistics: DataQuest, 2006-07

	All Students	English Only Students	Redesignated Fluent English Proficient	English Learner Students	Socioeconomically Disadvantaged Students
<b>Imperial</b>	72%	77%	91%	50%	68%
<b>San Diego</b>	80%	86%	88%	48%	69%
<b>California</b>	76%	80%	86%	47%	65%

\*Data & Statistics: DataQuest, 2006-07

In the 2006-07 academic year, San Pasqual Valley Unified, Imperial County Office of Education, and Calexico Unified were the school districts with the lowest percentages of students passing either sections of the CAHSEE (see Table 8). Imperial County Office of Education had the lowest percentage of passing students in the county. Specifically, only 30% of students passed the English-Language Arts section and only 28% of students passed the Mathematics section (i.e., less than half the percentage of Imperial County).

In contrast, Central Union High, Holtville Unified, and Imperial Unified had passing percentages that were higher than Imperial County (see table 8). As shown in table 8, Imperial Unified surpassed the percent of passing students in other school districts within the county (Data & Statistics: DataQuest, 2006-07).

Overall in 2006-07, fewer percentages of English learner students passed the CAHSEE within school districts in Imperial County. Calexico Unified and Central Union High had the largest number of English learner students. Interestingly, Calexico Unified was amongst the three worst and Central Union High amongst the three best performing school districts in the county (i.e., in terms of the percentage of students in 10<sup>th</sup> grade who passed the CAHSEE English-Language Arts and Mathematics). One key finding is that 50% or less of

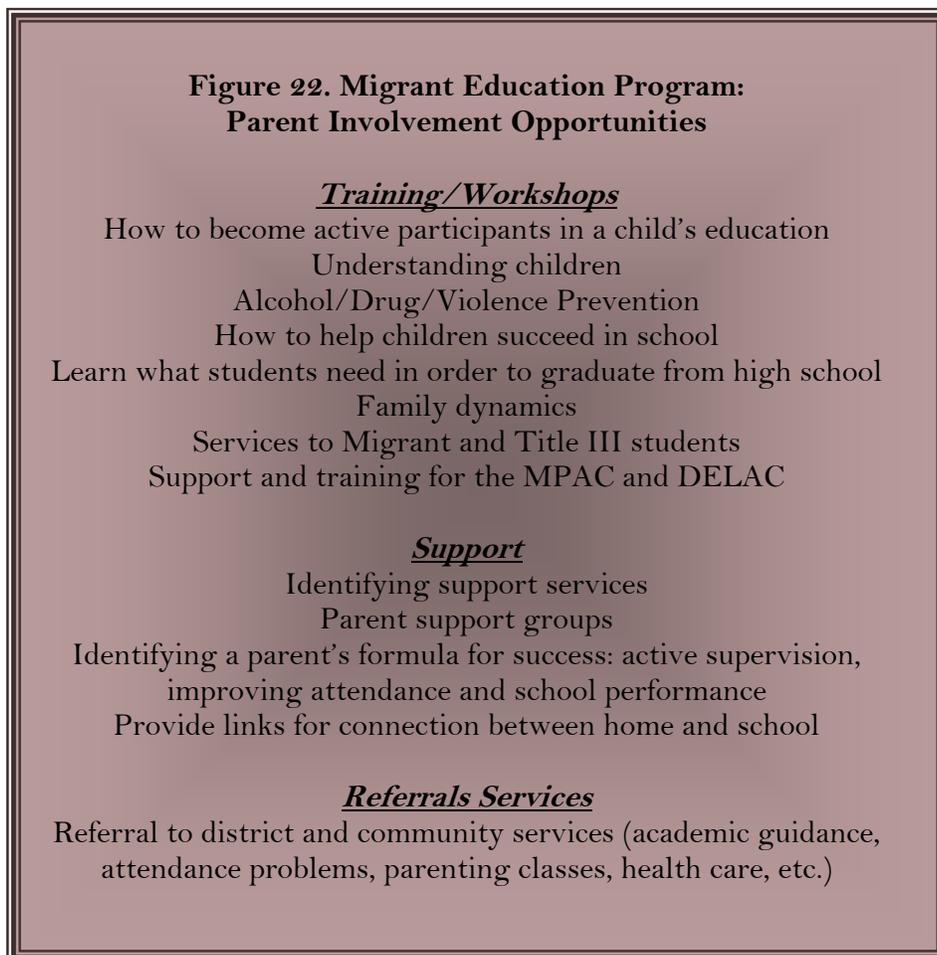
School District	ELA (all students)	Math (all students)
Central Union High	72%	78%
Holtville Unified	76%	75%
Imperial Unified	87%	87%
<b>Imperial County</b>	<b>69%</b>	<b>72%</b>

\* Data & Statistics: DataQuest, 2006-07

“English Learner Students” are passing either sections of the CAHSEE (Data & Statistics: DataQuest, 2006-07).

***Parent Involvement.***

Research has shown that parent involvement is positively related to the academic performance of students. Therefore it is important to investigate the level of parent involvement in Imperial County. At the surface level, it appears that Imperial County is doing a really good job at providing services to parents. In order to confirm this finding, the contact person for parent involvement at the county level was contacted. According to the representative for parent involvement services for Imperial County the most active parent organization is the Migrant Parent Advisory Committee (MPAC) and not other parent organization is really active. In addition, there seems to be a MPAC in every school district. The Migrant Education Program advances parent involvement by providing training, support, and referral services (see figure 22 for details).



One of the major obstacles encountered during this research process was the ability to accurately report on parent involvement. Primarily because according to information listed on the internet home pages of several schools, parents in Imperial County are offered numerous opportunities to be involved in their child's education. Therefore, by simply reporting what is available on the web one would have to conclude that overall schools are doing a great job at involving parents?

According to information reported by individual schools in the county parent involvement is facilitated by:

- sending home informational materials written in both English and Spanish
- offering parenting classes and other training workshops
- encouraging parent attendance to literacy events (e.g., Pajama Reading Night or Book Fairs)
- encouraging school participation (e.g., volunteer in class or in afterschool programs)
- encouraging attendance to IEP meetings, teacher/parent conferences
- providing fund-raising events
- inviting parents to become active in different organizations and/or committees
  - School Site Council (SSC)
  - English Learner Advisory Committee (ELAC)
  - District English Language Advisory Committee (DELAC)
  - Migrant Parent Advisory Committee (MPAC)
  - Parent Teacher Organization (PTO)

To our knowledge, there is no accountability system or report required by the state that asks counties to inform or track the effectiveness of parent involvement practices in their school districts. Hence, before arriving to the conclusion that Imperial County schools are doing a fantastic job at encouraging parent involvement and at providing parent resources, in collaboration with *Comite Civico del Valle, Inc*, a more thorough investigation was conducted. Comite Civico del Valle was able to organize a parent focus group that was open to all parents of children attending any school in Imperial County. The focus group was conducted in El Centro, California in order to gain insight from parents. The aim of the focus group was centered on three themes: school climate, status of parental involvement, and the perception of the education in Imperial County. The focus group was lead by three researchers from the National Latino Research Center. A total of six parents actively participated in the focus group. Each parent had at least one child enrolled in a school at the time of the focus group. Parents were asked to report on their perceptions of their child's education and experiences. In addition, parents were asked to voluntarily share their experiences with school officials.

Parents who participated in the focus group confirmed the assumption that MPAC is the most active and known parent organization. According to parents, MPAC is known for its efforts in working with schools and parents to encourage collaboration between school officials and

parents. Moreover, one parent reported supporting the program but not being an official member because she was not a migrant parent. Parents are most definitely aware of MPAC 's efforts to reallocate resources in schools.

### **Focus Group Highlights**

- ❖ Overall, there is no perceived support for parent involvement from administrators
- ❖ Parents have no voice in their child's education
- ❖ The quality of education in the county is bad
  - Homework is not preparing students to pass
  - Teachers are burned out
  - No supplemental language courses (e.g., reading and writing) are offered to bust language comprehension
  - No real physical education
- ❖ Aware of the existence of the Parent Teacher Organization (PTO) but stated it was not very accessible because nearly all materials are only printed in English (sometimes fundraising materials are printed in Spanish)
  - Voiced their discomfort about schools approaching them to raise money and ignoring them when educational decisions affecting their child's education are made.
  - Believed fund-raising events were the main opportunity offered by PTO
  - Reported knowing about parenting classes and trainings offered by schools and PTO, but reported not attending them due to lack of comfortability and language barriers
- ❖ Highlighted the weak communication between schools and parents.
  - Some schools only provided one calendar a year listing all meeting times for the year and no reminders were sent home thereafter.
- ❖ Criticized that fact that nearly all important documents are only printed in English.
- ❖ Parents are upset that all School Board Meetings are held in English without proper interpretation services despite the large number of Spanish-speaking parents.
- ❖ Some parents felt teachers do support their involvement in school but not that the administration does not!
- ❖ There are no nurses stationed at schools
- ❖ There are tutoring services available for advanced students, but not for students who are underperforming
- ❖ Parent Recommendations for improving/facilitating parent involvement at schools
  - Implementation of alternative programs that better suit their needs
  - Proposed less workload for teachers so these will be more motivated and encourage their students to succeed
  - Would like to see teachers guide more effort on parent involvement activities
  - Provide interpretation services during school board meetings
  - Provide information regarding the allocation of resources

## **Final Recommendations**

### ***English Learners***

Adopt different instructional approaches to increase the number of English Learner students who are redesignated as fluent English proficient. Amaral, Garrison, & Klentschy ( 2002) reported that English learner students in El Centro Elementary School District who participated in a study that centered instruction based on a constructivist approach rather than textbook approach achieved better overall academic results. There needs to be some accountability for the lack of English mastery.

### ***Inform parents***

Schools need to find alternative ways to enhance communication with parents. In the case of immigrant parents, it is very likely that the majority are not familiar with the US educational system. School administrators need to make information accessible for parents, whether it means translating documents or having a translator present at parent meetings. Parents are asking to be informed on how educational decisions are made about the school's budget, the allocation of resources, and other important information regarding their child's education. In addition when afterschool programs are offered, parents need to be properly informed. For example, the new innovative and tech savvy program offered by the Imperial County Office of Education titled "Projecto Listos" offered reading development components but was inaccessible to parents.

### ***Parent Involvement***

If not already in place, an accountability system should be developed to ensure resources designated for parent involvement activities are properly allocated. A more systematic method of tracking the effectiveness of parent involvement practices is necessary. School officials need to recognize that they are dealing with a non-traditional population and therefore need to adapt their methods of communication. There is no excuse for the lack of Spanish materials. Parents want to be involved in their child's education, but have trouble overcoming the many barriers that prevent involvement. It would be in the county's best interest to break the barriers that prevent parents from becoming involved. For example, during the focus group one parent reported knowing that her child was going to attend a *sanctioned* school. When asked how she felt, the parent replied that there was nothing, to her knowledge, that she could do to improve the quality of education for her child.

### ***More emphasis on student's health***

During the parent focus group conducted in El Centro, California, two concerns expressed by parents were that 1) there were no school nurses to assist their children in case of an emergency and 2) physical education classes were not offered until students reached their last

year of elementary school. This is worrisome due to the negative relationship between obesity and academic performance. In fact, the 2006-07 California Physical Fitness Report for Imperial County showed that 36.6% of 5<sup>th</sup> graders, 32.9% of 7<sup>th</sup> graders, and 32.8% of 9<sup>th</sup> graders were not in the healthy fitness zone (HFZ). Overall, Latino and Native American students in Imperial County had the greatest percentage of students not in HFZ<sup>8</sup> (Data & Statistics: DataQuest, 2006-07). Physical education classes should be implemented at the beginning of elementary school to help improve the physical health of students and prevent obesity among students. Numerous reports on the link between Latinos and obesity have been published within the last decade. Thus, given the fact that most children in Imperial County are Latinos more obesity prevention needs to be implemented. In addition, every school should have access to a school nurse as it is fundamental for the safety of children.

### ***Enforce A-G requirements in all school districts***

Although the percentage of graduates in Imperial County is on par with San Diego County and the state, the percentage of students eligible to enroll at a UC/CSU school is significantly lower. The majority of students graduating, especially the Latino students, do not graduate with the preparation or required courses for admittance into the UC/CSU systems. Implementing A-G curriculum at school districts within the county will ensure that all students are given the same educational opportunities.

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<sup>8</sup> Native American students had the highest percentage of students not in the HFZ; however note that the total number of Native American students was very small, thus inflating the percentages.

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