

Center for Equity for English Learners



Featured Speaker Series



Featured Speaker Series

November 9, 2021

Welcome



Loyola Marymount University
School of Education

Center for Equity for English Learners



Michelle Young, Ph.D.

Dean, LMU School of Education

Featured Speaker Series

The Center for Equity for English Learners regularly hosts events where scholars present to LMU's educational community and networks across the state.



Magaly Lavadenz, Ph.D.

Distinguished Professor of
English Learner Research,
Policy and Practice
Executive Director



Elvira Armas, Ed.D.

Director of Programs and
Partnerships



Linda Kaminsky

Director of Research and
Policy



Verónica Torres McLane

Assistant Director for
Professional Learning

Featured Speakers

Certificate Programs

+

OPAL Institute

Journalism for English Learners

Dialogic Reading for DLLs and Families

Jornada Pedagógica

+

Featured Speakers

+

CABE University Credit

California Reading & Literature Project
(CRLP)

The Center for Equity for English Learners regularly hosts events where academic scholars present to LMU's educational community. These venues provide an opportunity for renowned researchers to share current findings in the field of language, literacy, learning, teacher preparation, and multicultural studies.

CEEL gratefully acknowledges our featured speakers' willingness to allow us to videotape the sessions and highlight them here.



Jim Cummins, Ph.D.



Patricia Gándara,
Ph.D.



Sonia Nieto, Ed.D.



Jamal Abedi, Ph.D.



Loyola Marymount University
Center for Equity for
English Learners



Aida Walqui, Ph.D.



Laurie Olsen, Ph.D.



Angela Valenzuela,
Ph.D.



Linda Espinoza, Ph.D.

Oscar Jiménez-Castellanos, Ph.D.



Dr. Oscar Jiménez-Castellanos, is a Visiting Scholar at USC Rossier School of Education. He previously served as the Murchison Endowed Professor and Chair at Trinity University. He was an Associate Professor and Founding Director of the Latinx Education Research Center at Santa Clara University.

He began his academic career at Arizona State University (tenured institution) and held an appointment as a Visiting Scholar at UC Berkeley.

He is a national education policy expert with an emphasis on school finance and English Learners. He has been awarded several prestigious awards in his career and published over 60 academic papers, served as a consultant/expert witness in several states, and serves on various editorial boards.

Embracing Multilingual Learners: Towards an Anti-Xenophobic and Anti-Racist School Finance System



Loyola Marymount University
**Center for Equity for
English Learners**

Oscar Jimenez-Castellanos, Ph.D.

Visiting Scholar

USC Rossier School of Education

Featured Speaker Series

Center for Equity for English Learners

Loyola Marymount University

November 9, 2021

Selected Publications

Jimenez-Castellanos, O., Enoch-Stevens, T., & Green, P. (In Progress). Intersection of Anti-Black Racism and School Finance from Slavery to Post Civil Rights.

Jimenez-Castellanos, O. Okhremtchouk, I. (In Progress). K-12 School Funding, Dual Language Bilingual Education and English Learners: An Overview

Jimenez-Castellanos, O. & Picus, L. (Accepted). Serrano v. Priest 50th Anniversary: Origins, Impact and Future. Education and Law.

Jimenez-Castellanos, O., Farrie, D., Quinn, D. (Accepted). *Moving Beyond Injustice and Remedial Distributive Justice. The Case for Transformative Justice in School Finance*. In J. Bishop, Beyond Schools: The Urgency of Reinventing Education Policy in America. Teachers College Press.

Jimenez-Castellanos, O., Kelly, M. & Carranza, L. (2021). Pre and Post Serrano: Systemic Racism, School funding Disparities and Mexican-American Communities. *Education Law and Policy Review*. 6(1), 49-72.

Jimenez-Castellanos, O., Lopez, P., & Rivera, M. (2019). The Politics of K-12 Local Control Funding and Accountability for Latinx and ELL students: An Introduction. *Peabody Journal of Education*.

Jimenez-Castellanos, O., & Garcia, E. (2017). Intersection of language, class, ethnicity and policy: Towards disrupting inequality for English Language Learners. *Review of Research in Education*. 41(1), 428-452

Jiménez-Castellanos, O. (2017). English Language Learner education finance scholarship: An introduction to the special issue. *Education Policy Analysis Archives*, 25(14). <http://dx.doi.org/10.14507/epaa.25.2943>

Jimenez-Castellanos, O., & Topper, A. (2012). The Cost of Providing an Adequate Education to English Language Learners: A Review of the Literature. *Review of Educational Research*, 82(2), 179-232.





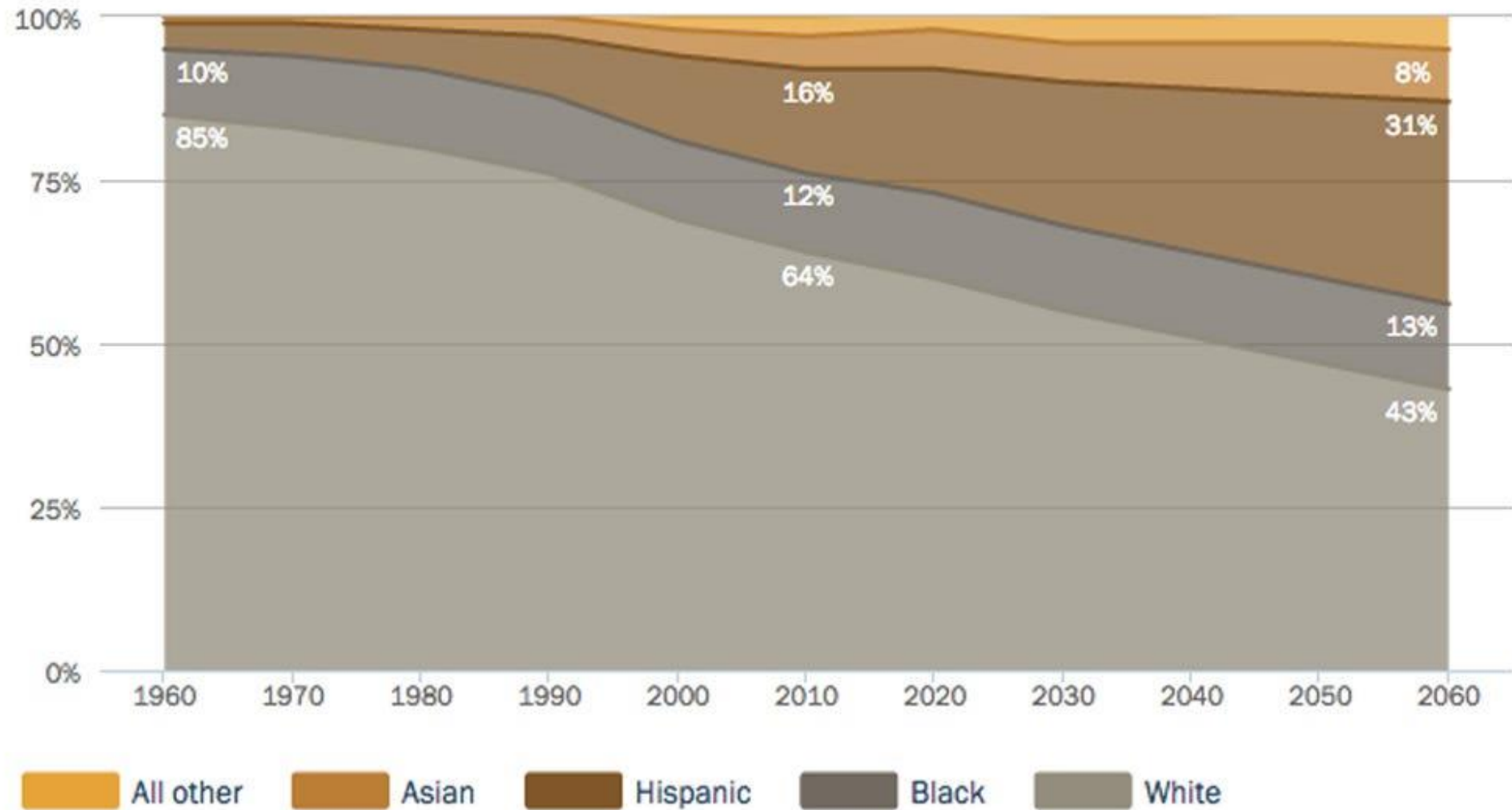
"...THERE ARE VERY FINE PEOPLE, ON BOTH SIDES!"



The Changing Face of U.S.

Changing Face of America

Percent of total U.S. population by race and ethnicity, 1960-2060



Distribution of CA K-12 public school students

| Ethnicity | Percentage |
|----------------------------------|------------------------|
| African American not Hispanic | 5.4% |
| American Indian or Alaska Native | 0.5% |
| Asian | 9.3% |
| Filipino | 2.4% |
| Hispanic or Latino | 54.6% |
| Pacific Islander | 0.5% |
| White not Hispanic | 22.9% |
| Two or More Races Not Hispanic | 3.6% |
| | Total 6,186,278 |
| English Learners | 19.3% |
| Free and/or reduced lunch | 60.9% |
| Foster Youth/Homeless | 3.9% |

Los Angeles Unified School District

Source: CDE 2019-20

| | |
|-----|----------------------------|
| 70% | Latinx |
| 8% | African American |
| 10% | White |
| 4% | Asian |
| 77% | Poverty |
| 20% | Els (92% Spanish speaking) |

Total number of students 607,723



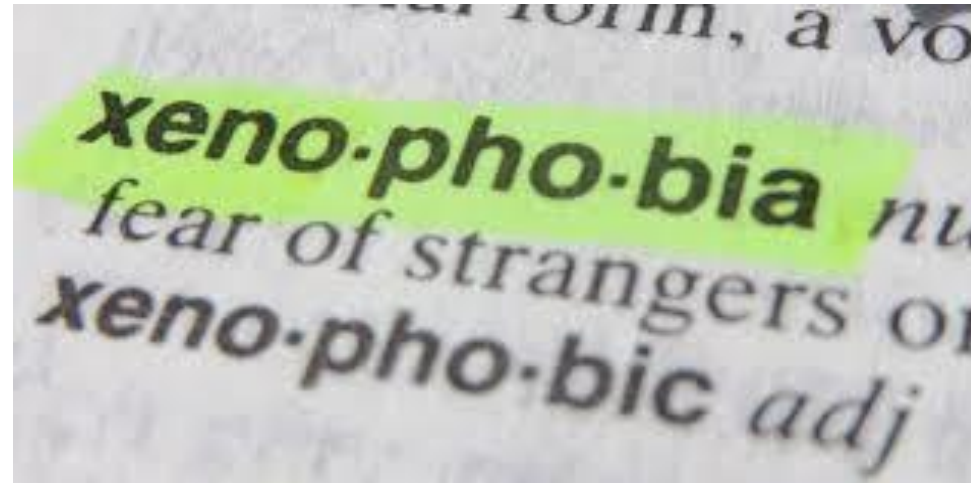
PAST

FUTURE

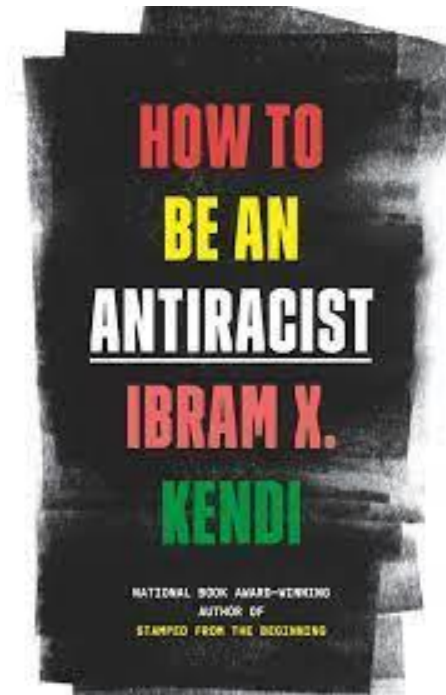
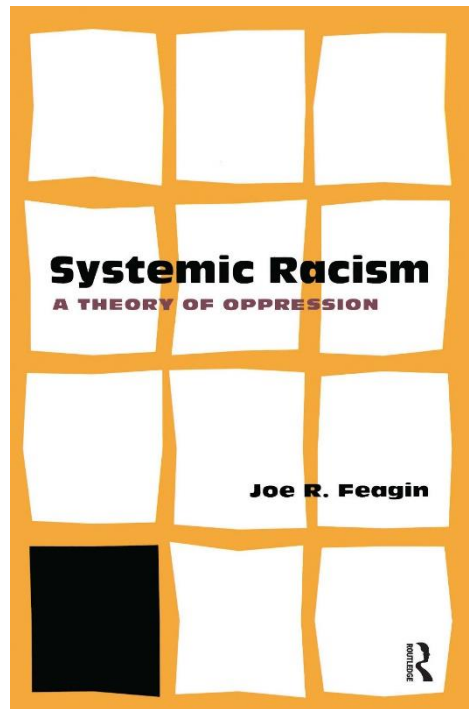


Colonialism and White Supremacy

Xenophobia, Linguistic Hegemony and Anti-Xenophobia



Systemic Racism and Anti-Racism



Racist and Xenophobic School Finance System: California Case Study

- **Racial Injustice Era (1850-1971)**
- **Remedial Distributive Justice Era (1971-Present)**

California Context (Pre-1850)

Native Americans Rule (pre-1542)

- Oral and community-based education tradition (not formal)

Spanish Rule (1542-1821)

- Native American Slaves & Genocide
- Missionaries Forced Religious conversion of Native Americans

Mexican Rule (1821-1848)

- Secularized education—Unfunded K-12 system

New England Context (Pre-1865)

Native American Rule (pre-1607)

- Oral and community-based education tradition (not formal)

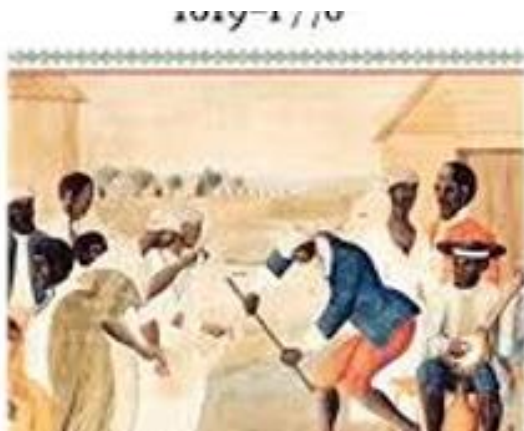
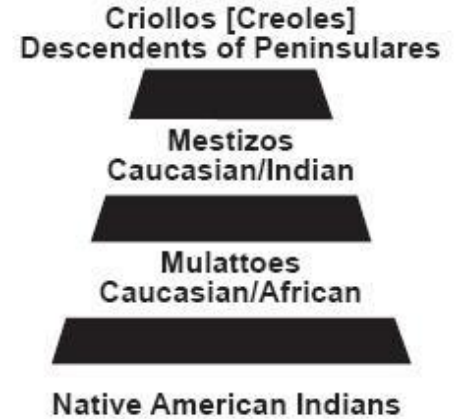
British Rule (1607-1787)

- Genocide and Displacement of Native Americans
- Black and Native American Slaves
- **Massachusetts Act of 1647**

American Rule (1787- present)

- **10th Amendment of US Constitution**
- Native American Boarding schools

Colonization, Genocide, Slavery, Assimilation (religious, cultural and language)



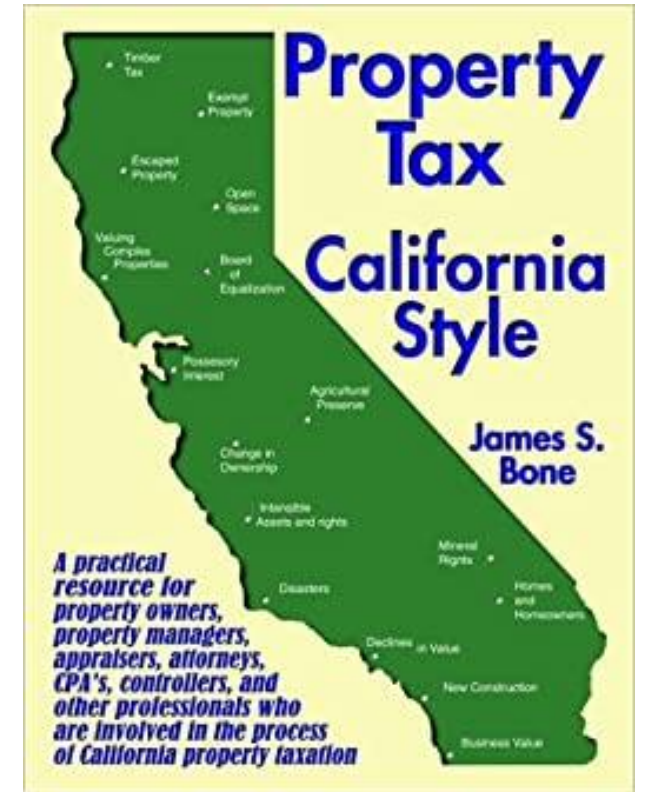
Racial Ideology, Colonization, and Land Loss



First School-House in California

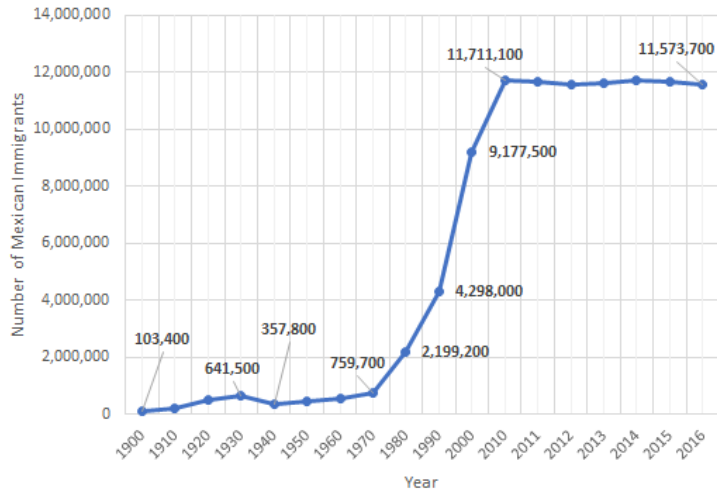


Click to add text



Race, Taxation and Creation of California's Public School System

Number of Mexican Immigrants in the United States
1900- 2016



Segregation and Exclusionary Housing and Education Policies

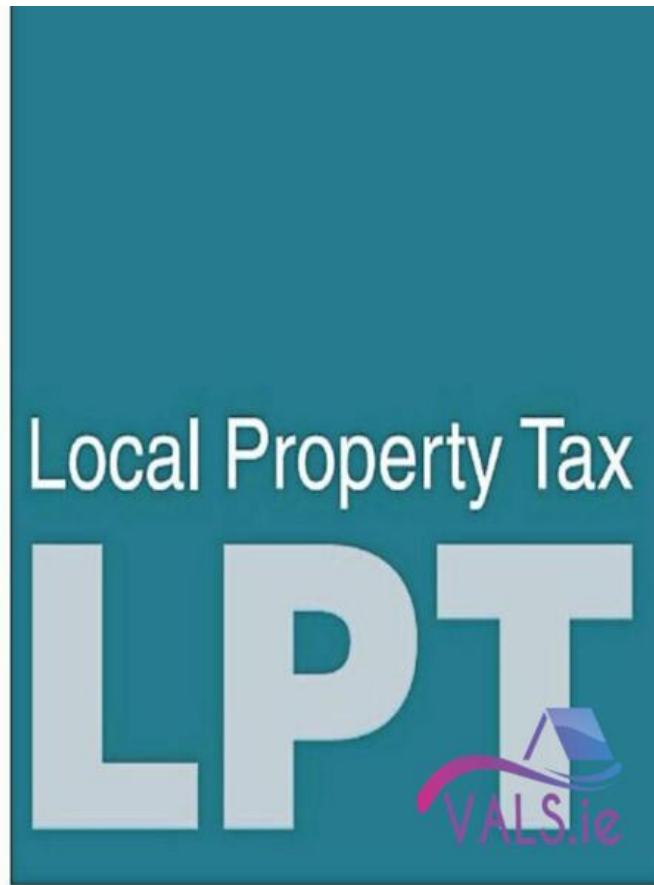
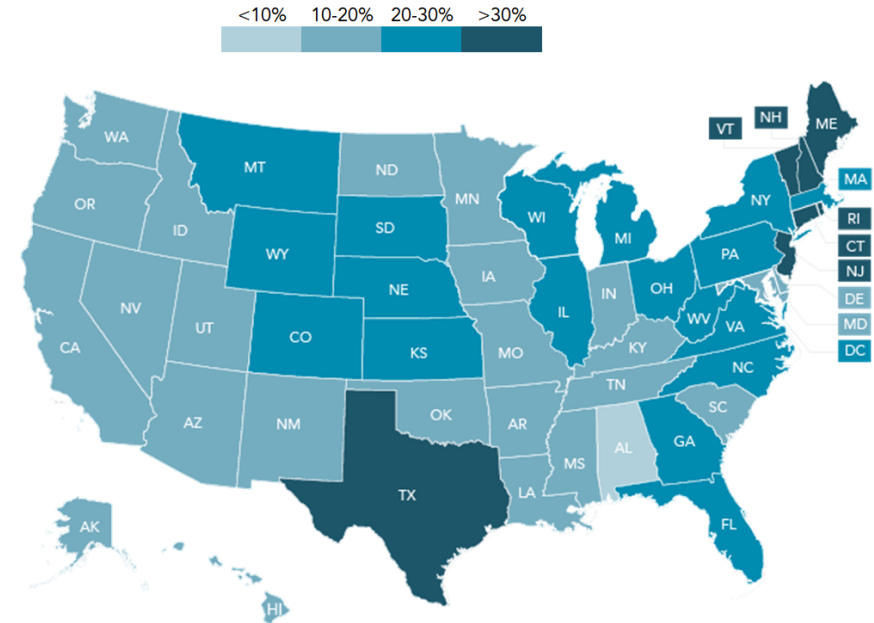


FIGURE 1

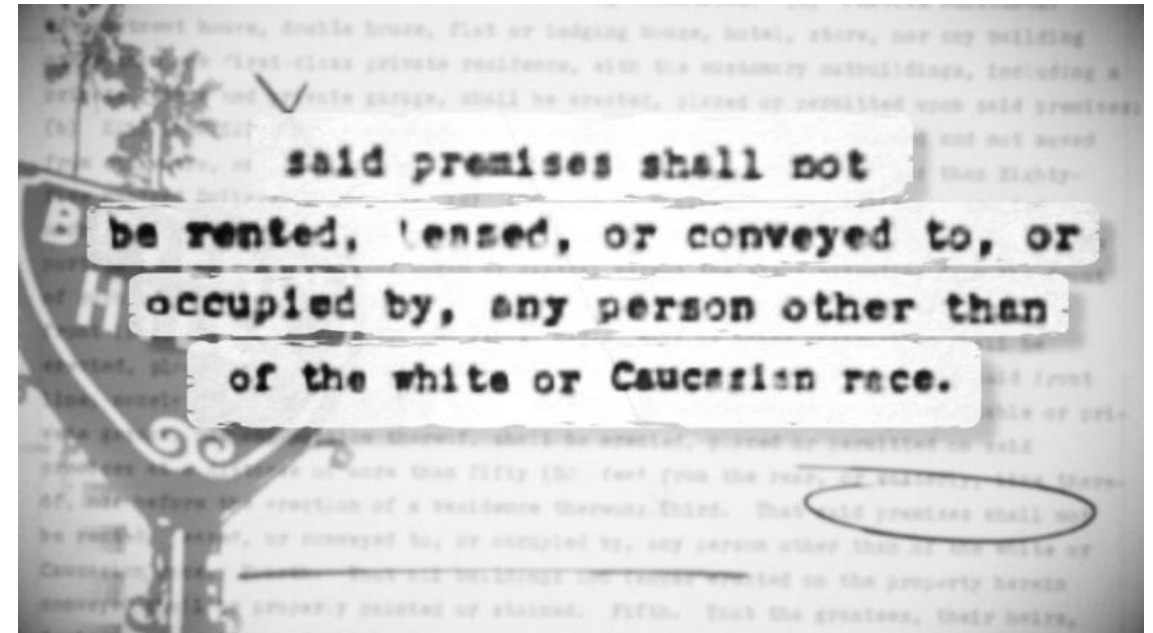
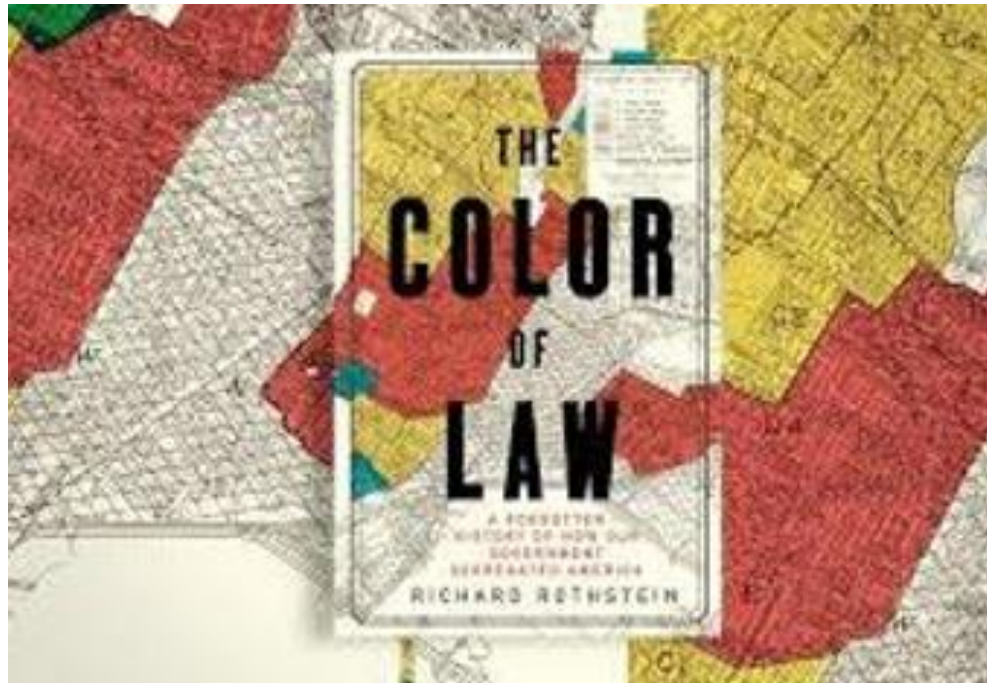
Property Tax Revenue as a Percentage of State and Local Own-Source General Revenue
2017



Source: Urban-Brookings Tax Policy Center, State & Local Government Finance Data.

Note: Own general revenue does not include intergovernmental transfers.

Public Finance Policies



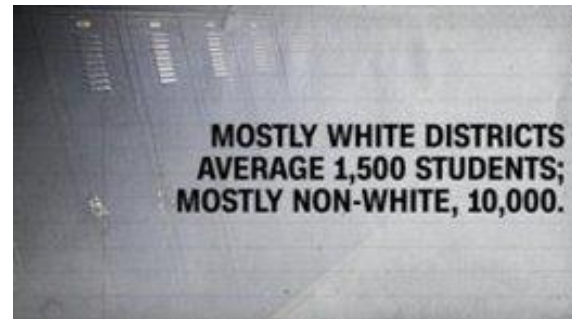
Housing Policies Engineering Segregation

Discriminatory Education Policies and Segregation

Current district boundaries evolved from a half-century of racially motivated real estate restrictions

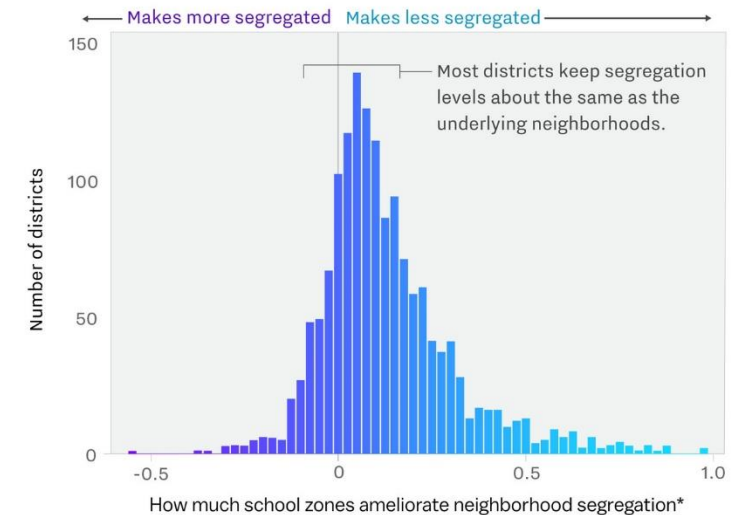
(4) No part of the above described property shall be sold, leased or rented to negroes or Mexicans; or to any person married to a negro or Mexican, nor shall said premises be permitted to be occupied by Negroes or Mexicans nor by any person having any negro or Mexican as a member of his family, but this shall not prohibit persons

George Harlan gave the name Harlandale to a residential development
— and later to a school district. This warranty deed dates to 1928.

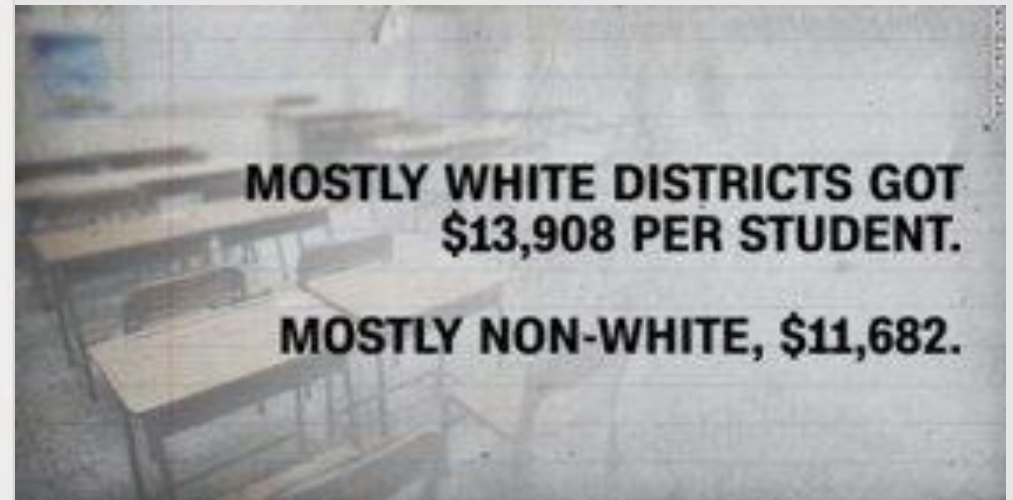


How much school districts use attendance zones to lessen or worsen racial segregation

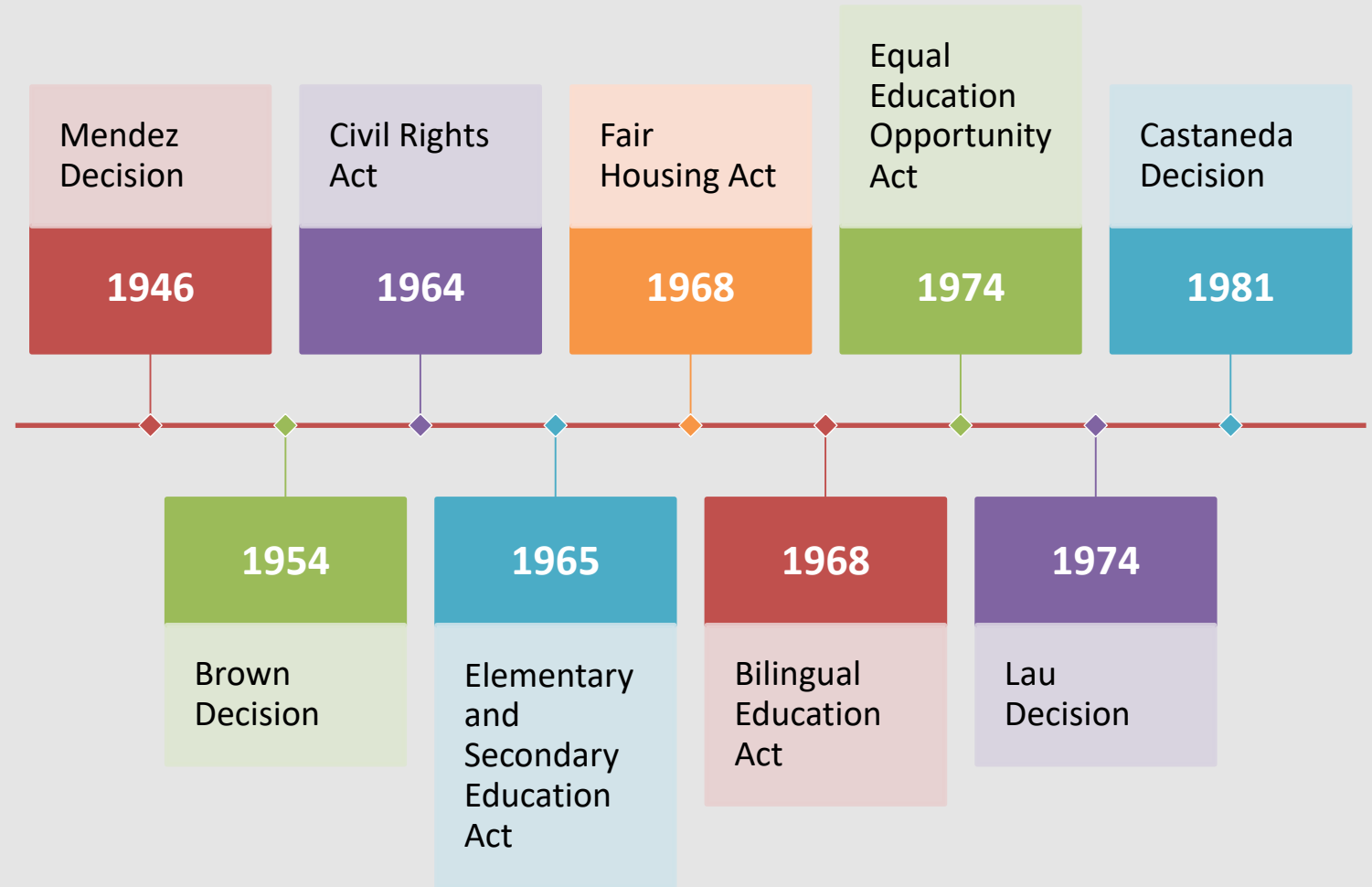
For American school districts with at least five primary schools



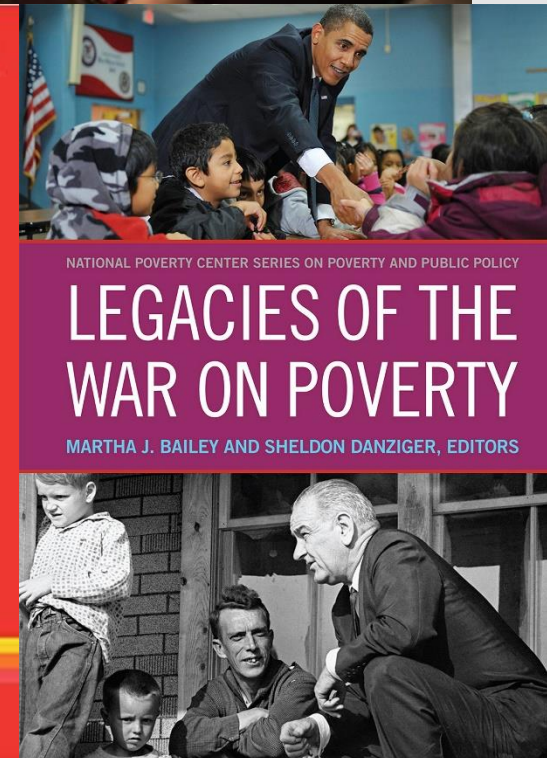
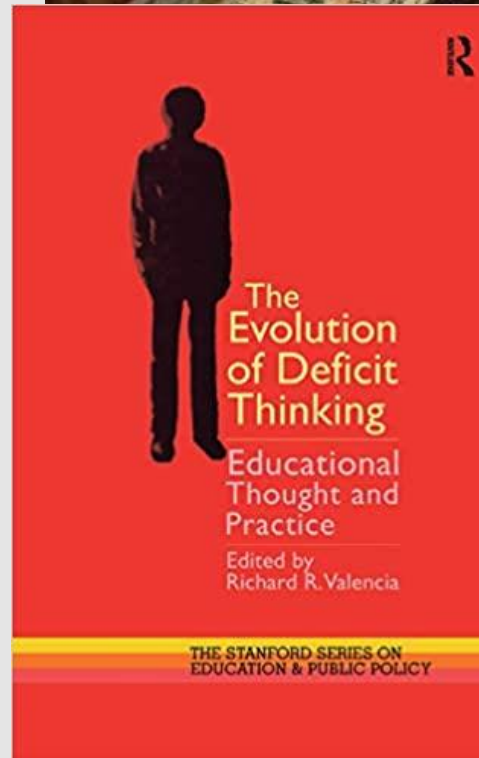
Data from research by Tomas E. Monarrez, an economics PhD candidate at the University of California, Berkeley.
* Monarrez plotted out the percentage of black and Hispanic residents for each school attendance zone and compared it to the percentage of black and Hispanic residents in each "neighborhood," which are borders drawn based on the scenario that everyone attends the nearest elementary school. He then figured out the slope of that line, and subtracted that slope from 1. If the number is positive, it ameliorates segregation. If it's negative, it exacerbates it.



Racial and Linguistic Civil Rights



Remedial Distributive Justice



California School Finance (1971-2020)

- Serrano (1971, 1976)
- Prop. 13 (1978)
- Economic Impact Aid (1978)
- Prop 98 (1988)
- Rodriguez (1992)
- Williams (2000)
- LCFF (2013)
- Robles-Wong (2016)
- Prop. 15 failed (2020)
- Cayla J. lawsuit (2020)

Three “Waves” of Litigation

- Federal Equal Protection
 - 14th Amendment of U.S. Constitution
- Fiscal Equity
 - State equal protection clause
 - State education clause
- Fiscal Adequacy
 - State education clause

(c) 2008 The McGraw-Hill Companies

9

Renewed Racist and Xenophobic Politics and Policies (1990's)

Pete Wilson Governorship (1991-1999)

Influx of Mexican and Central American immigrants especially undocumented

Prop. 187 (1994)—Deny Undocumented Children Access to Public Education

Prop. 209 (1996)—Eliminate Affirmative Action

Prop. 227 (1998)--Eliminate Bilingual Education

California become a majority non-White state in 2000

Impact of School Finance Litigation

- Education is still not a US Constitutional Right (federal level)
- We have individual state system (50 states) (California went from 5th to 46th in per pupil funding)
- Over 40 states have faced school finance lawsuits (including California)
- Some states updated their school finance systems to address inter-district inequality—yet we still have inequality (including California)
- Many states developed supplemental weights/funding for special populations—yet they vary considerably across states (CA is on the lower end)
- Some states increased funding to address adequacy—yet we still have inadequate funding (including California)

School finance lawsuits created some positive changes yet fall short of creating transformative change

Current EL Funding Across States

1. States primarily use four methods for funding English learner programs.

- Foundation formula with categorical program, flat weight or multiple weight (42 states).
- Resource allocation model (Washington, Virginia, Tennessee, Wyoming, and Illinois).
- Reimbursements (Wisconsin)
- Two states DO NOT provide funding (Mississippi and Montana)

2. EL weight varies from state to state

- Few states provide .10 or less (I.e, Texas)
- Most states provide between .20 and .50 (I.e, California)
- Few states provide more than 1.0 (I.e, New York)

3. Only three states specifically allocate funds for bilingual and/or dual language programs.

- Connecticut—Bilingual program (1.9 million)
- Texas—Dual Language (multiple weights .15, .10, .05)
- Washington—Transitional Bilingual (15 students to 1 teacher, additional learning hours paid)

What do we know about the current EL school finance research?

- ELs are inequitably funded (Jimenez-Castellanos & Rodriguez, 2009)
- ELs are inadequately funded (Gandara & Rumberger, 2006; Jimenez-Castellanos & Topper, 2012)
- Higher performing schools expend more money than lower performing schools (Jimenez-Castellanos & Garcia, 2017)
- Personnel matters, facilities matter and funding matter (Jimenez-Castellanos, 2008, 2010)
- Misuse of funds and inappropriate use of funds (Jimenez-Castellanos & Okremtchouck, 2014)
- The higher the federal investment is the lower the local/state contributions (Jimenez-Castellanos & Martinez, 2020)
- High leverage practices: Class size, enriched curriculum, high quality teachers, parent engagement, ongoing professional development, ongoing assessment, (Jimenez-Castellanos, 2020)

Transformative Justice in School Finance

Asset Based Distributive Justice + Dignitary Procedural Justice + Structural Justice

- Democratic Civic Engagement in decision making
- Horizontal power relations in decision making
- Additional resources to enrich learning, build on cultural and linguistic strengths of students
- Acknowledge and value the dignity of each student
- Dismantle systemic racism and xenophobia

Pillars of an Anti-Racist and Anti-Xenophobic School Finance System

- Race and ethnicity & immigration and language are central
- Focused on dismantling privileges, practices and policies that reinforce and normalize white supremacy, xenophobia, and linguistic hegemony
- Multi-Dimensional
- Interdisciplinary
- **Transformative Justice**

Federal Policy Recommendations

- 1. Make Education a Constitutional Right**—Reduce disparities across states
- 2. Reauthorize ESSA to be more asset based**—promote enrichment, multilingualism and multiculturalism
- 3. Increase overall federal funding**
 - Desegregation efforts
 - Native Americans, Blacks, Latinxs and Southeast Asians
 - English Learners/Multilingual Learners
 - Migrant/immigrant
 - Poverty

Focused on dismantling systemic racism and xenophobia

State Policy Recommendations

1. **Develop opportunity and outcome-based standards and benchmarks** to measure equity and adequacy, focus on traditionally marginalized communities
2. **Create state oversight funding model**—inter-district racial equity, quality, transparency and accountability
3. **Create diversified and reliable revenue streams** to fund public education including facilities
4. **Eliminate hold harmless** that have privileged affluent white communities
5. **Increase overall funding** targeting low wealth, segregated communities, desegregation efforts, Native Americans, Blacks, Latinxs and Southeast Asians, English Learners/Multilingual Learners
6. **Provide guidelines to LEAs with civil rights, evidence and innovative based practices** that are asset based to hold districts accountable

Focused on dismantling systemic racism and xenophobia

Local Policy Recommendations

- 1. Intra-district and school level equity, quality, transparency and accountability** such as teachers and leaders, class sizes, facilities, courses/materials, multicultural and multilingual programs, revenue/expenditures, “hidden funds”
- 2. Provide ongoing professional development**— anti-racist and anti-xenophobic; resource allocation
- 3. Desegregation efforts**—Changing of district and school boundaries
- 4. Civic Engagement**—Community members, Parents and students
- 5. Asset based**—Policies, programs, curriculum

Focused on dismantling systemic racism and xenophobia

THANK YOU!

Contact email: oj_816@usc.edu



Q & A

November 9, 2021

Featured Speakers

Certificate Programs +

OPAL Institute

Journalism for English Learners

EL Master Plan

Dialogic Reading for DLLs and Families

Jornada Pedagógica +

Featured Speakers +

CABE University Credit

California Reading & Literature Project (CRLP)

Upcoming Featured Speaker

CEEL would like to welcome Dr. Oscar Jimenez-Castellanos, a Visiting Scholar at USC Rossier School of Education to facilitate discourse on **Embracing Multilingual Learners: Towards an Anti-Xenophobic and Anti-Racist School Finance System**

He previously served as the Murchison Endowed Professor and Chair at Trinity University. He was an Associate Professor and Founding Director of the Latinx Education Research Center at Santa Clara University. He began his academic career at Arizona State University (tenured institution) and held an appointment as a Visiting Scholar at UC Berkeley. He is a national education policy expert with an emphasis on school finance and English Learners. He has been awarded several prestigious awards in his career and published over 60 academic papers, served as a consultant/expert witness in several states, and serves on various editorial boards. Register for the event taking place **November 9, 2021** [here](#).



Previous Featured Speaker

CEEL has the privilege of being joined by our previous Featured Speaker, Dr. Guadalupe Valdés on April 22, 2021 to discuss **'Equity and Dual Language Education'**. We are happy to announce that highlights from the presentation are available below.

Dr. Valdés' research explores many of the issues of bilingualism relevant to teachers in training, included methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration.

The Center for Equity for English Learners regularly hosts events where scholars can present on a variety of topics to LMU's educational community. These venues provide an opportunity for renowned researchers to share current findings in the field of language, literacy, learning, teacher preparation, and multicultural studies.

CEEL gratefully acknowledges our featured speakers' willingness to allow us to videotape the sessions and highlight them here.



Featured Speaker Series



Guadalupe Valdes, Ph.D.



Jim Cummins, Ph.D.



Patricia Gándara, Ph.D.



Sonia Nieto, Ed.D.



Jamal Abedi, Ph.D.



Aida Walqui, Ph.D.



Laurie Olsen, Ph.D.



Angela Valenzuela, Ph.D.



Linda Espinoza, Ph.D.

Featured Speaker: Guadalupe Valdés, Ph.D.

Featured Speaker: Aida Walqui, Ph.D.

Featured Speaker: Angela Valenzuela, Ph.D.

Featured Speaker: Guadalupe Valdés, Ph.D.

Featured Speaker: Jamal Abedi Ph.D.

Featured Speaker: Jim Cummins, Ph.D.

Featured Speaker: Laurie Olsen, Ph.D.

Featured Speaker: Linda Espinosa, Ph.D.

Featured Speaker: Patricia Gándara, Ph.D.

Featured Speaker: Sonia Nieto, Ed.D.



Dr. Guadalupe Valdés
Professor Emerita
Graduate School of Education at Stanford University

Dr. Valdés' research explores many of the issues of bilingualism relevant to teachers in training, included methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration. Specifically, she studies the sociolinguistic processes of linguistic acquisition by learners in different circumstances - those who set out to learn a second language in a formal school setting (elective bilingualism) and those who must learn two languages in order to adapt to immediate family-based or work-based communicative needs within an immigrant community (circumstantial bilingualism).

Her research in these areas has made her one of the most eminent experts on Spanish-English bilingualism in the United States.

Please feel free to enjoy the below highlights and key moments, watch the [entire presentation](#), or review Dr. Valdes' [PowerPoint slides](#).

1. [Combating Systems of Exclusion to Promote Equity](#) (4m 56s)

"As we focus on equity for EL categorized students, we need to be able to compare, contrast, and evaluate the multiple activities that now count as 'language teaching'."

2. [Approaches to Language Teaching; Keeping Our Focus on Equity](#) (12m 6s)

"What we do in our classrooms, [is] influenced by policies conducts and traditions and by ideological and theoretical mechanisms."

3. [Language Ideologies Matter](#) (3m 30s)

"Language ideologies are unexamined ideas and beliefs that shape people's thinking about language and about those who use language"

4. [Ideologies About Bilingualism](#) (6m 51s)

Professional Learning

Certificate Programs

+

OPAL Institute

Journalism for English Learners

EL Master Plan

Dialogic Reading for DLLs and Families

Jornada Pedagógica

+

Featured Speakers

+

CABE University Credit

California Reading & Literature Project
(CRLP)

Loyola Marymount University School of Education is proud to offer the following programs of study for teachers and educational leaders working with second language learners.



Certificate Programs



OPAL Institute



Journalism for English Learners



EL Master Plan



Dialogic Reading



Jornada Pedagógica



Featured Speakers



CABE University Credit



California Reading & Literature Project (CRLP)



Thank you!

November 9, 2021