MONOLINGUAL TEACHER AND GUARDIAN PERCEPTIONS OF SCHOOL CLIMATE

AND CULTURAL EXPERIENCES IN A DUAL LANGUAGE IN-DISTRICT PUBLIC

CHARTER SCHOOL: A CASE STUDY

by

Erica Valencia Pardo

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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APPROVED BY:

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Abstract

The purpose of the intrinsic case study was to present the monolingual teachers' and guardians' perceptions of school climate and cultural experiences in a dual language in-district public charter school. School climate and culture experiences in the dual language public charter school for monolingual teachers and guardians will be reviewed. The theory guiding this study was Albert Bandura's social cognitive theory, as it proposes that environment and cognitive factors influence a person. The intrinsic case study utilized purposeful sampling to capture data at the in-district dual language charter school that serves kindergarten through eighth-grade student populations. Interviews, observations, and documentation analysis served as the data collection methods of implementation. Identifying the themes presented in the data was done through triangulation of the data. The central research question asked how the climate and culture system at Hogget Academy underrepresented the monolingual population on the campus. Three themes and several sub-themes were revealed during the data analysis process. The themes included monolingual support, no change in population, and diverse social learning. The participants of the study were monolingual parents and teachers of Hogget Academy. Future research recommends utilizing more campuses within the district to evaluate to gather multiple perspectives from different campuses with DLI implementation.

Keywords: student equity, dual language, monolingual population, school climate, school culture

Dedication

I dedicate this dissertation to God and the Virgin Mother Mary, for I am eternally grateful for the love you bestow upon me every day of my life.

I dedicate this to my husband, who has supported me by allowing my dream to become my reality. I love you. May God bless our love for each to grow.

To my children, Cadence, Ruben, and Logan, may I be a faithful example of a servant of God.

To all my professors, who were the guiding lights every step of the way as I researched for this dissertation. May God's blessing be upon you always. Amen.

Acknowledgments

Dr. Ziegler, thank you so very much for choosing to support and guide me throughout this journey of my dissertation. I am forever grateful that God has allowed us the opportunity to have this relationship with one another. I pray God continue to bless all the steps of your life and your future generations as well. You are truly Godsent to and for me. Thank you.

Dr. Saba, I want to thank you for choosing me as well. I am grateful to have finally been blessed with the opportunity to journey with you through my dissertation process. You are a blessing to me, and I appreciate all your guidance, especially during the time Dr. Ziegler needed to be with family. I pray God continue to bless your life's pathways as well, as you are an angel of true support. Thank you.

Lastly, Dr. Meredith Park, I want to share my gratitude for your presence in my life. As a student of one of your courses taught, you made a comment to me one time in a discussion between only you and I, and I have never forgotten it. You said, "You don't have to save the world, Erica, just get it done. Then after, you can save the world with your research!" I appreciated it so much because as I reflected upon that advice, I realized to do just that. I appreciate your willingness to be real with your students and I pray God continue to bless you and your family as well. Thank you.

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List of Abbreviations

Dual Language Immersion (DLI)

Two-Way Immersion (TWI)

CHAPTER ONE: INTRODUCTION

Overview

In any society, students experiencing anything in life as a minority affects their perceptions of many things surrounding them, and educators are beginning to take notice of this reality. Students in a minority status for anything in life experience adverse effects, which can sometimes be long-term. In Chapter 1, a historical, social, and theoretical context provides a viable framework pertinent to the problem. There will be a discussion of the problem that minority experiences create. The purpose and significance of the research study will also be shared, accompanied by the research study questions. In the end, a definitions section will detail the main words utilized for the study. Lastly, a summary will wrap up this chapter and set the tone for the literature review.

Background

The following sections offer historical background with a focus on how history unfolded. Afterward, the process of making predictions about the conditions and existence of the problem is under study. Following the historical context is the social context of the study. The social background section will concentrate on the study's social pieces by sharing who is affected by the problem and who could benefit from the proposed research. Lastly, the theoretical context section provides a review of influential research. It also raises awareness of the research topic's theoretical, conceptual, and scholarly work. Specifically, addressing past research completed to support the study, how the current research could help address the problem, and what extensions are possible from the proposed findings are all addressed in the theoretical context.

Historical Context

Dual language immersion (DLI) programs worldwide are popular for many positive and negative reasons. A two-way immersion program has a balance of native English speakers, and a partner language represented equally. Two-way immersion has also been identified as dual language immersion. Before dual language immersion programs, bilingual programs existed in schools as a program suited for students with Spanish as their first language (Watzinger-Tharp et al., 2021). It is important to note that two-way immersion programs require a balance between language populations. They usually establish themselves in more affluent communities with a more significant percentage of white students. Additionally, gentrification is occurring in urban areas home to low-income immigrant neighborhoods near the rise of middle-class, mostly white, professionals, as well as rural and suburban areas where low-income immigrant students move into traditionally white, middle-class communities (Flores & McAuliffe, 2022).

Dual language immersion programs within school systems serving a "mainstream" monolingual population strand have grown rapidly in the past 30 years (Watzinger-Tharp et al., 2021). Initially, to support all populations, not just primary Spanish speakers learning, dual language immersion also created a system to benefit primary English speakers. Dual language programs exist as strands in monolingual campuses or whole campus implementation of dual language. Dual language immersion programs began in the 1980s (Genesee & Lindholm-Leary, 2021) and were perceived as an advantage for supporting English language learning students and native English-speaking students learning a foreign language. The dual language immersion educational program aims to allow students to achieve academic success and create bi-cultural, bi-literate people. Research has emphasized that whole group approaches to teaching linguistically and culturally diverse students are essential to support inclusivity (De Jong & Bearse, 2014). As the whole campus approach is not always feasible, inequity lies within the

lines of the campuses that house dual language program strands within their mainstream campus (Wall et al., 2022). Valdez et al. (2016) share that dual language and similar forms of multilingual education originated in the U.S. primarily through grassroots struggle and as an equity measure for marginalized students and were of little interest to others. Similar to gentrifying communities, privileged families in society are primarily invited to join dual language programs; they usually outnumber dual language usual serviced population and, as a result, could lessen dual language equity effects (Valdez et al., 2016).

Dual language immersion is a successful program for students wanting to achieve prominent levels of bilingual instruction; however, when the immersion program places existing in a mainstream setting as a "strand," its success does not venture to all populations on the campus (Watzinger-Tharp et al., 2021). In recent decades, dual language immersion spread across the country and the globe, but such an approach is associated with challenges. Teachers have reported tensions and divisiveness between the dual language groups and the mainstream programs within the school and disagreements among those working with the dual language immersion program (Freire & Aleman Jr., 2021). Weise (2019) shares it would be beneficial to create ways where all students benefit.

Within schools that host a dual language program, Palmer (2010) notes that race is not directly discussed; however, teachers and parents normally commend the dual language program that brings variety and development to the campus and yet worsens inequities between the educational experiences of different students at the schools. Since the birth of dual language immersion programs, they retained their identity as successful programs supported by theory and research. What is not present to light are the downfalls of a dual language immersion program placed in a school as a second "strand" or choice for students to apply for and be a part of.

Social Context

A school climate consists of multiple parts that all play a role in providing the experiences students and all who enter have. Safety, relationships, learning opportunities, and the environment are just a few of those significant pieces that set the school climate makeup for everyone. Research shows students have better chances of succeeding in school when the many dimensions are positive and supportive (Payne, 2018). In the current research, when a dual language immersion program is a "strand" in a mainstream monolingual populated campus, the school climate is not conducive to all students, faculty, or guardians (Block & Vidaurre, 2019). The same results are evident when a monolingual strand functions on a campus that is primarily a dual language immersion program. Being that there is no set universal definition of school climate, most researchers note that sharing common values and the willingness to have a collaborative mentality that puts into practice are most effective methods for student achievement and better behaviors overall (Maxwell et al., 2017). All stakeholders in education will benefit from the research of this case. Districts in the nation would create DLI programs appropriately to support students. Schools would be made aware of the perceptions to support the students in the social and academic aspects.

Theoretical Context

Inequities among the dual language and monolingual populations where a dual language immersion "strand" exists within a mainstream campus are present (Cervantes-Soon et al., 2017). Through investigation, they have brought to light several programs such as this throughout the world and the issues of tension regarding students being separated and experiencing different educational experiences. The research is very current, although the concept of the immersion strand has existed for a few decades. Schools with the same setting worldwide have similar

views of the inequities they have brought to light. Cervantes-Soon et al. (2017) note through their study that the problem is being addressed with awareness of the experiences and firsthand experiences. Continued research could support the information that inequities exist in the dual language immersion "strand" with a monolingual mainstream group. It could extend to more collaborative opportunities for research to help the situations in which these schools are hosting their students.

In a National Institute of Justice Report, Payne (2018) shares that the climate of a school affects the school's ability to regulate its students' behaviors, such that school crime and disorder will be lower when the climate is more socially cohesive and has a shared sense of values and beliefs. According to the research, the student's experiences exposed to this type of school environment would result in negative actions, such as violence and absenteeism, and worse socioeconomic adjustments. Theoretically, the social cognitive and learning theory from Albert Bandura (2007) supports the future study of this problem by supporting the experiences of the monolingual population and how they learn through the interactions they experience in the school's climate and culture. Another theory that provides background for this study is conflict theory of education (Russell, 2013) which discusses how education systems contribute to the unequal structures that society already categorizes people in. According to Bandura's theory of social learning, learning is based on a social behavioral approach-people learn from others by observing and modeling their behavior, but Bandura also brings cognitive processes to explain learning (Rumjaun & Narod, 2020). Bandura's social cognitive theory adopts an agentic perspective on self-development, adaptation, and change (Bandura, 2007). An "agent" would be anything that influences another's life functioning with an intention. The social cognitive theory states that people control their development and personally allow change. The theory

distinguishes between human capacities and how culture shapes these potentialities into diverse forms appropriate to distinct cultural environments (Bandura, 2007).

<center>**Problem Statement**</center>

The problem is that monolingual populations at dual language immersion campuses are underrepresented in the campus's climate and culture. This is a real-life problem because of the inequities experienced by the monolingual "strands" in their schooling experience. Freire and Aleman Jr. (2021) completed a study utilizing a stringent sociocultural theoretical framework with a race theory lens to study teachers' perceptions and discourses to illuminate that school inequalities are evident, and divisiveness is real. Ottow (2021) indicates embracing the two strands of learning as an opportunity to allow teachers and leaders to work side by side to help transform their schools to benefit the multilingual learner population and the entire student population. Flores and McAuliffe (2022) also chime in with the support of this problem by stating that the principal of a DLI "strand" campus would be in a bind in trying to support the dual language immersion strand yet struggling not to overwhelm and overwork the mainstream teacher population. The monolingual population in this proposed study's dual language campus is the minority whose lived experiences of their elementary and middle school years are not privileged in their full educational involvement.

In contrast, the dual language-immersed population is privileged. Kotok and DeMatthews (2018) note that segregation by race and socioeconomic status continues to afflict public schools over 50 years after the Brown v. the Board of Education case. Kotok and DeMatthews (2018) also share that dual language is highly effective when implemented with fidelity. However, districts must exhibit deliberate and strategic ways to pursue the dual language. This study can help inform others in similar situations of the significant issues a setup such as this one presents

for the students and, in some cases, their parents and guardians. School climate dimensions and sub-dimensions provide information between school climate and favorable outcomes (Lewno-Dumdie et al., 2020). An essential goal of the research is to add to the related literature in the discovery of the truth in experiences and change what can be adjusted so that all students attending campuses like this one feel included and thought of. Wang et al. (2020) shared that teachers can create supportive social classroom climate by being approachable to and mindful of students' social and emotional requests, understanding students' interests and upbringings outside of school, and including students' attitudes in learning. Bonham Academy is unique because it has a dual language cohort strand in every grade level that welcomes students from all over the county to participate if selected. It has a single monolingual cohort in every grade level as well. Throughout the program's existence, the monolingual cohorts are singular and the minority in that there are two to three sections of the dual language cohort population in every grade level. In the end, educators should do their best to create an equitable environment.

Purpose Statement

The purpose of the intrinsic case study is to discover the monolingual teachers' and guardians' perceptions of school climate and cultural experiences in a dual language in-district public charter school. At this stage in the research, the underrepresentation of the monolingual population culture and climate is defined as the lack of climate and cultural experiences the campus offers to the dual language students and not the monolingual population. The monolingual perceptions of the climate and culture demonstrate a minority standpoint in a school environment. The theories guiding this study are the social learning and cognitive theory by Bandura (2007), as the focus of this research is that learned behaviors stem from the environments that surround people.

Significance of the Study

Understanding students' perceptions of their school experiences as part of a minority group based on their academic status is essential. Educators worldwide have a right to be aware of a continued growing movement and its impact if placed in a setting that would not be inclusive and separated. As the dual language immersion program continues to spread across the nation and the world as a benefit to all students who take advantage of the program, school districts must be strategic about the program implementation and the many factors surrounding the campuses that host such a program. Marcus (2022) shares that program access is complicated if the dual language education program is a stranded model, meaning a specialized program within the school. Studying people who participate in this environment will inform the world about how they perceive the program and its advantages and disadvantages. The study will inform many stakeholders in programs such as the DLI agenda to apply practices that will value all students.

Theoretical Significance

Knowing the significance of school climate and culture, this case study will provide ample knowledge from an environment that employs a dual language immersion program within a mainstream campus. Knowing that school climate is a multi-dimensional construct (Lewno-Dumdie et al., 2020), utilizing Bandura's social cognitive theory to understand that sociostructurally influences affect people (Bandura, 2007), research will support the intent to focus on school climate and culture systems and how they affect students. There is literature beginning to surface that has brought attention to the issues and experiences felt by the monolingual population on campus with DLI (Palmer, 2010; Schunk et al., 2019; Schunk & DiBenedetto, 2020); however, more literature is needed to support that dual language immersion

strand programs within charter campuses exhibiting segregation over integration. Marcus (2022) notes that policymakers need to be focused on the requests of all families and wisely construct systems of school choice that openly support the aims of preventing inequality and increasing educational opportunity for all students regarding the perceptions of access to dual language education and the difficulties of equity encompassing the environment and experience.

Empirical Significance

In Texas, many more districts are implementing DLI programs because of the successes the research participate in it (Freire & Aleman Jr., 2021; Watzinger-Tharp et al., 2021). In San Antonio, TX, Bonham Academy was the first dual language campus that served kindergarten through 8th-grade student populations. This campus is unique because it has two to three dual language cohort strands in every grade level that welcome students from all over the county to participate if selected. It has a single monolingual cohort in every grade level as well. Throughout the program, the monolingual cohorts are singular and the minority, with regard to population numbers, in every grade level, with two to three sections of the dual language cohort population. Like Lewno-Dumdie et al. (2020) measured the qualities of school climate, Marcus (2022) reviewed the inequities among dual language immersion programs, and Cervantes-Soon et al. (2021) researching who all really can access dual language immersion programs, the research will add to the current literature. Through interviewing, review of documentation, and observation, this study offers more insight into the problem of DLI strands.

Practical Significance

The research will benefit the school district, actual campus, and potentially other school systems that implement a dual language immersion program strand within a charter campus. The district can reevaluate the campuses implementing dual language immersions, such as Bonham

Academy, and fix all issues that prevent inclusivity among the entire population of students at these specialized campuses (Henderson, 2019). Dual language immersion has a plethora of research supporting its positive effects on students (De Jong et al., 2023; Watzinger-Tharp et al., 2021); however, when a mainstream population of students exists on the same campus and does not participate (Cervantes-Soon et al., 2021), that problem needs immediate attention and solutions. provide valuable insight into an issue critical to address. With the dedicated research questions below, knowledge supports the notion that an education system such as the one research harms some student populations (Marcus, 2022; Wall et al., 2022).

Research Questions

The research questions utilized for this case study will provide feedback regarding the underrepresentation at Bonham Academy. The case study focuses on the monolingual population for question sampling. Results of the evaluation of the systems in place for the dual language and the monolingual population will be gathered.

Central Research Question

What is the climate and cultural system at Hogget Academy according to the monolingual population?

Sub-Question One

How does placing students in the monolingual program influence their social learning at Hogget Academy?

Sub-Question Two

How does the monolingual student population celebrating campus culture similarly and differently affect student behavior?

Sub-Question Three

What is the monolingual parent/guardian and teacher perceptions of the differences between the dual language and monolingual student populations, and how do those affect their experiences at Hogget Academy?

Definitions

1. *Dual Language Immersion (DLI)* –a term used to define a program in which students are immersed in two languages, Spanish and English, to learn a second language fluently. (Negrette, 2022)

2. *Mainstream Population* –a term used to define a student population that is the main population at a school campus (Block & Vidaurre, 2019)

3. *Monolingual "Strand"* – a term used to identify a cohort of students who participate in an academic setting where they receive all instruction in one (monolingual) language, and that language is English. (Block & Vidaurre, 2019)

4. *School Climate* – the school conditions that influence student learning (www.tea.texas.gov)

5. *School Culture* - the compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community (www.tea.texas.gov)

6. *Two-Way Immersion (TWI)* – a term used to define a program in which students are immersed in two languages, Spanish and English, to learn a second language fluently. (Marcus, 2022) http://www.tea.texas.gov/http://www.tea.texas.gov/

Summary

The problem is that monolingual populations at dual language immersion campuses are underrepresented in the campus's cultural programs and experiences. This is a real-life problem because of the inequities experienced by the monolingual "strands" in their schooling experience. This intrinsic case study describes and provides an in-depth understanding of the system that underrepresents the monolingual student population at Bonham Academy. To conclude, an education system where any cohort of students' experiences inequities in the school culture and environment is unacceptable. Positive change is possible, and the goal of the proposed research will hopefully support that all significant educational stakeholders of dual language immersion school systems with a second "strand" of students that do not participate in the program will share similar inclusive experiences as all their peers in these specialized campus settings. , research data may show opportunities to support all students and eliminate any inequity felt by the divisiveness in dual language immersion and mainstream student populations' culture and climate.

CHAPTER TWO: LITERATURE REVIEW

Overview

A systematic review of the literature was conducted to explore the problem of school climate and culture, as well as its role in supporting all students and families in a school setting. This chapter will review the current literature related to the topic of study. In the first section, the theories relevant to education setting, social learning, and social cognition will be discussed, followed by a synthesis of recent literature regarding key roles of school climate and school culture. Lastly, literature surrounding the factors leading to the differences students and families experience in schools will be addressed. In the end, a gap in the literature will be identified, presenting a viable need for the current study.

Theoretical Framework

The theoretical framework that guided this research study came from the work of Albert Bandura. Social cognitive theory, originally known as social learning theory by Bandura, was identified to support the research. According to Bandura's theory of social learning, learning is based on a social behavioral approach in that people learn from others by observing and modeling their behavior, but Bandura also brings into the picture cognitive processes to explain learning (Rumjaun & Narod, 2020). Bandura's social cognitive theory adopts an autonomous perspective on self-development, adaptation, and change (Bandura, 2007). Bandura regards an agent as anything that influences with the intention of another's life functioning.

Social learning theory was credited to Albert Bandura; however, originally, works of creation of social learning theory can be traced to Miller and Dollard, in 1941 (Bandura, 2007), two people who tried to develop a theory that combines psychodynamic theory, learning theory, and sociocultural factor influences. At the time, no research focused on the pervasiveness of

social modeling and its influences on the people in society (Bandura, 2007). Then, two other people, Rotter and Chomsky (Bandura, 2007), also attempted to create works by studying behavior and interactions with environments. In attempts to support the theory, Bandura studied and provided an example of how parental modeling of aggressive approaches stemmed from examples of their own familiar roles of aggression through lived experiences (Bandura, 2007). According to Bandura (2007), learning is based on a social behavioral approach-people learn from others by modeling their behavior. Bandura also notes that interactions with others play a vital role in our lives as social beings. In another study by Bandura (2007), it was discovered that people, when exposed to different modes of behavior, do not always pattern the behaviors, yet a sense of innovation is present to create new forms of behavior. He shared that by focusing on cognitive development together with social experiences and influences on behavior, social learning develops. Major aspects of social learning theory are the combination of observational learning and modeling. Bandura's theories are social learning theories because they suggest that social contact produces learning. (Bandura, 2007).

Social cognitive theory is that people, themselves, control their development, adaptiveness to everything, and personally allow change. Bandura's triadic model of human agency shows that people do not just live as automatic states of being. Human functioning was created by the intertwined play of personal, behavioral, and environmental influences (Bandura, 2007). There is the interdependency of their thoughts and function from that, how other people's behaviors influence their own, and how the environments surrounding them influence them. Through Bandura's social cognitive theory discoveries, theorists learned that problem behaviors were not the results of psychic disease (Bandura, 2007). Bandura (2007) shares that a person's future does not affect their current behavior because it has not existed yet.

From shifting the social learning theory to the social cognitive theory, Bandura (2007) focused on the influence of agentic abilities in self-development, adaptation, and change. Bandura notes several reasons for changing social learning theory to social cognitive theory. Social cognitive theory not only addresses how people acquire cognitive, social, emotional, and behavioral capabilities but also how they inspire and adjust their behavior and create social systems that order and shape their lives (Bandura, 2007). Social in social cognitive theory addresses the social origins of considerable human thought and action. Cognitive in social cognitive theory acknowledges the effect of cognitive processes on human motivation, affect, and action (Bandura, 2007).

Bandura's research of social cognitive theory taught people to believe in efficacy to exercise better control over their lives. Social cognitive theory also supports that people do not have direct control over conditions that affect their lives. The things people seek to achieve are achievable through collective effort, extending that collective agency is supported through social cognitive theory (Bandura, 2007). Bandura's social cognitive theory also distinguished between human abilities and how culture shapes these capabilities to fit into different cultural environments. People learning is critical for self-development and functioning in different cultures (Bandura, 2007).

Bandura (2007) notes that modeling is universal, and cultural variations appear from universal roles through the influence of social practices and the modeling of these practices. Cultures are no longer isolated or uniform in their own senses. Due to the growth of global connectivity, cultural uniqueness is disappearing (Bandura, 2007), creating an atmosphere of cultural hybridization. Bandura continued his application of social cognitive theory in researching self-regulation, even. Social cognitive theory contributes to the social application of

moral agency as well. Bandura also utilized social cognitive theory to people constructing moral standards through social influences and how they connect information to determine whether to behave inhumanely or humanely (Bandura, 2007). Bandura's social cognitive theory has evolved by providing for society's changes. Social modeling is key in children's learning environments. Deuteronomy 6:5 states to love God with all your heart, and with all your soul, and with all your strength. This scripture encourages us to engage wholly in the learning process, as Bandura's social cognitive theory suggests.

Researching the perceptions of a group experiencing a minority stance in a societal institution will add to Bandura's literature by demonstrating the influence that an environment has on people. As Bandura's theory of social cognition and learning has evolved, literature supports that the research study may support the theory with the data. The research uses the theory that all social things that the studied experience in turn reflect upon their perceptions of everything and anything related.

Related Literature

The sections presented in the related literature section are school climate, school and student engagement, dual language magnet charter programs, dual language rights, dual language environment, pros and cons of dual language, and intervening. There are subsections that connect to each major topic discussed. Each section is described to illustrate its relationship and importance to the research topic. There are parts of these topics not studied, and this literature lends itself to support that research.

School Climate

Educational researchers have many reasons to continuously learn about school climate and school culture as the institution of education and society evolve. A major reason that

sociologists might state that a school's climate is vital is the lasting impact it must shape the

people of the world in every society (Aldridge & McChesney, 2021). Agreeable school climate

views are linked with greater academic achievement and display great life and school

contentment (Singh & Dubey, 2021). Positiveness in times of student behavior re-directions or in

moments of student praise are reasons that support school climate. When schools and districts

use school climate measures that include a full range of dimensions and sub-dimensions, it

allows for informed decisions from school climate outcome data (Lewno-Dumdie et al., 2020).

Lewno-Dumdie et al. (2020) asserted that respect for diversity in measuring school climate was a

critical construct that was not highly researched. Another limitation in school climate research is

utilizing the teacher and parent perceptions to support school change efforts (Lewno-Dumdie et

al., 2020). School districts practicing understanding the multiple dimensions that measure school

climate and adhering to the most current research of best practices can adjust support for the

school climate philosophy.

Development and Validation That School Climate Supports and Gives

A reliable and valid instrument to assess a school's climate does not exist, and schools

across the nation have used non-reliable instruments to assess their school climates (Payne,

2018). It is imperative that researchers continue to support the creation of a reliable and valid

instrument for school climate assessment so that useful and accurate data can be gathered to

support schools in making informed decisions about change and improvement (Payne, 2018).

Teachers' perceptions of school climate influence their ability to implement school-based

character and development programs (Palmer, 2010). Wang and Degol (2016) describe school

climate as the heart and soul, and Barkley et al. (2014) describe it as the amount of teacher

confidence and empowerment. Lewno-Dumdie et al. (2020) shared that students' perceptions of

school climate increase with praise and positive reinforcement; however, they note that what is more effective to improve is the peer-to-peer interactions and the connectedness to the school overall. Among the dimensions that make up the school climate, relationships that establish respect for diversity, awareness of race and ethnic differences, and social support are major pieces of feeling connected for students (Lewno-Dumdie et al., 2020). Researchers have studied a variety of ways to support schools in becoming knowledgeable about their school climate from several factors. Not only focusing on safety, teaching, and learning, it is essential to be aware of how important relationships connect to culture as well as school climate.

School climate can be understood as a by-product of the quality of the interpersonal relationships among students, parents, staff, and administrators (Hussain et al., 2015). This validates that a school climate can be positive and well when the vision of respect and caring is mutual among all persons in the school. Respect for diversity rates high as a critical school-level variable as well as established mutual respect among all students (Lewno-Dumdie et al., 2020). Hussain et al. (2015) continued to discuss several dimensions that were observed and analyzed to determine their importance in promoting a positive school culture. Considerable data shows that many students do not feel physically and emotionally safe in schools (Aldridge & McChesney, 2021). Research also shows teachers felt unsafe in schools and the need for more support from school administration and policy makers should help improve teacher's productivity and learning environments for students (Singh & Dubey, 2021). The teacher support would support preventing students' negative behaviors overall. Pyne (2019) does note that little is known about how schools practice emotional engagement to support positive school climate. School climate development and validation research show that a student's achievement will improve when

school improvement attempts make changes and continuous efforts in multiple dimensions of school climate.

The Influence of School Wide Practices

Student and parent feedback is crucial to understanding full perceptions of their school's climate from both perspectives. Bear et al. (2017) shared that students view their school's climate more favorably when they perceive greater use of praise and rewards for good behavior, less use of punitive consequences, and greater teaching of social and emotional competencies. Researchers and educators get this message and the seriousness of a positive school climate in every school (Bear et al., 2017; Schunk et al., 2019). Schunk and DiBenedetto (2020) note that influences in the environment affect learners' motivational processes and social outcomes. School-wide practices, with increased diversity, should adhere to the needs of the diverse population and society. Student interactions influence their own belief of whether they are overall capable beings (Schunk & DiBenedetto, 2020). With motivation, Bandura's social cognitive theory shows that an environment and the practices exhibited can influence self-regulatory practices, which could increase their self-efficacy; however, more research must be done for support (Schunk & DiBenedetto, 2020). Studies of analyses have been developed, and more studies continue to develop (Schunk & DiBenedetto, 2020). The message is clear, and educators and other major stakeholders in education need to act on it. Bear et al. (2017) note that students' opinions of campus climate were most positive in elementary schools and least satisfactory in high schools. This data relied heavily on student-reported data that did not provide evidence strong enough to follow through with action and change, as the authors suggested a greater variety of participants for further research. The authors shared additional research on experiences are required for added support in shifting toward a positive school climate. School-

wide practices, such as identifying and correcting unwanted behaviors, sometimes affect students psychologically and are unproductive (Pyne, 2019). Exclusionary school practices being replaced with inclusionary practices (Pyne, 2019), such as restorative justice and positive behavior support systems, might support the monolingual student population in the environment that establishes them as the minority.

Teacher's Influence on Student Outcomes

The school climate is multi-dimensional. Safety, community, academics, and environment are major categories to focus on carefully when people work to establish a school climate philosophy for implementation. Many studies (Bear et al., 2017; Cohen, 2006; Payne, 2018, Wang et al., 2020) that review these multiple dimensions rely more on student perceptions than anyone else. To avoid bias, although some might agree that students should be the main contributor to the data, researchers should aim to also investigate guardian perceptions of school climate.

Cohen (2006) argues that those in education should focus on academic learning and the social, emotional, and ethical competencies of a student's experience. Teacher education programs have not implemented requirements to foster learning about social and emotional education; it is not even evaluated in educator systems. Cohen (2006) discusses the high need for teachers to be educated on how to support students on a social and emotional level to help deal with mental health issues. School systems which place teachers's professional learning growth with high regard to support and sustain positive beliefs and school climates for students is increasing in need (Schipper et al., 2020). In connection to Cohen, Payne (2018) shares that, unfortunately, the benefits resulting from a positive and communal school climate have not been

translated into effective educational practices and that this "translation gap" stems from not having a clear definition for educational leaders of what fully constitutes school climate.

A study completed by Wang et al. (2020) analyzed over 70,000 participants and discovered the importance of teachers creating classroom environments that meet students' needs of not only academic achievement but also their psychological needs. Schunk and DiBenedetto (2020) note that students who are taught to regulate their emotions perform greater academically than students who do not receive this instruction. In Cohen's (2006), Payne's (2018), and Wang et al. (2020) research, all researchers agree there must be a universal meaning of how a school climate can socially, psychologically, and emotionally support students in positive ways. Bear et al. (2017) share students' perceptions and outcomes were positive with substantial teaching of social and emotional competence. When there is attention and support towards working for the common goal of students' social and emotional needs being supported, students will more likely be successful not just academically but overall.

Parent Perceptions of School Climate

Parents and guardians of students are major stakeholders in the school climate. Data collection surveys can be a useful tool to gather parent perceptions of school climate (Berkowitz et al., 2021). Depending on the goals or issues, parent perceptions can help guide policy change. Lewno-Dumdie et al. (2020) states the level of parental involvement is critical in supporting school improvement processes. Parents as stakeholders are valuable and an asset. Some parents do experience challenges, such as low income and low levels of education, among other issues (Berkowitz et al., 2021). Although not all parents are privileged in every aspect, research supports positive parent connection with schools' results in successful outcomes for their children. Durman et al. (2018) shared that some parents value diversity and respect for multi-

cultures within school climate. School culture and climate are rated highly among parents (Durman et al., 2018).

A healthy and conducive environment with a culture of high expectations is greatly valued for the school climate. The greatest value of an educational institution, according to parents, is the academic program quality. There is a lack of parent perception data to establish ongoing continued support for the needs of the students. Data shows a positive school climate is achievable in marginalized communities because no associations were identified between socioeconomic backgrounds, ethnicity, and school climate perceptions (Berkowitz et al., 2021).

Policy that affects school climate should consider the values and needs of all stakeholders, including parents. Research shows that parents of all cultural backgrounds, races, and socioeconomic backgrounds want to be involved in their child's education (Berkowitz et al., 2021). Berkowitz et al. (2021) study consisted of about 16, 000 student guardians, 95% of that population was actual parents, to gather data about perceptions and involvement in their child's education. Schools could create opportunities that establish a welcoming environment for all parents in order to establish a beginning relationship with them. With the support of educational policy, districts could support schools in prioritizing and maintaining relationships with parents to support school climate outcomes (Berkowitz et al., 2021). Due to the relationship between a school and parents being a critical part of student success, national, state, and local level governments of education should support to encourage school efforts of parent involvement.

School and Student Engagement

Student engagement in relation to school climate and culture continues to be studied as there are shifts in the education system. Wang and Hofkens (2019) shared that youth are struggling to develop who they are while trying to create friendship and steer through complex

social systems all around them. Developing an integrated understanding of the importance of engaging in the academic and social contexts of school holds promise for supporting student engagement and achievement during adolescence (Wang & Degol, 2016). To achieve this study, Wang and Hofkens (2019) created a multi-context concept that explored what academic and social areas students were engaged in and identified what specifically adolescents engage in to support their academic and social contexts.

Four models were proposed to describe how engagement in academic and social contexts could shape adolescent academic achievement throughout school. The first model emphasized academic activities and social interactions as unique developmental contexts; each harbors the potential to meet adolescents' needs and develop expectancies and values that affect academic success (Wang & Degol, 2016). Tomaszek (2020) emphasizes the problem of alienation and its connection to negatively affecting students' educational success outcomes. The second model requires academic engagement for academic success, which can be enhanced or undermined by the level and quality of students' engagement in productive and positive social interactions. When students decrease their sense of belonging, a loss of engagement occurs in their learning (Tomaszek, 2020). The third model observed how the relations between contexts are sequential, with social engagement fostering academic engagement and promoting academic achievement. Lastly, the fourth model describes reciprocal relations between the academic and social contexts, whereby all contribute to the sustained engagement that drives academic achievement.

Wang et al. (2020) utilized the self-system theory and the expectancy-value theory to create motivational models that would be useful in framing supportive structures in the school context. With the multi-contextual perspective on school engagement, schools were provided different beneficial ways students can engage. School engagement is essential to school

performance, academic achievement, intrinsic motivation to learn, and overall participation

(Tomaszek, 2020). Wang et al. (2020) define school engagement from a multi-contextual

perspective. Motivation theories were explored and noted as an operational framework to help

understand how students engage in multiple factors that facilitate academic development.

Tomaszek (2020) notes that school academia sometimes leads to burnout. Student engagement

and connectedness, or lack thereof can be negatively affected. Overall, the way adolescent

students engage can have different outcomes.

School Culture

It is understood through research that school parents value school culture with high

expectations and respectable values (Durman et al., 2018). The teacher's perceptions of their

school's culture are reflected in the students those teachers teach, and when students are

confident in the competence of their teachers, that has the potential to strengthen student learning

(Schipper et al., 2020). Schipper et al. (2020) suggest that the quality of teacher learning in

collaborative environments is essential to influence student achievement. School culture is

shaped by the characteristic features of those who support it and surround it daily. The practices

set forth in school help to establish the school culture that all students experience. Schunk and

DiBenedetto (2020) address how teachers presenting instruction to students can confuse or

enlighten them. This affects their learning and motivation. What is pivotal is that school leaders

play a major role in supporting professional school cultures for their teachers so that, in turn, a

commitment to student learning takes place. Bandura's concept of self-efficacy, the ability to

assess personal capabilities and adjust to build on success, is crucial for teachers (Schipper et al.,

2020). This self-efficacy would then be modeled for students to learn and practice their self-

efficacy in school and in life. The school culture that all stakeholders foster has lasting effects on students.

Teachers are not the only stakeholders in students' overall success. Parents want the opportunity to be positive game-changers in their children's lives. The culture that a school creates can either support parents by accepting their feedback and engagement or not. Berkowitz et al. (2021) revealed that some school systems tend to run a more capitalistic type of culture. A capitalist school culture demonstrates inequitable access to support for students. Parent involvement is essential to a school's culture. The ability to support parents in their participation efforts would support their school engagement (Wang & Hofkens, 2020). Major stakeholders of a school's culture want positive and productive interactions among teachers, students, and their parents. In the end, the ability of all school stakeholders to socially engage in ways that positively support student academic learning is essential for students to ultimately succeed.

Parent Involvement and Engagement

Parents will grow involved when they are aware that teachers and administration want to launch teamwork as the school exhibits its mindfulness of how the community background impacts the students and their families (Leddy, 2018). Durman et al. (2018) note the increasing parent involvement and their perception of their children's education. The study consisted of 22 parents from mixed ethnicities, relationship statuses, and socioeconomic backgrounds. Tan et al. (2020) found sometimes parents with lower socioeconomic status backgrounds fail to be involved in their children's schools. With the result of the No Child Left Behind Act, schools were held to higher counts of accountability in promoting parent participation in their students, which increased parent involvement in school choice for their children (Durman et al., 2018). Durman et al. (2018) researched and discovered that four distinct themes were understood with

regard to parent involvement. They were the factors parents value in schools, the concerns about school choices, the programs that appeal to parents, and perceptions of school choice (Durman et al., 2018). In the end, parent perceptions identified truths that students did not bring to light, and parents favored schools that possessed traits that produced positive school environments. It is necessary to understand the complexities of a family for students. Some families consist of one parent, two parents, just grandparents, or another form of guardian. Another important factor to consider is the amount of time parents or guardians can invest in their school-aged children. Tan et al. (2020) noted that parent involvement and engagement can be effectively strengthened with a higher level of motivation from other stakeholders in school systems. Essentially, school leaders who take a more active role in addressing the needs of student support will, in turn, inform parents in ways they can become involved (Leddy, 2018).

In turn, with the No Child Left Behind Act fostering the parent-school choice movement, parent involvement and engagement were empowered with school choice (Durman et al., 2018). During this time, charter schools became the most selected choice, with many political endorsements of the major benefits to students who attend them (Durman, 2018). Although this choice seemed valid and good, research also presented the effects of segregation that charter schools and the choice movement contributed to. Not only racial segregations were evident, but also socioeconomic statuses and ethnicities were not inclusively involved. Environments influence beliefs, perceptions, and emotions (Schunk & DiBenedetto, 2020). Parental involvement and engagement would encourage students who are engaged in charter campuses that have led to segregated experiences by supporting a more nurturing environment that would help to improve social-emotional outcomes of students (Berkowitz et al., 2021). Parent

collaboration and partaking with other major stakeholders in schools is critical to student success.

Schools can support parents' involvement and engagement by actively welcoming parents through numerous avenues of communication. Essentially, parents want to be involved and positively engage with their children's school (Tan et al., 2020). Although parents with a higher level of education are more likely to engage and involve themselves in their children's educational lives, parents with lower levels of completed education also want to support their children in their learning. It is important to invest resources to support building interest in educational awareness and how parents can support their children (Wall et al., 2022). Many times, parents do not know where to begin, so districts and school turning opportunities into authentic conversations of how parents can be involved supportively is critical for success (Wall et al., 2022). In the end, parents with greater levels of completed education and higher socioeconomic status will be in a better position to support their children in education (Tan et al., 2020).

Parent Perceptions

Parents participate and contribute in many ways surrounding school culture. Not only do parents support school culture as volunteers, but they also assist children with their work, communicate with school personnel, and participate in parent-teacher conferences, among other ways (Berkowitz et al., 2021). Durman et al. (2018) identified that when parents were presented with or considered school choice options, school climate and culture were the top concerns on their agenda. School cultures with low expectations are a concern for parents. Highly educated parents have shown support for their children by internalizing value in achievement, a disposition that students have shown applied in their academics, a skill usually seen as an

expectation of college students (Tan et al., 2020). The perception of parents with lower socioeconomic statuses want to contribute to their children's success; however, they need assistance and guidance on how to support their children best.

Along with valuing academic achievement and school climate and culture, parents' perceptions show concern for the quality of teachers and how discipline and safety are implemented in a school (Durman et al., 2018). Parents' expectations of the quality of teachers are involved in caring for the students and expecting the students to work hard and produce excellent work. School student discipline and safety are top concerns for parents as well. Parents perceive an excellent place of learning consists of structured discipline in holding students accountable to be well with all peers, as well as students feeling safe and accountable for their actions, positive and negative (Durman et al., 2018). A school culture where all students are treated fairly and equitably is highly valued, with no tolerance for bullying, among other issues.

Why Student Disengagement Occurs

Within a school's climate, students experience many events, and, unfortunately, for some, discipline is implemented for behaviors not warranted according to the school or district policies. Pyne (2019) notes that suspended students are likely to experience lower subsequent academic achievement and are more likely to drop or get pushed out of school, commit crimes, and become incarcerated. It is important to research and learn about how education negatively supports the students' way of life, while society and researchers focus much attention on the achievements that the education system provides (Cervantes-Soon et al., 2017; Pyne, 2019). Pyne (2019) shares that deviance and subsequent negative outcomes result from worsening behaviors and relationships that lead to differences in how individuals perceive themselves and are perceived and treated by others. Schunk and DiBenedetto (2020) also share that student peers

contribute to the positive and negative engagements of their counter peers. For some students, when they lack the ability to self-regulate their emotions, motivation will take precedence in their decision-making (Schunk & DiBenedetto, 2020). Major stakeholders must consistently contribute to a student's positive experience with the education system. Pyne (2019) also notes that while children at home wonder if they are loved, students also wonder if they are worthwhile at school. With this, people identify their answers by observing how others treat them.

Functionalists affirm that school punishments should correct unwanted behaviors among students; however, there are positive ways to correct unwanted behaviors. Functionalists believe that all institutions in society exist because they positively contribute to society (Durkheim, 1956). Pyne (2019) researched how exclusion influences the lives of young people, and, as a conclusion, researchers learned that the results of such actions extended beyond the education system. Additionally, smaller class sizes supported positive engagement, whereas participating in class groups where the class size was at its maximum size was negatively associated (Payne, 2018). Traditionally monolingual classrooms are at student capacity, and research suggests lessening class size to support teachers' practice of positive classroom management (Payne, 2018). Cervantes-Soon et al. (2017) note that too often, the inequalities of students with a dual language immersion "strand" are obscured by the program's praiseworthy goals of multicultural competence for all when this is not always the case. Translation gaps still exist between the research that supports effective school wide practices that are positive for all students and the actual policy that is implemented at the school level.

Promotion of Values Affirmation

The effect of academic achievement is among the major factors shaping the school climate and culture. Wu et al. (2020) share about gaps between different populations in school

settings and continue with a discussion about how self-affirmation can have a positive effect on the population with negative school experiences. An examination of the effect of values affirmation on students' academic achievement was performed and stated existing achievement gaps continue among members of underprivileged social groups and their privileged peers. Easterbrook et al. (2021) note that people that have been historically the minority, especially in educational institutions, feel psychologically threatened and do not feel valued, most likely fail. Students want to feel comfortable, valued, and respected by all stakeholders and their peers in all school settings (De Jong et al., 2023). In a dual language immersion charter school, translanguaging plays a crucial role in supporting students' identities and feelings of inclusion (De Jong et al., 2023). Not including the monolingual minority in a DLI campus would reduce confidence and wellbeing, increase stress, and negatively impact the learning of the students (Easterbrook et al., 2021).

Dual Language Magnet Charter Programs

The choice of charter school options has heightened in the past 10 years. In the beginning of charter school existence, the goal was to advocate for all students' possibilities, and now the lack of education equity is in question within charter school opportunities. Researchers state that charter schools have not lived up to the expectations of equity (Mullen & Bartlett, 2022). The public school system stands by educational equity. Children do experience inequities; however public-school systems support students' needs for academic support, no matter what their statuses. Eastman et al. (2017) state that charter schools' goals have altered over the years and have slowly shifted to favor the higher socioeconomic status sectors of society. Dual language programs also favored the higher-class sectors instead of the lower socioeconomic communities of society. It is identified that there needs to be a shift in the equitable direction again.

Dual Language Immersion

Dual language immersion (DLI) programs in the United States are majority implemented as strands within a school (Watzinger-Tharp et al., 2021). Dual language immersion refers to implementing the learning of two languages in one cohort of students. Traditionally, in the United States, the second language that accompanies English is Spanish, and dual language immersion strands are normally implemented in charter campuses. Dual language immersion programs promote that bilingualism only strengthens students to perform at higher academic achievement than their monolingual cohort (Watzinger-Tharp et al., 2021). Since research has focused on the bilingual experience that DLI offers, little attention has been given to the impact of language context on monolinguals (Bice & Kroll, 2019).

As dual language immersion strands exist in charter school programs, the rise of segregated climates and cultures has also been present (Giersch, 2022). Unfortunately, charter schools across the United States have been shown to relate to increased segregation by socioeconomic status (Giersch, 2022). Currently, no database exists that produces and maintains reliable statistics for the United States regarding the number of DLI programs and how many DLI programs exist in charter schools (Watzinger-Tharp et al. 2021). Not only does segregation exist regarding socioeconomic status, but charter programs implementing dual language immersion also exhibit racial segregation in some parts of our nation.

In educational institutions, students have needs, and among those is a sense of belonging (De Jong et al., 2023). Students want to feel accepted, respected, included, and supported throughout their student life. Belonging is essential for student learning. There are few studies about how schools create a sense of belonging. Peer-to-peer and teacher-to-peer interaction is an important source of support for belonging (De Jong et al., 2023). The reality of a sense of

belonging in a charter school is difficult, and the issue is increasing across the nation. As more choice charter programs become available, the more segregated schools become (Giersch, 2022). Another disheartening reality is even though dual language immersion programs aim to equally represent first language Spanish speaking students with first language English speaking students in a dual-language classroom, the truth is there is normally a one-third Spanish-speaking and two-thirds English-speaking population (Watzinger-Tharp et al., 2021). A sense of belonging, which is a great student need in the educational institution, becomes difficult to accomplish in the dual language-immersed classroom as well.

More recently, as dual language immersion occupied more campuses across the country, some schools or districts implemented baseline guidance to determine and control who could be selected for a dual language immersion program (Watzinger-Tharp et al., 2021). Schools and districts implementing the baseline for selection of DLI determined which students seemed capable of the challenge of learning two languages. Students in dual language immersion programs typically academically outperform their monolingual peers (Watzinger-Tharp et al., 2021). In a charter school with a dual language immersion program strand, the monolingual and dual language student cohorts, along with their parents and teachers, display separate ideologies (De Jong et al., 2023).

Multilingual vs. Monolingual

Interactions between children and the teacher are of particular interest because of a teacher's instructive and scholastic responsibility in classroom connections and their mission to navigate relations with students while keeping specific education goals in awareness (Langeloo et al., 2020). Multilingual and monolingual students interact differently with their teachers. To this point, Langeloo et al. (2020) note that when teacher-led interactions are different among

multilingual and monolingual students in that those engaging with multilingual students exhibited more symbolic, non-verbal language. A connection made between teacher interactions and behavioral engagement was that when teachers interacted more, students engaged more. Bice and Kroll (2019) note that monolinguals in a linguistically diverse environment benefit from language learning as well. Charter schools with dual language immersion should implement more practice to integrate language diversity among the entire climate to surround all students, dual language and monolingual students. In the end, students in a class would not all have similar opportunities for engagement, which would depend on the teacher to initiate the interaction. Campus stakeholders of dual language immersion programs could disseminate the tension between the multilingual and monolingual populations and create more assimilative orientations (De Jong et al., 2023).

Magnet and Charter Programs

A complete volume could be composed about how magnet schools represent multiculturalism and develop an understanding climate that keeps academic achievement for all students through student assignments and adult teamwork (Potowski, 2007). Magnet programs are free public schools that require admission requirements to be accepted into them. Charter school programs specialize in certain pillars within their school. American charter programs receive public funding, do not charge tuition, and are exempt from regulations that public schools normally follow (Giersch, 2022). Most dual language immersion programs are found at magnet or charter campuses. Dual language instruction has appeared in school districts as a superior choice for parents of various ethnic, socioeconomic, and linguistic backgrounds since it delivers academic schooling in two languages and values non-Anglo cultures in an all-encompassing classroom and school setting (Kotok & DeMatthews, 2018). Because the

demography of the United States is ever-changing, dual language programs support fostering diversity. In Texas, students are required to complete six years of dual language quality work to achieve grade-level understanding in both languages. Dual language programs are replacing bilingual programs, where research supports that dual language is a valid choice for overall cognitive development among school-aged children. The two major theoretical concepts underpinning the success of dual language schooling share that understanding the importance of continued cognitive development through primary language and the length of time it takes to catch up for any student group initially performing below grade level when the tests are given in English (Collier et al., 2006).

Unfortunately, charter schools are normally racially segregated, and greater segregation exists among socioeconomic status (Giersch, 2022). Where two-way language immersion exists, native English speakers and minority Spanish language speakers are educated together in a classroom. Kotok and DeMatthews (2018) note that more affluent non-English language learners normally benefit from the dual language immersion arrangement compared to lower socioeconomic status families of English language learners. Lower socioeconomic status families of monolingual minority students are normally segregated from the dual language immersion strand. White students or families of greater socioeconomic status families benefit from being enrolled in the DLI program (Kotok & DeMatthews, 2018). Giersch (2022) observed that school districts many times refused to follow the dual language immersion strand program acceptance policies for charter schools that promote integration in fear of losing educated and affluent families. School districts with DLI charter schools need to seek DLI charter schools where the climate conveys the importance of all cultures represented in a school campus. Students are more segregated today by race and poverty than in the 1960s (Kotok &

DeMatthews, 2018). Dual language immersion charter schools can provide many attributes for all students of a campus; however, district leaders must implement them with intention and strategy.

Parent Perceptions

Since researchers are beginning to learn about the inequities experienced in dual language immersion programs, the quest for learning more about who benefits from how DLI programs are implemented is more common (Oliveira et al., 2020). Dual language immersion programs have increased greatly over the years, along with their popularity among English language learners and non-English language learner parents (Ee, 2021). With charter schools becoming a popular choice among many parents, researchers have begun to study the parents' perceptions of what they value and oppose regarding charter school programs. One thing is for sure; parents appreciate the value of charter school choice (Durman et al., 2018).

Ultimately, parents value school culture and climate along with the academic quality of the school (Durman, 2018). Considering what parents value, evaluating school climate, culture, and the academic quality of a dual language immersion program charter school would highlight how members of the DLI program perceive the climate and culture and how those that are not part of the DLI program strand perceive the climate and culture (Oliveira et al., 2020). The main objectives of the DLI program stress the development of bilingualism and biliteracy, the promotion of high academic achievement, and the cultivation of cross-cultural competence (Ee, 2021). The cultivation of cross-cultural competence has not been treated with high regard among charter schools across the country. Oliveira et al. (2020) suggest that magnet charter schools and districts must integrate critical consciousness as an objective to recognize and act. The ability to implement a community consciousness stresses all stakeholders and those not involved directly

with the DLI program to recognize structural oppression when it exists and assist in correcting it (Oliveira et al., 2020). Ee (2021) observes that placing a diverse group of racially, culturally, and linguistically diverse students will not guarantee that they will communicate and collaborate with grace immediately and all the time. Parents continue to hold with high regard for students and all stakeholders to exhibit respect for multi-cultures and value diversity in the school climates. For a dual language immersion program charter school to achieve integration, all stakeholders must comprehensively understand the multidimensional aspects of human interactions and how they affect the persons involved (Ee, 2021).

Dual Language Immersion Implementation Rights

When dual language programs are "strands" within schools, not all students who apply for the program are guaranteed a spot. Essentially, not every student is given the right to participate in a dual language immersion program. Dual language programs utilize a lottery system to select students who can attend the program (Bibler & Billings, 2020). The concept of "choice" for school selection is not a definite choice for students; it is the opportunity to be considered a choice for the program. Equity among all students in dual language immersion charter schools raises concerns (Lorenzo et al., 2021). The intent when dual language immersion programs began was to integrate the English-speaking student population and support their learning of a new language, specifically the Spanish language. The goal of dual language immersion was to spread multilingualism across the nation, yet integrated practices of inclusion of all students are not happening (Lorenzo et al., 2021). The shift of all students benefitting from dual language immersion programs to mostly English speaking, primarily White, with families of high social class, have benefitted the most from DLI program implementation. In recent times, schools across the country have shown more struggle with social and cultural differences among

the diverse student populations currently (Kim & Dorner, 2021), and now with greater mandated academic accountability implements and financial instabilities, unequal access to education and inequities have risen. There is a struggle to determine the best research-based practices for integrating all students. One way school districts across the country have tried integrating all student representations is by switching from bilingual programs to dual language immersion programs, especially within charter schools. Henderson (2019) notes that school districts that have adopted DLI programs are beginning to implement the program from the top down. Because DLI programs are associated with high academic achievement, districts have used that as a way to appeal as equitable and successful for all students.

Inequities Among Students and Teachers Within Dual Language "Strand" Schools

Dual language immersion "strand" programs have spread across the nation and have been effective in supporting the academic and linguistic development of students. Much data shares the positive attributes of dual language immersion; however, some research is beginning to paint another picture of how dual language immersion "strand" programs affect others (Freire & Aleman Jr., 2021; Negrette, 2022). According to Freire and Aleman Jr. (2021), the tensions and divisiveness created by integrated dual language immersion strands within schools led to teacher burnout and increased turnovers in schools. Other inequities identified were the contrast of student makeup, student benefits, resources, and parental involvement. Negrette (2022) also noted in a study of the rising issues of inequity within the sociocultural practices of the dual language immersion campuses, where a positive goal is to promote and support the growth of bilingualism and biliteracy. A dual language immersion "strand" integrated into a mainstream monolingual campus is not beneficial for all stakeholders. Flores and McAuliffe (2022) state the comprehensive amounts of research that supports dual language immersion programs to grow

students' bilingualism and biliteracy, yet also discuss the nature of gentrification and how it is becoming common in urban areas with low-income immigrant communities living alongside increasing number of middle-class professionals. Dual language and monolingual teachers that participated in a study by Flores and McAuliffe (2022) also shared their realities that with limited necessary curriculum resources or higher need student populations, stress was heightened, which in turn also led to teacher burnout and sometimes turnover. To add to the stress, teachers have also mentioned tension and divisiveness among the DLI campuses when administrations are unable to equally balance the dual language and monolingual classrooms because of the high need for individualized attention in learning two languages. Due to the inequities that exist among the DLI programs consistently, school culture and organizational effectiveness are affected in negative ways.

Equity can be described as institutional structures that support and prioritize marginalized groups of students to ensure their rights compared to the majority (Morita-Mullaney & Chesnut, 2022). Equity also involves a sense of belonging and affirmation. Dual language immersion programs in charter schools have created a neoliberal, elitist, and segregated model for students (Lorenzo et al., 2021). Dual language immersion programs have been embraced as alternatives to mainstream foreign language programs that were often ineffective (Lorenzo et al., 2021). Currently, the country is composed of the greatest number of racial, ethnic, linguistic, and immigrant diversity (Kim & Dorner, 2021). The way school districts across the nation respond to the demographic shift in increasingly diverse student identities can either support or lessen students from equal or equitable educational opportunities.

Dual language immersion programs have been proposed as models to support educational institutions that usually reproduce inequitable power structures (Henderson, 2019).

Unfortunately, in charter schools that implement DLI programs, inequitable experiences are experienced by members of the monolingual student population. Henderson (2019) questions whether dual language immersion programs in charter schools are supportive of pluralist language ideologies and inclusive of all students in the dual language immersion program strand charter schools. Kim and Dorner (2021) focus on communal conversations that share perceptions and beliefs that shape educational policies, programs, and practices. The goal is that the language and text a school uses as representation is representative of all in that society to create a climate and culture free of oppression and domination.

Absence of Inclusivity of Students

Dual language immersion program charter school policy reflects inequities in practice and implementation (Henderson, 2019). Research shows disparities in race and socioeconomic status among the students enrolled in DLI programs. Diversity discourses have evolved, and diversity in education can relate to including all students in social and cultural spaces (Kim & Dorner, 2021). Inclusivity of all students has been deemed critical in addressing the social inequality and linguistic, racial, and ethnic discrimination experienced (Kim & Dorner, 2021). Sool educators preferred students with higher levels of English language proficiency (Henderson, 2019).

There is not much research providing information on how dual language immersion strands affect their entire campus. There is data expressing the push to implement whole-school dual language immersions, though (De Jong & Bearse, 2014; Dorner et al., 2021). De Jong and Bearse (2014) share that decisions about which language can be used when and with whom, which language is considered important and worthy of teaching, which language can be used for learning content, and which language is used for assessment or accountability explicitly and

implicitly make a statement about the nature of language and literacy and the development of linguistic competence in one or more languages. Wall et al. (2022) note that Texas mandates school districts with 20 or more students in a grade level from the same language background be provided bilingual education. Although the goal would be to support English language learners, more privileged families have benefited mostly from the DLI programs in charter schools. By following this, schools convey what suggestive capital is favorite and make students follow those expressive and cultural practices.

Palmer (2010) noted that although teachers and students rarely discussed race, they commended the DLI program for bringing diversity and enrichment to campus yet accused it of exacerbating inequities in the education experiences of different children at the school. Marcus (2022) also cautioned toward dual language immersion strand programs because they questioned who benefitted from the implementation. For example, some teachers interviewed by Palmer (2010) shared those mainstream classrooms normally had students identified with special needs, like learning and emotional disabilities. One participant shared that in a dual language classroom, they were able to teach, and when teaching in a mainstream classroom, there were other roles played by the teacher, such as social worker support. Seifert et al. (2022) share that segregation in any environment is a moral and ethical issue that reflects upon the nation's history of racial and ethnic discriminations. De Jong and Bearse (2014) note that few students have explicitly explored the relationship between a two-way immersion program and its school environment and the implications for program implementation.

With mainstream populations in campuses where a dual language immersion "strand" exists being from lower socioeconomic statuses and the dual language "strand" students being more from middle- or upper-class families in society, inclusive practices to promote safe,

positive environments that are jointly working together become a struggle. The unequal structure of dual language immersion program strands within charter schools demonstrates the social construct of interest convergence (Morita-Mullaney & Chesnut, 2022), where the goal is to support English language learners. However, the majority population with higher status reaps the benefit of bilingualism and biliteracy. The dual language immersion charter school program violates educational justice and inclusion (Mullen & Bartlett, 2022). Although multicultural competence is a goal of the DLI program, DLI program strands within charter schools are not inclusively supporting all students at the campus (Morita-Mullaney & Chesnut, 2022).

Among those not usually included in DLI programs is the African American population (Marcus, 2022), even if the school was in the majority Latinx or African American community. Wall et al. (2022) note that where schools were normally low performing in assessments, accountability pressures for the DLI program implementation allowed segregation to increase due to the gentrification of the community. Typical discourses surrounding DLI programs are that it uses phrases to promote that all children are included or that every child succeeds when families with minority backgrounds do not participate in important decision-making about the DLI program strands within charter schools (Kim & Dorner, 2021). Charter schools normally advertise as a choice option for students; however, they are not indicating that all students will have equitable access to attend (Marcus, 2022). Dual language immersion programs typically select students through a lottery system, neighborhood students' rights, or language-ability right (Marcus, 2022). This selection system eliminates the opportunity for all students to be selected for the dual language immersion program. With neighborhoods gentrifying and DLI programs becoming more popular, not all students will receive the opportunity for equitable access to participate.

Pros and Cons of Dual Language/Two-Way Language Immersion

Research has begun to explain how identity contributes to motivation (Cohen & Garcia, 2008), and it is known that social factors motivate students and affect their achievements. Negative portrayals of favorite social identities can be intimidating and hinder achievement (Cohen & Garcia, 2008), so intervention is critical to the support that can be offered by educational stakeholders. Binning and Browman (2020) share that theories of fixed group differences in intelligence have been offered as explanations for group disparities in academic achievement. Although charter campuses that implement dual language immersion program strands intend to set a climate and culture of integration, the challenges of having a monolingual cohort in each grade level keep stakeholders from supporting greater integration (Ayscue & Uzzell, 2022). In situations where dual language immersion "strands" are implemented into a mainstream campus, intervening in removing psychological hurdles that restrict overall student performance could help students perform at an unseen possibility. Flores (2020) insists that teachers support language exploration by providing students with opportunities to break down and analyze the language choices of their curriculum literature and, in turn, make connections to their life language, the preferred method of communication. This language exploration would help develop critical language awareness that raises teacher and student understanding of the relationship between language and power (Flores, 2020). Every dual language immersion program charter school could provide a climate and culture for students of different racial and linguistic backgrounds to learn together in an integrated environment (Ayscue & Uzzell, 2022).

Essentially, dual language immersion programs were supposed to be created with 50% of the student population in a class to be first-language Spanish speaking (Ayscue & Uzzell, 2022). Unfortunately, dual language immersion program strands have about one-third of the student

population in the classes first language Spanish speaking. At the same time, the other two-thirds are first language English speaking students. Henderson (2019) noted that equity issues exist within the discourses and ideologies of the dual language immersion teachers in that they were selective on what type of students they would serve. Wall et al. (2022) discovered that Latinx students from working-class families were often used as a commodity to sell the dual language immersion program. Raciolinguistic ideologies are also integrated when White English-speaking parents pressure schools and charter programs to implement dual language immersion for their benefit (Wall et al., 2022) while the Spanish-speaking population becomes the minority. Many research perspectives exist on whether dual language immersion programs are beneficial or harmful. There is a discourse that not all students should be allowed to participate in dual language immersion programs (Henderson, 2019). In evaluating students by ability and elitism, some schools choose who should be able to participate. Henderson (2019) noted that there are dual language immersion program educators with ideologies that special education students, dyslexic students, illiterate students, behavioral problem students, and any struggling student should be excluded from the dual language immersion program challenge and rigor. The populations rejected by the dual language immersion program are in monolingual class sections. Unfortunately for the monolingual students who attend charter schools with dual language immersion program strands embedded in them, the DLI programs usually enroll so many students that campuses struggle with overcrowding (Morita-Mullaney & Chesnut, 2022). The narrative that DLI programs are to serve high-ability students paints an exclusionary picture.

The students are not the only population that feels excluded; the teachers of the monolingual population feel excluded as well, which paints an uncomfortable school climate and culture (Henderson, 2019). Teachers also feel that the separation of languages on a single

campus is evident; however, many depict a climate of avoidance of race, class, and language as influences of the DLI strand campus (Ayscue & Uzzell, 2022). Research reveals conflicting perspectives of the educators from dual language immersion program strand charter schools (Henderson, 2019).

The Presence and Absence of School Leadership in DLI Charter Schools

School leaders of dual language immersion program strands in charter schools could educate all families about the opportunity all students deserve to choose (Morita-Mullaney & Chesnut, 2022). Gawlik (2018) discusses the role of instructional leadership as it pertains to the charter school principal by sharing a case study that examined four principals in Florida and their engagement in instructional leadership. Purposive and convenience sampling was used to select charter schools to evaluate, and a set criterion was set. One major finding was that the principals had goals of establishing and sustaining a positive school climate and culture. School leaders must initiate the opportunity for families to learn about the goals, benefits, and structures that a DLI program has to offer all students (Morita-Mullaney & Chesnut, 2022). It is crucial that principals regularly connect with teachers to continue or adjust their practices to support the school climate and culture of all students. DeMatthews and Izquierdo (2018) concluded that it is crucial that principals of dual language immersion campuses stay up to date with dual language research to support themselves in supporting others. Not only would updated knowledge on best practices for dual language immersion be resourceful but also principals would support teacher leadership and creativity. DeMatthews and Izquierdo (2016) note that advocates for English-only instruction argue for cultural and linguistic assimilation to remediate English language deficits. However, cultural and linguistic assimilation is beneficial to support all students. Barros et al., (2021) share that a teacher's belief about language shapes the classroom practices exhibited in

many ways. To this point, research also supports dual language immersion programs overall because of the data showing notable increases in student achievement. With teaching being subjective and influenced by many things, there is no set list of values and rules to follow (Barros et al., 2021). To support the students and school, leaders can promote integrative learning moments as research supports many opportunities as best practices (Ayscue & Uzzell, 2022). Integrated learning opportunities provide students with equal status interactions and benefit all students. Barros et al. (2021) note that language beliefs are difficult to alter; however, school leadership ideologies, beliefs, and discourses can change a DLI climate and culture to a positive one. Ayscue and Uzzell (2022) note that research needs to provide details of how DLI programs allow teachers and leaders to facilitate integration successfully in a charter school. It is critical for school leaders to gather data from DLI program teachers and monolingual teachers.

Summary

School climate and culture play major roles in children's lives throughout their experiences as students in a school setting. The climate and culture are major contributors to help shape the students overall and help support their academics in many ways. Students also develop relationships and learn many behaviors through their experiences within their school climates and through their school cultures (Wang et at., 2020). Families of the children also develop their sense of contribution and worth through their own experiences of the school's climate and culture. It is imperative to recognize the value and worth of the impact of a school's climate and culture on the students and their families. It is critical to know and practice ways to show a supportive school climate and culture for all students. By understanding Bandura's cognitive and social learning theory, researchers and educators can work to appreciate and develop the best practices and ways to promote a healthy school climate and culture for all that attend school

(Bandura, 1999). School culture and climate have been examined in various settings with diverse populations, and studies have provided schools with ideas to help with knowledge of the different populations taught (Lewno-Dumdie et al., 2020). Understanding the importance of school climate and ways to uplift the climate and culture for all students have also been examined. A gap exists in the literature pertaining to monolingual class groups of students' experiences in a school setting where the school culture and climate favor the majority, specifically those in the dual language program. By looking at the experiences of this group of students and their families, educators in these settings can be truly aware and more fully understand how to support all students in their social growth, academic achievements, and ways to create an environment that supports all students equally.

CHAPTER THREE: METHODS

Overview

School culture and climate are vital components of a student and their family's experience of their academic and developmental years. The purpose of the intrinsic case study was to present the monolingual students and guardians' perceptions of school climate and cultural experiences in a dual language in-district public charter school., analysis plan, and how the data will be synthesized to discover common themes. Lastly, details discussing the trustworthiness of the research will be shared, and a summary of the chapter will wrap up this section of the proposal.

Research Design

Case study research has origins in multiple disciplines. Creswell and Poth (2018) note that the origin of modern social science case studies is traced through anthropology and sociology. Conducting a case study for investigating and evaluating a population experiencing an unusual situation on campus is a solid strategy. The study reviews the bounded system focusing on the group within the campus organization. The case study approach allows for various opportunities to gather data (Salmon, 2017). Research on the monolingual populations' teachers and parents discovered their lived experiences at the campus while the dual language program has existed. Today, Yin, Merrian, Tisdell, and Stake take the case study approach in their research. In implementing a case study, research can be gathered in confidentiality to review multiple perspectives (Salmon, 2017). An intrinsic case study research method is most appropriate to support the direction of the case study. Yin (2018) states that in case study research, the five components of a research design that are especially important are: a case study's questions, its propositions, if any, its case(s), the login linking the data to the

propositions, and the criteria for interpreting the findings. A case study's questions may take time to formulate at the beginning of a study. Yin (2018) shares that sometimes it might be appropriate to begin a small amount of fieldwork before formulating the questions. Case study questions are most appropriately "how" and "why" questions. Another equally key component is a case study's propositions because in case study research, one must always have a plan or plans to fulfill the research sufficiently. The case is the third identified component important in a case study. Yin (2018) states that a researcher must consider at least two steps: defining and bounding the case. One should notice a solid connection to the initial research question when defining the case. Likewise, in bounding the case, one distinguishes what is relevant to the case in the study and what is not. The text identifies linking data to propositions as the fourth essential component of case study research. Examples of linking data to propositions Yin (2018) shared are pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis. A goal for this component is correct data analysis to display a solid connection to the case study's propositions. Lastly, the significant component of a case study design is the criteria for interpreting the findings. Yin (2018) states that identifying and addressing rival explanations for a researcher's findings is a prominent and essential alternative strategy. In the end, the researcher's goal is to strengthen the case study's findings.

A single-case design utilized for the proposed case study research because Hogget Academy is in a unique situation with access to research surrounding a segregated monolingual student cohort for every couple of dual language immersed student groups per grade level. Qualitative research will provide data through the ability to study in a natural setting and make sense of what is happening and why (Creswell & Poth, 2018). Yin (2018) shares that a sole case is critical, unusual, familiar, revelatory, and longitudinal:

1. The case study was critical because the campus is one of its kind in the city. Other campuses follow a similar design; however, the proposed campus to research is specific in that it hosts a monolingual section of students, as other similar campuses do not. This setup limits the researched campus to a sole case.

2. The research campus has an unusual daily schedule method. It is worth noting that in the dual language campus to be researched; there are singular monolingual cohorts in every grade level that accommodate the neighborhood population.

3. The case study focused on a population experiencing a unique academic experience. The research is revelatory in that the researcher has observed the events supporting the research for over a decade. The data that supports the case study is presented yearly.

4. The case study was longitudinal, as the program has existed since 1998. The researcher has observed the proposed campus study since 2009.

There are multiple accessible sources to gather evidence for the case study. Creswell and Poth (2018) encourage researchers to use newer, innovative data collection methods in addition to formal interviews and observations. The case study research plans to use documentation, interviews, and direct observation. It was critical to maintain an established trusting relationship with the participants so that they feel comfortable participating in the case study. As Creswell and Poth (2018) state, the case study will intentionally sample a group of people that can best inform the researcher about the research problem under examination. Calendars, agendas, announcements, flyers, and reports of events will be forms of documentation used to support the case study research findings. All evidence in the documentation will serve as purposeful indicators confirming the need for further investigation of the proposed case study. Interviews will also serve as data collection support

for the study. Yin (2018) shares interviews help by suggesting explanations of key events and insights reflecting participants' relativist perspectives. The use of short interviews and survey interviews were used as data collection support. This data collection allows shortcuts to the history of situations and helps to identify other relevant sources of evidence (Yin, 2018). Lastly, for data collection, the choice to utilize is the direct observation approach. The observation of grade-level activities during the school year will provide observational evidence. Overall, the selected choices for data collection are the most appropriate to gather the most case study data.

Lastly, the proposed case study research will require steps to analyze the data gathered to form conclusions. Pattern matching will be used to support what is observed by the researcher and could be confirmed by the study participants. Yin (2018) communicates that if the empirical and predicted patterns appear similar, the results can help a case study strengthen its internal validity. That is the goal when using this technique. The researcher will rely on the theoretical propositions before the research begins and analyze the data's connection with them. A case study's primary goal is to report a detailed description of the study and its findings and themes. In sum, pattern matching would support the analysis in identifying the data's results and provide enough data to formulate conclusions through evaluation and synthetization.

Research Questions

The research questions for the case study are listed below. The questions focus on gathering data regarding the school climate and culture of Bonham Academy. Through the questions in study, data from multiple perspectives will provide insight to the research site's unique school system.

Central Research Question

What is the climate and cultural system at Bonham Academy according to the

monolingual population?

Sub-Question One

How does placing students in the monolingual program influence their social learning at

Bonham Academy?

Sub-Question Two

How does the monolingual student population celebrating campus culture similarly and

differently affect student behavior?

Sub-Question Three

What is the monolingual parent/guardian and teacher perceptions of the differences

between the dual language and monolingual student populations, and how do those affect their

experiences at Bonham Academy?

Setting and Participants

For the intended research proposal, I conducted my study at Hogget Academy. This in-

district public dual language charter campus is part of an independent school district in a large

city in the Southwestern United States teachers and parents who have children that have attended

Hogget Academy since kinder or first grade.

Site

Hogget Academy's leadership is structured similarly to the county's public schools. The

central administration has a principal and vice or assistant principals to support policy

administration. Presently, Hogget has two assistant principals based on the student population. The campus has voted to participate in a legislature, supporting the charter campus to partner with a university to complete research in exchange for an incentive. With the incentive money, Hogget Academy has created a Senior Operations Coordinator position that facilitates and oversees almost all operations at Hogget Academy. The campus has two school counselors, one designated for elementary classes and one for middle school. With district-allocated funding, the campus has a bi-literacy specialist and a math specialist; both serve the kindergarten through eighth-grade teachers and their populations. There was an allocated science specialist; however, the specialist was directed to team teach the fourth-grade monolingual population because the number of students was greater than 22. The funding for that position was from the Senate Bill 1882 partnership. There is also a family and community specialist who connects the campus with students' families and supports the students and families where needed.

In considering the organizational structure of Hogget Academy, it is best to understand that it is a dual language in-district charter campus located in the inner-city area of a large metropolitan city. The student community is not just neighborhood kids but also students from around the city and surrounding areas. The charter allows families to apply for their students to attend the dual language program as a "choice school." The monolingual population consists of local neighborhood kids. Typically, in every grade level, kindergarten through 5th grade, there are two to three dual language sections and one monolingual section. The percentage of monolingual to dual language students is 35% to 65%.

Participants

For this case study, the participants are the teachers and monolingual parent populations with children that attended Hogget from kindergarten, first grade, or second grade and have

continued studying at the campus in the monolingual program. The monolingual population mainly consists of neighborhood families in the campus boundary area. A handful of students participate in the monolingual program whose parents are employees of the public school district that Hogget Academy is connected to. In the monolingual program, parents and guardians are adults. Both teachers and parents will be interviewed. I will recruit 12-15 participants from the monolingual population because that is the group which experiences the environment from a minority standpoint.

<div align="center">**Researcher Positionality**</div>

Having experience teaching in a self-contained setting for a monolingual "strand" of students at the fourth-grade level in an environment that serviced a dual language program as most of the student population allowed me to have a perspective on the experience happening to those I served. This experience opened my eyes to willingly pursue research that could cause rifts among colleagues in the study setting. My push to pursue the case study is that all will view valid data that could open doors to collaborations of solving the issue at hand.

Interpretive Framework

Establishing a philosophy and an interpretative framework to start a research process is a significant beginning step. My interpretative framework is social constructivism. I am a constructivist, for sure. Social constructivism methods of study surrounded the problem. As an undergraduate sociology major who dived into the education world, I have a solid sociological lens with many things surrounding education. Because of this, social constructivism spoke to me "loudly," and I related to it quickly. In reflecting upon the associated philosophical beliefs connected to social constructivism, I am more passionate about what I am connected to.

Philosophical Assumptions

Creswell and Poth (2018) share philosophical assumptions when researchers engage in a qualitative study. Qualitative research gives the researcher more subjective experiences to receive knowledge of who and what is being researched. My positionality as a qualitative researcher has been revealed throughout this doctoral program. I have learned or confirmed more about myself in this past year about who I am as a researcher and person than ever before.

Ontological Assumption

The first philosophical assumption is a researcher's beliefs about ontology, which relates to the reality of the phenomenon or what is being studied by the qualitative researcher. With this assumption, the researcher understands and respects the multiple realities they observe and completes their analysis of the multiple realities. My ontological position as a researcher is that I am humble in respecting other people's truths and realities, and my truth is that God is real and is the truth. In qualitative research, it is critically important to gather and report on subjective realities of the who and what is being researched. "My help comes the Lord, who made heaven and earth" (New American Standard Bible, 2023, Psalm 121:2). God guides my every step; I have faith in that.

Epistemological Assumption

Epistemological assumptions let a researcher engage closer to the studied participants (Creswell & Poth, 2018). The more time qualitative researchers have with the study participants, the more knowledge is gained. With epistemology, a qualitative researcher must feel pulled to know more of their research participants. A qualitative study epistemological assumption will only be valid if I research what is closest to my importance. For example, the focus of my potential dissertation research is incredibly significant to me, and I would have absolutely no shyness of prolonging my presence where I must conduct all my research. "Then you will know

the truth, and the truth will set you free" (NIV, 2023, John 8:32). God's revelation of every truth

is not always a happy one, however, the truth revealed opens the opportunity for growth.

Axiological Assumption

Through axiological assumption, I will make my values known through my studies

(Creswell & Poth, 2018). Axiological assumption allows all qualitative researchers to identify

their value and perception of a study and the value of the knowledge gained from the research.

There will be many times when the researcher of a qualitative study can identify what is

interpreted in a study; they complete a representation of those studied and the researcher. The

axiological assumption and my position as a researcher remind me of John 15:18-25. I am

reminded that whatever I research in my lifetime, God will always be my truth. I value

righteousness, kindness, goodness, love, joy, peace, patience, and self-control. I am biased of

righteousness for all. All God's people deserve to be loved and served.

Researcher's Role

The case study researcher takes on the role of a human instrument. As a teacher at the site

of the proposed case study, I do not have any supervisory connections to the proposed

participants of the study. No parent being interviewed has been a parent in any class I have

taught. I do not work in the section of the area and grade levels of participants to make any

relationship connection or influence with or to them. Over ten years ago, I was an elementary

teacher at the campus where I teach middle school content. As a teacher, I was exposed to and

experienced the setting and content of the proposed research. A study was not conducted in the

past, and students and their guardians' perceptions were not evaluated. I will take on the

evaluator's role with interpretations to evaluate.

Procedures

The case study procedures will outline the necessary steps conducted to perform research. Site and participant permissions, securing approvals, and data collection and analysis will be informed. The connection of the data collection components will be addressed.

Permissions

Obtaining Institutional Review Board approval (Appendix A) before conducting the case study and the site permission (Appendix B) and participants' consent (Appendix D) will confirm the study's ethical honesty. The guardians will participate with special written permission (Stake, 1995). Once the Institutional Review Board and the site approve the study, the participants will be notified to obtain consent. Interviews will be conducted, and participant confidentiality will be met; all data collected will be stored with password-protected electronic files. Observation data and documentation collected will also be stored in a password-protected electronic file.

Recruitment Plan

The case study's purposeful sample of participants will be teachers and guardians of the monolingual population at Bonham Academy. Purposeful sampling is to be clear what types of sampling are utilized and why they were chosen to gather the research (Creswell & Poth, 2018). Purposely selecting which ways to research in a case study, specifically researching the perceptions of teachers and parents of a specific group's climate and culture, is critical to provide the most supportive information. The specific type of participants and site are strategically selected because they can purposefully inform an understanding of the case study's research problem and central phenomenon (Creswell & Poth, 2018). The participants sought will be the first through fourth grade monolingual teachers. The parent/guardian participants will be recruited through the recruitment letter (Appendix E) to request participation. The principal of

the campus will act as the gatekeeper in parent/guardian participant selection. Once the parent/guardian participants from each grade level have offered to participate, the research consent form (Appendix D) will be given to them to read and sign before the interview is scheduled. Ideally, two parents from each grade level, first through fifth grade, will be recruited. Participant's identification will be confidential, and their only identification will be that they are part of the monolingual section of the campus being researched. Participants will be told the research reasoning and why they were explicitly requested as participants.

Data Collection Plan

For the proposed case study research, interviews, documentation, and observations will be the data collection strategies to gather the data to answer the research questions. Interviews are a desirable choice for a qualitative study because of their ability to focus on a targeted population that can support the case. Interviewing human participants provides first-hand perspectives and perceptions of people experiencing the issue studied daily (Yin, 2018). Documentation is a practical choice for qualitative data collection as well because the documents collected to analyze in support of the case study were not purposely created for research purposes, and documents that are created throughout the year at the school campus can provide information about events data over an extended period (Hancock & Algozzine, 2016). Lastly, direct observations can be lengthy and time-consuming, but they can also be valuable for gathering information directly supporting the case study research data collection.

Individual Interviews Data Collection Approach

For data collection purposes, interviewing will be implemented to gather direct human participant data. Yin (2018) describes case study interviews as resembling guided conversations rather than structured queries. Interviewing strategy is most appropriate to gather data from

participants who have experienced being part of the monolingual cohort population at Bonham Academy since early elementary age. Data will be collected from the monolingual teacher and parent participants at Bonham Academy. Teachers and parents selected will be provided with information pertinent to the case study and the goals of achieving the necessary data (Appendix D). The participants will be invited to select several dates and times to schedule their time for the interview. Participants will be told to accommodate at least 60 minutes for the interview.

Recording the interviews with an electronic recording device to gather their voices will be required, and permission will be requested for its use in the case study. Interviews can take place in person or over video chat programs such as Zoom. The following questions are requested for approval for the interviews for the student/parent groupings.

Individual Interview Questions

1. Please describe your connection to Bonham Academy. (Ice breaker question)

2. What influenced you to choose Bonham Academy as a school or career?

3. Describe your challenges as a Bonham Academy monolingual teacher/parent. CRQ

4. Describe your successes as a Bonham Academy monolingual teacher/parent. CRQ

5. How does being in the monolingual program at Bonham Academy influence your child/students socially? CRQ

6. What positive experiences have you had as a Bonham Academy monolingual teacher/parent on campus? CRQ, SQ2

7. What negative experiences have you had as a Bonham Academy monolingual teacher/parent on campus? CRQ, SQ2

8. What are the different ways monolingual students' cultures and dual language student cultures at Bonham Academy celebrated? SQ2

9. What other information would you add to your experiences with Bonham Academy as a teacher/parent? SQ1

10. Describe the challenges experienced with working with the dual language cohort at Bonham Academy as a teacher/parent. SQ1, SQ3

11. Describe the successful experience of working with the dual language cohort at Bonham Academy as a teacher/parent. SQ1, SQ3

12. What else would you like to add to our discussion regarding your experience with the dual language cohort at Bonham Academy as a teacher/parent? CRQ

The questions above align with the research questions, literature foundations, and theoretical social cognitive lens applied with the study. Following the ice breaker question, the interview questions requested knowledge about specific experiences that align directly with the central and sub-questions. All questions were intent on discovering knowledge of specific climate and culture system of monolinguals at the DLI charter campus and is tied to the central research question. Interview questions 2, 3, and 9 are connected to support data for the central research question, which provides detail of the monolingual population experiences Interview questions 4-5 support in providing data for sub-questions 1 and 3, which supports with detail of experiences as a monolingual teacher or parent in the DLI charter campus environment. Interview questions 7-8 support sub-questions 2 and 4, allowing the research to gather detail through the monolingual perceptual lens. Interview question 6 supports data for sub-question 2, which also would provide data through the lens of the monolingual perspective. The intent is to provide rich data on the monolingual teacher and parent experiences in the DLI charter campus climate and culture. Using purposeful questioning with focused alignment to the research questions, literature, and topic of study, the interview questions are meaningful. After the

participants answer the interview questions entirely, the session will continue with an explanation of the connection the interview has to the case study and the proposed use of the data from the questions answered.

Individual Interview Data Analysis Plan

Data will be collected in the form of audio recording made available for transcription. I will analyze the interview data. Analysis of themes (Creswell & Poth, 2018) will help with the complexities of the data collected. Interview data will be transcribed to prepare for coding by the researcher. Themes regarding the positive and negative experiences of climate and culture of the teachers and parents will be presented, reviewed, and analyzed for common themes mostly present in their perceptions. Thematic analysis is the main choice of pattern identification within qualitative data (Braun & Clarke, 2021). Through direction interpretation (Stake, 1995), comprehensive understanding will occur, followed by synthesis with other data collection approaches. Initially, all interview data from participants will be organized according to participant title, teacher or parent. As interview data is reviewed, individually for each participant, I will memo anything that is reflectively connected to the research topic. I will then manually code the interview data to engage more closely with the research data. It will allow more personal insight into the data collection. With the initial codes gathered from the interview data, I will categorize the codes into themes reflective of the research topic. Descriptive and in vivo coding will be used to summarize codes or gather direct phrases into codes from participant interview data (Saldaña, 2009). Themes will be gathered from every participant and every question. In turn, categorized codes will be evaluated for categorization in relation to the research study theory. Data will then be displayed to report an account of the findings. Explanation building will be sought with every form of data observation (Yin, 2018).

Document Analysis Data Collection Approach

Documentation from the campus site's current school year will be gathered for data analysis. Campus site flyers that inform about campus events will be utilized for research. Grade-level event documents from the monolingual and dual language cohorts will be gathered for research. The event flyers will provide information regarding events that will be evaluated based on the population the event is benefiting. Announcement data made electronically will be retrieved for data analysis. Requests for these data will be gathered from the grade-level teachers with the appropriate approval from the school district and campus. The documents relate to the study by providing insight to how dual language and monolingual populations are recognized and celebrated. The documents also demonstrate the levels of dual language and monolingual populations presence in the document text.

Document Analysis Data Analysis Plan

Documentation gathered from the campus research will be reviewed and categorized by primary and secondary sources. The documents will be primary sources from the campus. Any secondary source, sources not from the campus, may not be valid enough to support the research topic. Checking the authenticity of the documents will be done utilizing a series of questions (Hancock & Algozzine, 2016; Appendix H) and a checklist (Appendix I) listing the research questions with a section for noting how the document relates or supports the research questions.

Research Question	Authenticity of Document Notes	Document Notes as Pertaining to Research Question
What is the climate and cultural system at Bonham Academy according to the monolingual population?		

How does placing students in the monolingual program influence their social learning at Bonham Academy?		
How does the monolingual student population celebrating campus culture similarly and differently affect student behavior?		
What is the monolingual parent/guardian and teacher perceptions of the differences between the dual language and monolingual student populations, and how do those affect their experiences at Bonham Academy?		

Documentation will then be set aside to identify themes in connection with the other data gathered. Using the data collected on the research questions checklist, interpretation and identification of themes will be analyzed. There is no single rule for how a theme should look (Mishra & Dey, 2022). The connection between perceptions, experiences, and values and the theory of research will demonstrate the theme data portrayed. Themes created by reviewing the collection of documents will be used in order to make connections of similarities and differences of every document. The identified themes that connect to the research questions will determine the contribution to the research study.

Observation Data Collection Approach

Stake (1995) states that the way the case and the researcher interact is presumed unique and not necessarily reproducible for other cases and researchers. The case study will take place at my place of employment; thus, observation research is valued personally. For the observation

data collection, I will participate in the observation scheduled as a non-participant. A qualitative research table form, located in Appendix F, to determine what to observe during a research observation will be used to focus on specific categories.

I will use rubric as a guide to gather observational data related to the research questions.

	Observation Notes	Visible Data	No Data Collected
What is the climate and cultural system at Bonham Academy according to the monolingual population?		YES	YES
How does placing students in the monolingual program influence their social learning at Bonham Academy?		YES	YES
How does the monolingual student population celebrating campus culture similarly and differently affect student behavior?		YES	YES
What is the monolingual parent/guardian and teacher perceptions of the differences between the dual language and monolingual student populations, and how do those affect their experiences at Bonham Academy?		YES	YES

Permission by all necessary parties will be requested prior to the observation schedule. Classrooms, grade-level events, and school-wide events where teachers participate will be observed for research data.

Observations Data Analysis Plan

Observation data notes will be reviewed to determine categories for the data gathered. I will act as a participant in the observations to gather data. Some of the participation settings for observation will be events where the researcher is more an observer than a participant. The observation data will be evaluated using a rubric (Appendix F) created to identify specific events, in connection with the research questions, during the observations. The observation data will be organized and labeled based on the type of school event observed. During the observations, I will reflectively memo, in addition to writing observation notes, about anything that is connected to the research topic, and that does not provide detail toward the research questions directly. The memo side notes will not be the direct observational data utilized to classify and formulate codes from. Descriptive coding will be applied and categorized into themes based on research questions (Saldaña, 2009). I will then utilize the analytical technique of explanation building to determine whether there are connections between the observation data and the research topic (Yin, 2018). At this point, data will then be categorized based on the relation to the research theory.

Data Synthesis

All data will be accounted for as evidence for research study analysis (Yin, 2018). Once all data are evaluated for categorization and coding, I will begin evaluating it to review for major themes present across the data. Interview data, documentation data, and observation data will be organized for theme reduction through coding (Saldaña, 2009). I will revisit the evaluations to review the interview and documentation data for commonalities and differences with the observation data. With a table identifying the major themes from each data collection, a shorter, more concise list of common themes will be identified among the data. Triangulation of the data will be the time-consuming part of the data analysis, which connects the synthesis of all the data

collected (Creswell & Poth, 2018). The goal is to review and immerse in the research questions, make connections of the three sets of data collection, and to provide answers using the identified themes. In evaluating the codes identified, sub codes will identify support to the themes that the data brings to light (Saldaña, 2009). Articulating connections among the data research will provide me with knowledge of possible blended similarities and reliability among the data collected. Essentially, the connection between research and the case studied is a unique situation, one that cannot be replicated (Stake, 1995).

Trustworthiness

Lincoln and Guba (1985) conceived of the foundational concepts and terms that establish the trustworthiness of a study, precisely credibility, transferability, dependability, and confirmability. These terms can be compared to quantitative terms such as internal and external validity, reliability, and objectivity. The data will be evaluated for confirmation of its trustworthiness and credibility. Research themes will be reported to provide findings in a manner available for auditing purposes to maintain the dependability of the case study. Lastly, ethical considerations will be upheld to confirm there are no opportunities to trace back to participants of data collection.

Credibility

Credibility is confidence in the truth of a study's findings or the extent to which the findings accurately describe reality (Lincoln & Guba, 1985). I will achieve credibility in three ways: (a) triangulation, (b) peer debriefing, and (c) member checking. Through triangulation of the data collection methods, I hope to discover a common theme that the study aims to identify and shed light on so that others know it is an issue and one that must be investigated further. I will debrief with my professors at Liberty University, who are well-versed in the purpose of the

case study, to confirm that nothing is overlooked on my part for the research. Lastly, I want to incorporate the participants in reviewing the data collected and provide feedback on the credibility of the analysis. I will allow the participants to view the data collected when the research is complete, and the results are finalized by sending an email for the participants to review the themes.

Transferability

Transferability shows that the findings may have applicability in other contexts (Lincoln & Guba, 1985). The descriptions I will use to describe the disparities of a monolingual student population in a dual-language campus environment will depict the experiences of minority populations. With research, there should be a perception of alignment of the monolingual teachers and parents in the research study that suggests or offers data that the monolingual population does experience inequities in their climate and culture experiences at the campus. The literature shows support of dual language immersion strands in campuses supports segregation. Determining whether the study is transferable or not is up to the reader. A rich, deep description of the site, participants, and procedures is available to help the reader decide if the study is applicable in their setting.

Dependability

Dependability shows that the findings are consistent and could be repeated (Lincoln & Guba, 1985). Research procedures, methods of data collection, analysis of themes for each type of data collection, and cumulative approach of the three data collection types to formulate themes provide enough support for this study to be replicated in other environments with similar situations. The case study method, the theoretical support, and the literature researched all support the research proposed. For the case study to demonstrate good dependability, I will

ensure that the dissertation committee and the Qualitative Research director determine the sufficient process to gather correct data and review the research process.

Confirmability

Confirmability is a degree of neutrality or the extent to which the respondents shape the findings of a study and not researcher bias, motivation, or interest (Lincoln & Guba, 1985). Techniques for establishing confirmability include (a) confirmability audits, (b) audit trails, (c) triangulation, and (d) reflexivity. A digital audit trail with research study procedures, raw data, and analyzed data with the final report will be created to confirm credibility and the ability to be tracked, if necessary. Triangulating the data allows multiple data sources to support the themes stemming from the research. Lastly, reflexivity will be exhibited in this study, especially in relation to the researcher. Reflexivity, in qualitative research, is the researcher being conscious of the biases, values, and experiences brought by the researcher to the study (Creswell & Poth, 2018). These biases were addressed in the researcher positionality section.

Ethical Considerations

When conducting qualitative research, it is critical to consider the entire study's ethics. For my research topic, I reflected upon the ethical considerations for the study. Initially, I need to submit my suggested research for IRB approval. Following this submission and approval, I will request formal approval from the selected school site to conduct the research study, which would also include informing the participants of their request to participate. When the site approves the research study, I will use the IRB approved forms of communication, specifically the recruitment letter (Appendix E) and participation consent form (Appendix D), to inform the participants I am requesting the purpose of the study and share that their participation is voluntary but highly requested. I want to ensure those being asked to participate will only contribute to the result of

more factual data to analyze. I will also ensure anonymity by using pseudonyms for the site and for the participants.

During the period in which the study is being conducted, I must plan to arrange a considerable time to conduct participant interviews to minimize any disruption to the regular school day agenda at the research site. As a teacher at the campus where I plan to conduct my research, I already have a well-established repertoire with the community. A specific population will be studied, and I will have to interview 12-15 volunteers to participate, not be selective about who can participate from the group. The data collected will be stored for three years and destroyed right after that, and there will be two backups of the initial data storage stored on an external hard drive that is password protected and will be stored in an online file that is password protected.

No matter the actual outcome of the results, I must share all perspectives represented in the data. In respecting the participants' privacy (Creswell & Poth, 2018), no specific names will be mentioned other than identifying the population of the research study, and pseudonyms will be utilized to keep participant names confidential. Regarding what I want to study, I have come to terms with wanting to know the truth more than thinking what I think might be true.

Summary

In conclusion, chapter three provided information about the researcher's perspective and viewpoint of the chosen approach, the case study. The research design choice, an intrinsic case study, would provide data collected from interviews, observations, and document analysis. All data collection provided for the study will be evaluated, analyzed, and synthesized for common themes and messages throughout the study. In reviewing all forms of data collection, an analysis of themes will connect to support similarities and differences of perceptions of the monolingual

teachers and parent research participants. Support of trustworthiness will be provided to confirm that those who use this study's research can have faith that it was completed with a good research approach and data.

CHAPTER FOUR: FINDINGS

Overview

The purpose of the intrinsic case study was to discover the monolingual teachers' and guardians' perceptions of school climate and cultural experiences in a dual language in-district public charter school. At this stage in the research, the underrepresentation of the monolingual population culture and climate is defined as the lack of climate and cultural experiences the campus offers to the dual language students and not the monolingual population. The objective of this chapter is to present the data collection and analysis results. Data collection methods include interviews, observations, and document evaluation. In this chapter, data in the form of narrative themes in charts will be shared and presented according to each theme discovered. Lastly, the chapter summary is provided.

Participants

The desired participants for the case study were easily accessible and readily available to support the research through their interview process with sufficient data. Purposeful sampling was used to choose participants (Creswell & Poth, 2018; Yin, 2018). A total of 12 participants joined the study. The participants included the four first through fourth grade monolingual cohort teachers and eight parents of monolingual students in first through fourth grades. The parents selected have been parents at Hogget Academy for at least two years. Pseudonyms were utilized to protect the identity of every participant in the study. Teacher participant demographics, including name (pseudonyms), years taught, highest level of education, content area taught, and grade level taught. Parent participant demographics are also present, including name, length of time they have been a Hogget Academy parent, and what grade level is their child in. The process was seamless since all monolingual teachers and two parents from each grade level that

met the criteria agreed to participate in the case study. The interviews took place in an enclosed room, and none of the participants withdrew from the study. Observations were completed successfully by observing the first through fourth grade monolingual teachers. Documentation was gathered for observation from the school database. Below is two tables providing participant data in Table 1 and Table 2:

Table 1

Teacher Participants

Teacher Participants	Years Taught	Highest Degree Earned	Content Area	Grade Level
Issa	2	Bachelor's	Monolingual	1st
Zuly	7	Bachelor's	Monolingual	2nd
Ale	2	Bachelor's	Monolingual	3rd
Cris	10	Bachelor's	Monolingual	4th

Table 2

Parent Participants

Parent Participant	Years as a Parent at Hogget	Child's Grade Level
Chrissy	2 years	1st
Charles	2 years	1st

Jeanette	3 years	2nd
Michael	3 years	2nd
Ana	4 years	3rd
Alejandra	4 years	3rd
Margo	5 years	4th
Tina	5 years	4th

Monolingual teachers interviewed had only taught monolingual sections of students. Each teacher participant was also the only monolingual teacher in each first through fourth grade level. Each parent participant interviewed had been a parent of the campus studied for at least two years. Respectively, each parent participant also shared that close proximity and location of school was a reason to attend Hogget Academy. Every participant, teachers and parents, met the criteria set for the case study. Below, the teacher participants are shared in order by grade level and then, the parent participants are listed by grade level.

Issa

Issa is a certified early childhood teacher at Hogget Academy, where she has been teaching for two years. She teaches the only 1st grade monolingual cohort of students at Hogget. She had previously worked at another campus implementing the dual language program and came to love the community that comes with it. Although she is fluent in the Spanish language, she shared she is passionate about the underprivileged neighborhood population that surrounds Hogget Academy.

Zuly

Zuly is a certified elementary teacher at Hogget Academy, where she began teaching seven years ago. She has taught the 3rd and 4th grade monolingual student cohorts at Hogget and is currently teaching the only 2nd grade monolingual student cohort at Hogget. She completed her student teaching at Hogget with a dual language cohort teacher and liked the community and staff. As a monolingual teacher, she shared she makes the efforto to connect with the dual language teachers at the same grade level.

Ale

Ale is a certified elementary teacher at Hogget Academy, where she has been teaching for two years. She teaches the only 3rd grade monolingual student cohort at Hogget. She was a student-teacher at Hogget and fell in love with the culture of the campus. Initially Ale was assigned to a dual language teacher to shadow and learn from and she planned to pass the bilingual teaching certification state test. She did not pass the bilingual test in time and was assigned to serve the monolingual student population of 3rd grade.

Cris

Cris is a certified elementary teacher at Hogget Academy. She has taught for 10 years and two years have been at Hogget Academy. She has taught the only 5th grade monolingual student cohort and currently is teaching the only 4th grade monolingual student cohort. She came to know about Hogget Academy because a previous co-worker recruited her to teach at Hogget.

Chrissy

Chrissy is a 1st grade parent at Hogget Academy. She has a child in the upper grade levels at Hogget as well. Her older child was first in the dual language program at Hogget but had major struggle learning to read in both English and Spanish. According to her, she requested her

older child be changed to the monolingual section in the 1st grade and had her parents teach the child to read.

Charles

Charles is 1st grade monolingual parent at Hogget Academy. He only has one child attending the monolingual strand at Hogget Academy. He has only been a parent at Hogget Academy for two years. Charles was influenced to choose Hogget Academy because of the school's great reputation in the community and the location.

Jeanette

Jeanette is a 2nd grade monolingual parent at Hogget Academy. She has children in multiple grade levels, including one child at the middle school level at Hogget. She has children in the monolingual and the dual language cohorts at the school. The children she has in the monolingual program are there because of a behavior or learning disability. She chose to not place them in the dual language program.

Michael

Michael is a 2nd grade monolingual parent at Hogget Academy. He has one child attending Hogget because it is the neighborhood campus. Michael has never had a connection to Hogget Academy before his child began attending in kinder last year.

Ana

Ana is a 3rd grade monolingual parent at Hogget Academy. She has two children in the monolingual program. The school's reputation and distance from her home are what influenced her to send her two youngest children to Hogget Academy.

Alejandra

Alejandra is a 3rd grade monolingual parent at Hogget Academy. She has her only child participating in the monolingual section. She, too, was a product of the Hogget Academy monolingual strand of students, although she attended before the school because an in-district dual language charter academy. She wanted her child to learn from the same school she learned at.

Margo

Margo is a 4th grade monolingual parent at Hogget Academy. She has an only child participating in the monolingual section. She was influenced to choose Hogget Academy because of the bilingual and the monolingual aspects of the school.

Tina

Tina is a 4th grade monolingual parent at Hogget Academy. She has two children in the monolingual program at Hogget. She is also a product of Hogget from before it was a dual language immersion charter school. She placed her two children at Hogget because she lives in the neighborhood.

<div align="center">

Results

</div>

The transcripts of the interviews, along with the grade level observation and the documentation observation, provided a solid amount of data for analysis for this intrinsic case study. The results are categorized into three themes that include several sub-themes. Monolingual support, no change in population, and diverse social learning were the main themes derived of the case study. I used journaling as a way to record my personal feelings about the topic before data analysis. With personal feelings and a connection to the problem, I needed to set aside my personal bias to focus on the study. The data was triangulated through three data collection methods that include interviews, grade-level observations, and document analysis. The

in-person interviews were conducted in approximately 30 minutes to 1 hour with each participant. All interview questions were open-ended to allow for participants to freely share what they felt was relevant to their perspective. Two grade level observations of each teacher participant were completed. All observations were unannounced. Observation data was collected utilizing a structured observation data collection form (Appendix F). Through the grade-level observations, themes, and sub-themes, evident reflection was exhibited. The documents gathered for analysis were analyzed and coded to identify similar and newly identified themes. Below is the discussion of themes derived from the case study research.

Monolingual Support

The first theme uncovered from the participants' interviews was monolingual support for the teachers. For example, Cris, 4th grade monolingual teacher, stated, "monolingual classes were sometimes overlooked when it came to instructional aids and special opportunities on campus." Of the four monolingual teachers interviewed, three of the four shared similar perceptions. Cris also stated, "Student groups would be pulled from dual language classes for support, but monolingual teachers had to beg for the same support." During the grade level observations for 1st grade, the monolingual teacher had no support for working with her students in the activities that all 1st grade students were to engage in. The monolingual teacher had to access help from other grade level volunteers to support her with the students serviced. In document observations for the 4th grade monolingual teacher, a section of document that was reviewed showed that the monolingual teacher received less support than the dual language teachers in the same grade level. Curriculum support and teaching support were two sub-themes indicating how to establish more equitable support.

Curriculum Support

A subtheme for monolingual support was curriculum support. Curriculum can be thought of as the resources a teacher utilizes to instruct and educate students. The monolingual participants shared how they experienced lack of curriculum resources for their population's needs. Zuly shared, "When utilizing data to determine the academic needs of my students, I am faced with the lack of differentiated curriculum to create effective lessons that would meet the needs of my students." Additionally, Cris, the 4th grade monolingual teacher, stated, "The dual language department is provided with a more diverse curriculum to teach with." The dual language immersion teachers are offered a structured plan called the dictado. In English, the dictado method means a teacher dictates what is to be learned and then both teacher and students collaboratively connect meanings or corrections about the learning. The dual language curriculum experience is more diverse because of the language components of support that the teachers are taught to utilize for teaching. Of the teacher participants, three of the four participants identified curriculum support with emphasis on differentiation resources as a need that was being overlooked. In the monolingual classrooms, a high number of students exhibit the need to have more focused approaches in their learning.

Teaching Support

The second sub-theme derived from monolingual support was teaching support. Teaching support helps teachers grow in their area of expertise to support their student population and other teachers by communicating effective ways to support a diverse academic student population. Zuly shared, "I feel eclipse by the program I am not part of." At Hogget Academy, the dual language immersion teacher ratio per grade level is 2:1 or 3:1, with the monolingual teacher being a single section. Zuly also stated, "Many opportunities may not be available to me,

such as PD, resources, or support, because of my strand." As a result of dual language immersion being a primary focus of support for teachers at Hogget Academy, the traditional monolingual teaching cohort does not take priority for servicing and growth. Certain access to professional developments are not accessible to the monolingual teachers because the focus of training content is geared toward dual language immersion teachers.

No Change in Population

No change in population was the second theme that emerged from this study. Both the monolingual teacher and parent participants identified that the monolingual strand does not have a second option of class to attend at each grade level. This essentially leads to the monolingual group of students learning with the same section of students every year for possibly five to six years. In an observation conducted for the study, the 4th grade teacher experienced another grade level teacher instructing her to keep the monolingual students separate from the dual language students. In observing the documentation that connected to that 4th grade event, the 4th grade dual language students were mixed in groups for the activity they were attending, while the monolingual class was not mixed with any other class. Ana, a 3rd grade parent, stated, "The biggest challenge as a monolingual parent at Hogget is that the monolingual students will stay together from kinder to 8th grade." Ana continued by stating, "the monolingual students can't get a break from each other, which causes a lot of conflict within the class, causing cliques to form, and increasing bullying."

Relationship Connections

The first subtheme emerged from no change of population is relationship connections among the monolingual teachers and parents, monolingual teachers and dual language teachers, monolingual students and their peers, and monolingual students and dual language students of

Hogget Academy. Zuly, 2nd grade teacher, stated, "Some parents regard monolingual teachers as 'the other teachers'." Cris also stated, "I am the only monolingual teacher for my grade level, so the younger students know they will have me at some point, so we start building our relationships before they are even placed on my roster." Jeanette, a 2nd grade parent, stated, "My child's class doesn't change much with the years that pass being one class in monolingual and all the others in dual language." Jeanette also stated, "Not much of meeting new children." Alejandra, a 3rd grade parent, stated, "Where bullying is an issue in the monolingual class, it's not like we can say, "Well, let's move my student, because he is monolingual and only has one class." Alejandra also stated, "They (monolingual students) don't build relationships with their bilingual peers because their classes are never combined."

Consistent/Constant Higher Needs

The second subtheme for no change in population was consistent and constant higher needs. Zuly, 2nd grade teacher, stated, "Most staff recognize our (monolingual teachers) efforts and want to help us coordinate school supplies needed for our students." In a documentation evaluation for the 2nd grade group, notes were added to support the monolingual section with a set of needs listed. Whether the needs were met, was not noted. Ale, 3rd grade teacher, stated, "Most people on campus don't realize that the monolingual strand has an overrepresentation of students with IEPs, 504s, and social emotional needs that add an extra layer of emotional labor to the teachers' plates." In an observation evaluation for the 3rd grade group, the monolingual teacher experienced greater exposure to need by the students when there was not the same level of support that the dual language population experienced. The monolingual teachers recognized the population they serve is a higher level of academic, social, and emotional need.

Diverse Social Learning

Diverse social learning was the third theme that emerged among the monolingual teachers and parents interviewed. Chrissy, a 1st grade parent, stated, "Peer influence of the children is a social problem." Jeanette, 2nd grade parent, stated, "I love that the school has the children participate in dancing folklorico because it opens up the children to experience and normalize different types of cultures." Monolingual teachers and parents identify that the social learning aspect looks different from the dual language counterparts in relation to life backgrounds and differentiated needs.

Life's Backgrounds

The first subtheme of diverse social learning is life's backgrounds and recognizing there is a diverse group of monolingual students with different ways of living. Zuly, 2nd grade teacher, stated, "Having empathy and understanding various backgrounds and social-emotional needs has fostered meaningful connections." Issa, 1st grade teacher, stated, "The behaviors my students exhibit are at times more intense than the dual language students." Issa also stated, "Their social worlds are different and inconsistent, and with that, they require their own behavioral interventions." Within the monolingual populations taught, the social class gap is wide.

Differentiated Learning Needs

The second subtheme of diverse social learning is differentiated needs to learn. The monolingual teachers discussed the difficulty of supporting the monolingual students' diverse needs to be academically successful. Issa, 1st grade monolingual teacher, stated, "It can be challenging finding my own resources at times to accommodate the needs of my students, since, at Hogget Academy, more support goes to finding resources for the dual language teachers."

Outlier Data and Findings

This section includes unexpected findings from the study. While participants agreed on many aspects of the identified themes, there were three unexpected findings that are not totally in line with the themes and research questions. The outlier findings are diverse monolingual backgrounds, blend the groups, and teacher love is appreciated.

Diverse Monolingual Backgrounds

One monolingual teacher touched on the significance of the many diversities within the monolingual populations. Issa, 1st grade teacher, stated, "At Hogget, we tend to celebrate a lot of Mexican traditions, which makes sense; however, I think we could be more diverse even with the Latin cultures we celebrate to include South and Central America." Issa also stated, "I think we could be more responsive to the cultures outside the dual language arena, especially speaking religiously. Many of the students in my class celebrate Christmas and fall under a branch of Christianity, but many kids in my class don't. I make sure to teach the meanings of different holidays like Hanukkah and Ramadan because kids in my class do celebrate, but it would benefit the whole campus to do the same. As a dual language school, we must remember that the culture exchange goes both ways, and a healthy balance enhances the many cultural celebrations we have at Hogget Academy."

Blend the Groups

The second outlier finding was to blend the dual language and monolingual student populations when it was adequately feasible. Ale, 3rd grade teacher, stated, "We can work at being more equitable to ensure the needs of our monolingual students are being met instead of resigning them to the fact that they usually underperform compared to their dual language counterparts." Cris, 4th grade teacher, stated, "This year, the team I work with has worked hard to integrate our classes and have students work together." The 4th grade monolingual teacher

also shared about a struggle with a dual language teacher counterpart. Cris also stated, "I have had a teacher on my team tell me that they do not want my monolingual students around their students.

Teacher Love is Appreciated

The last outlier finding is that teacher love is appreciated. Alejandra, a 3rd grade parent, stated a positive experience of Hogget Academy is to "see my child love the teachers and grow in confidence." Alejandra is a product of Hogget before it became a dual language immerscion campus. She also shared she is a frequent substitute for the lower grade levels at Hogget and has a lot of respect for the teachers of Hogget. Chris, 1st grade parent, stated, "My child has had a particularly difficult year personally, and Hogget has supported him and my family." When students of the monolingual cohorts struggle with anything, even concerns not school-related, their monolingual teachers try to be there for them however they can.

Research Question Responses

This section will offer concise detail to the case study research questions. Each research question will supply a direct narrative to each research question using the themes derived from the study. Some questions will display participant quotes to support the understanding of the result.

Central Research Question

What is the climate and cultural system at Hogget Academy according to the monolingual population? The monolingual teacher and parent participants interview, teacher observations, and documentation data show that the monolingual population is not exactly a priority to serve at Hogget Academy. The teachers' perceptions identified they are not supported similarly to the dual language immersion teachers at Hogget Academy. The research theme of

monolingual support is crucial in changing in order to build a more positive climate and culture at Hogget Academy. The monolingual strand is singular in every elementary grade level and there is a lack of professional development and differentiation curriculum resources for the monolingual teachers. The dual language population cultures are mainly identified and celebrated by all students at Hogget Academy, and monolingual specific cultures are not identified schoolwide, nor learned about schoolwide. The monolingual teachers are not recognized for their successes as much as their dual language counterparts, even though they are servicing a higher need population, in several capacities. The monolingual parents are pleased with the connections the monolingual teachers initiate with them and their child.

Sub-Question One

How does placing students in the monolingual program influence their social learning at Hogget Academy? Students placed in the monolingual program at Hogget Academy are guaranteed to learn with the same class population every school year. Monolingual parents shared that being with the same section of students can negatively affect their children. Chrissy, a 1st grade parent, stated, "Many neighborhood kids in the monolingual strand come from rough, chaotic homes, and so correcting peer influenced behavior has been a problem." Bullying was identified as a problem in the monolingual student cohorts. Students in the monolingual populations have diverse social learning needs, which is a major theme of this research. The monolingual student populations from 1st through 4th grade also have higher levels of IEPs and 504s to attend to. This does add to the increased behavioral concerns and affects the social learning climate.

Sub-Question Two

How does the monolingual student population celebrating campus culture similarly and differently affect student behavior? The monolingual teachers and parent participants both shared that Hogget Academy supports an emphasis on Mexican cultural traditions. Issa, the 1st grade monolingual teacher shared, "we tend to celebrate a lot of Mexican traditions, although we could be more diverse with more Latin cultures to celebrate." Monolingual teachers and parents both stated that students enjoy engaging in learning about the Mexican traditions that support the dual language population, however the monolingual student populations have cultures that are not celebrated schoolwide, so they are recognized sometimes within their classrooms. Charles, a 1st grade monolingual parent shared, "As a white family and also natives of this city, I appreciate how Hogget Academy celebrates the cultures that resonate with the bilingual classes." All students at Hogget are exposed to the Mexican cultural traditions that are taught throughout the year. Once again, it is evident that the monolingual student population has social learning needs, a known major theme in this case study, that are sometimes different than that of their dual language peers.

Sub-Question Three

What are the monolingual parent/guardian and teacher perceptions of the differences between the dual language and monolingual student populations, and how do those affect their experiences at Hogget Academy? Monolingual teachers identify that the monolingual strand is supported less in certain areas of need. Curriculum and teaching support for monolingual teachers were shared as high concern because of the diverse monolingual group being serviced. The monolingual teachers shared that making connections with parents is a supportive benefit because of the diverse lifestyles within the monolingual population. Zuly, 2nd grade teacher, shared, "I have felt overlooked by the campus support and praise from the monolingual parents."

The monolingual parents identified their awareness that the monolingual strand is singular at Hogget Academy and that it is guaranteed their child will experience each elementary grade level with mostly the same student population. Monolingual parents shared their concern for the social growth of their children due in part to the students displaying negative aspects of being in the same group every year. The concern of learned behavior was more identifiable from the 2nd through 4th grade parents.

Summary

This chapter covered the monolingual teacher and guardian perceptions of school climate and cultural experiences in a dual language in-district public charter school. Each participant's narrative shared their years of teaching and how they came about to teach at Hogget Academy. Through the participant interviews, teacher observations, and grade level documentation, three themes emerged from the findings that addressed the central research question and the sub-questions. The three themes included monolingual support, no change in population, and diverse social learning. Based on the results, greater monolingual curriculum support and integration of respectful support for the monolingual teachers would enhance positive climate and culture experiences.

CHAPTER FIVE: CONCLUSION

Overview

This intrinsic case study describes and provides an in-depth study of the system that underrepresents the monolingual student population at Bonham Academy. At this stage in the research, the underrepresentation of the monolingual population culture and climate is defined as the lack of climate and cultural experiences the campus offers to the dual language students and not the monolingual population. In this chapter, a discussion of the findings is shared followed by interpretations of the findings. Following the interpretation of findings, the implications for policy and practice will be discussed, then the theoretical and empirical implications will also be shared. Lastly, recommendations for future research are discussed followed by a final conclusion.

Discussion

The purpose of the intrinsic case study was to present the monolingual teachers and guardians' perceptions of school climate and cultural experiences in a dual language in-district public charter school. Research that examines the monolingual cohort in a dual language immersion campus is sparse and there is little research that examines both the teacher and parent perceptions of the experience. In a DLI campus, where the dual language learning is implemented as a strand program, the campus serves a single monolingual cohort of student learning. Previous research on monolingual cohort perceptions from teachers or parents share that there are negative connotations associated with the experience (Giersch, 2022; Watzinger-Tharp et al., 2021; De Jong et al., 2023). The findings of this intrinsic case study add to the existing research discussed in Chapter Two regarding perceptions of the monolingual cohort learning within a DLI supportive campus. The monolingual teachers and parents that participated

in this study utilized their years of experience in the studied capacity to validate their perceptions shared.

Interpretation of Findings

The purpose of this section is to include a summary of the research findings resulting from the data analysis of emerging themes and subthemes that provides the reader with new knowledge. A discussion of the findings in relation to the theoretical framework and literature, as well as a summary of implications of the findings, limitations of the study, and recommendations for future research will also be shared. The main themes emerged from the study are (a) monolingual support, (b) no change population, and (c) diverse social learning. Chapter Five concludes with a summary.

Summary of Thematic Findings

The purpose of this section is to discuss the findings of this study resulting from the data analysis and interpretation of the participant interviews, teacher participant observations, and the grade level documentation. These methods were used for the purpose of triangulation of the data. The central research question used to guide this intrinsic case study is: What is the climate and cultural system at Hogget Academy according to the monolingual population? As stated in Chapter Four, three themes were identified through transcription, coding, and data analysis.

Unequal Support Structure. The participants in the study desire greater curriculum support, differentiation support resources, and opportunity for growth through professional development. When this support is lacking, the monolingual student population suffers socially, emotionally, and academically by not having their needs met in the classroom. Tina, a 4th grade parent, stated, "...supports may be delayed and support for my child is delayed." Another parent, Chrissy, 1st grade parent participant, stated, "I question whether moving curriculum to computers

is healthy for all the children." Allowing students whose learning need is greater to continue with traditionally utilizing the curriculum through the computers is not supportive of their needs. While the academic and learning need is greater in the monolingual student sections, the monolingual teachers do not receive the same or more support in order to successfully service their student populations with campus or district resources. Michael, 2nd grade parent, stated, "I would want them to create programs or more support for us monolingual parents."

Same Group Learning. The monolingual teacher and parent participants both identified that students learning with the same population throughout their elementary school years were not always in a positive, healthy, conducive climate for their success socially, mentally, and academically. Ana, a 3rd grade parent, stated, "Not just for my child, but for others too, that not having more monolingual classes is a challenge." Another parent, Charles, a 1st grade parent participant, stated, "I do worry about my child being with the same kids, more or less, the whole time they're there." To stay true to the DLI program and still support the integration of monolingual students with other students for positive climate and cultural changes, DLI campuses should practice integrating a mixture of the dual language and monolingual students in the courses that are taught in English for both populations as a beginning step to create a conducive climate and more preferable cultural perceptions overall. Cris, 4th grade teacher, stated, "...it can be worked out so they (dual language and monolingual students) can be exposed to each other in class on campus."

Diverse Social Interactions. As the participants shared some knowledge of the differences among the students within the monolingual sections, the ability to service the monolingual students' needs is crucial. Cris, 4th grade monolingual teacher, stated, "I take pride in providing a safe space for my students to find peace in this crazy world." The monolingual

teachers and parents are key people to providing the monolingual students with learning and involving the diverse cultures celebrated among the different students in the class. Ale, 3rd grade monolingual teacher, stated, "Being a teacher at Hogget has been eye-opening for me because it has shown me that students come from all walks of life and differentiation is important for the diversity." While the monolingual participants are crucial for this implementation, the entire DLI campus supporting the integration and learning of the diverse cultures of all students would ultimately be the most positive outcome.

Implications for Policy and Practice

This section of the study focuses on the implications for policy and practice. Based on the literature and research findings from this case study, recommendations for stakeholders, such as teachers, administrators, parents, and the district, are necessary to improve the climate and cultural experience of the monolingual population who partake in their teaching and learning engagement at the dual language immersion campus. The research findings support Bandura's (2007) social learning and social cognitive theory. Implications for policy and practice will be addressed separately.

Implications for Policy

Dual language immersion schools with a monolingual strand should create policies that support all teachers being given opportunity for curriculum support and professional development opportunities. The findings of this study confirmed the participants' viewpoint that monolingual teachers should be provided with the opportunity to grow in their field of expertise in order to service their population more adequately. Although the dual language immersion program is more than two-thirds of the campus's population, the school and district should not neglect providing professional development and curriculum support for all teachers.

Implications for Practice

Dual language immersion schools with a monolingual strand should establish practices that support mixing the dual language and monolingual cohorts during their learning in English and coordinate ways that the campus can celebrate and learn about the different cultures all students engage in with their lives. The monolingual students have their own cultures that do not always align with those of Mexican culture. Allowing the monolingual and dual language students to integrate in mixed sections, for example, in elective courses, would give all elementary students at Hogget Academy an opportunity to join each other's learning experiences.

Theoretical and Empirical Implications

This section provides the implications of this case study research. The theoretical implications explain how the research findings concurred with Bandura's social cognitive and social learning theory. Lastly, the empirical implications are given, summarizing the findings contributions to the literature.

Theoretical Implications

This study utilized Bandura's (2007) social learning and social cognitive theory as a framework to examine the monolingual teachers' and parents' perceptions of the climate and cultural experiences of a dual language immersion campus where the monolingual cohorts are a single strand in each elementary grade level. The premise of Bandura's (2007) social learning and social cognitive theory is that learning is based on a social, behavioral approach and that each individual personally allows change as they learn. One significant finding that emerged in this study was the theme of diverse social learning, which directly correlates with Bandura's theory that students, experiencing a climate and culture that separates them from the majority of a student body population, or teachers separated from the support that the majority of the

teachers are receiving, significantly influence how those on the receiving end perceive their experience and surroundings. Participants of the study exhibited in great amount about the differences in social backgrounds the monolingual students from the dual language immersion students. The lack of curriculum, professional development, and differentiation support and resources for the monolingual teachers to utilize and experience in order to support their servicing population of students. Further analysis showed that the monolingual teachers experience less support in order to support their students. Parent participants shared their positive perceptions of the monolingual teachers' efforts to support their children with the environment and resources they have access to on the DLI campus.

According to Bandura (2007), people do not have any direct control over any condition that affects their lives. However, people can achieve what they hope through a joint effort. This is exhibited in the ability of the monolingual teachers and parents to work together for the greater good of their student population. The monolingual student population at DLI campuses functioning as a single strand is underrepresented, especially when diverse struggles are present to overcome.

Bandura's (2007) social cognitive theory has evolved as society has evolved. By providing the ability to model socially appropriate ways to act is key in children's learning environments. The monolingual teachers can provide ways for monolingual students to experience a more conducive climate to learn in. Monolingual teachers and parents should also be able to support campuses and districts with implications of practice, as shared in this chapter, that would support the monolingual student population in DLI campuses.

Empirical Implications

This research provides information that can be useful for districts, campuses, educators, administrators, and key stakeholders who work with monolingual student populations in dual language immersion campuses as a single strand per elementary grade level. Empirically, this research adds depth to knowledge and supports that policy and practice must change and adjust to not allow the monolingual teacher and student population at DLI campuses to experience a disconnect with the climate and cultural experiences of the school. Bandura (2007) utilized the social cognitive theory to support construction of moral standards through social influences. Tomaszek (2020) emphasized the problem of separation and its connection to negatively affecting students' educational success outcomes. This study reveals the major role that monolingual teachers have in supporting the social influences played upon the monolingual student population on the DLI campus. Sociologists state that a school's climate is vital as the lasting impact it has in shaping the people of the world in every society (Aldridge & McChesney, 2021). All students have the right to an educational environment that would support them in positive ways.

Monolingual support was another factor that current research focused on in relation to the monolingual perceptions of the climate and cultural experiences of the DLI campus. There is a concern from the monolingual teacher population that a lack of support is a struggle when working with a population that has higher than normal greater needs. From the observations and documentation evaluations, it is imperative that DLI campuses provide curriculum support and opportunity for growth for the monolingual teaching population. Giersch (2022) evaluated that school districts many times refused to follow DLI strand program policies for charter schools in fear of losing educated and affluent families. The monolingual teacher and parent participants both related the message that the monolingual student population is more diverse in social and

emotional needs, that there is a noticeable difference between the social classes within the monolingual sections, and that the monolingual teachers are not given the opportunities to grow in their educating expertise because professional development opportunities are provided and focused more for the dual language immersion population. Inequities of student and teacher resources for monolingual teachers serving at a DLI campus led to teacher burnout and increased teacher turnover (Freire & Aleman Jr., 2021). Seeking and offering professional development opportunities aimed at the needs of the monolingual population of teachers would benefit the students and key stakeholders in those students' success. Practices should be adjusted to provide all teachers the support they need to service their student population.

Limitations and Delimitations

During research, decisions are made that result in limitations and delimitations that should be considered. The limitations are the influences that were not able to be controlled and could impact the study. The delimitations are the boundaries set for the study. This section discusses the limitations and delimitations that were present in the study.

Limitations

A limitation of this study included my familiarity with the school and the participants in the study because I have worked at the research site for over 15 years. Although I am not a teacher for the grade levels researched and evaluated, I had to remain mindful to remove my personal biases throughout the data collection process so that I was not biased by my own assumptions. Due to the professional relationship I have with the participants, I provided each participant the ability to review their answers to guarantee no possible bias occurred. I confirmed with each participant that their responses would remain confidential, as I did not want the participants to question whether their identities would be revealed to anyone who read this study.

Throughout the grade level observations, I also did not want to insert my personal bias. I had to be mindful of how I described what I heard and saw throughout the grade level events observation process so that I would not insert my own interpretations while taking descriptive notes. I had to attend the grade level event with no intention of participating or incorporating any preconceived notions of the teacher observed.

Delimitations

The case study did involve several delimitations; however, these did not impact the study negatively. The participants included in the research were selected purposely and had to be from the first through fourth grade levels as a monolingual teacher or parent. Additionally, the participants had to have connections to the campus for at least two years. The study focused on the perceptions of the monolingual teachers and parent population of the specific grade levels. The rationale behind the decision was necessary to focus on the climate and cultural perceptions of those who engage in the dual language immersion campus as monolingual participants.

Recommendations for Future Research

Continued research on the perceptions of the monolingual strand of teachers and parents in a dual language immersion campus remains important to examine. Although this study gained further knowledge to research about monolingual strands within DLI campuses, there are gaps in the literature that require further research to identify more perceptions of other monolingual stakeholders within DLI campuses. A recommendation for future research could include a comparative multiple case study to add depth to knowledge. This case study may help bring to light some ways that the DLI campus can be supportive and thoughtful of all student populations served. The information from this study can be used to aid districts who host DLI campuses

within their regions to discover ways to change policy and practice in order to create a more conducive climate among all students.

Future researchers should consider district-wide DLI campuses with a monolingual strand to gather more data and compare trends across the campuses. The focus could be among the elementary sections of the DLI campuses because that is where self-contained teaching is implemented. If districts chose to explore and investigate at the secondary level, a quantitative experimental design might be utilized to quantify the benefits of integrating the cohorts in some classes.

The monolingual participants provided helpful data with their perceptions. It would be interesting to gather data through this case study approach among a broader group of the monolingual teachers and parents from every grade level and compare the perceptions. This information may be useful for the campus leaders to gain insight into valid data that could support their future planning and implementation of practices. Aside from the adult monolingual population, the monolingual population who attend the DLI campus studied, should be a part of future research. While the research focused on the monolingual teacher and parents, it is important to note that data collected on student perspectives could be valuable to district and campus stakeholders. Interviewing students who have participated in the monolingual program for two or more years could provide a valid perception for collection to be used by the faculty and administration as well. Lastly, a study including the dual language population could be useful in gathering multiple perspectives from both cohorts of students. Research could also possibly be done by someone outside of the DLI campus. This data could also be combined with data from this study to assist the campus and district professionals to work with the monolingual population at DLI campuses.

Conclusion

Chapter Five summarized the findings, interpretations, and shared the implications for further research regarding the monolingual perceptions of experiencing education in a dual language immersion campus. The research for this study collected data from interviews, observations, and analysis of documents. The data collected revealed that the monolingual teacher population does need differentiated support to service the monolingual population of students. One of the most distinct findings was the theme of monolingual support, in that, the lack of professional development opportunity for monolingual teaching was not offered or readily available, or that the monolingual teachers experienced a lack of resource for differentiation. Interestingly, the perceptions of intertwining the monolingual and the dual language student populations and allowing for more diverse social learning moments within the campus are practices not difficult to adjust and change for the benefit of all serving and being served.

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Appendix A

IRB Approval Letter

May 25, 2023

Erica Pardo
Ellen Ziegler

Re: IRB Exemption - IRB-FY22-23-1424 MONOLINGUAL TEACHER AND GUARDIAN PERCEPTIONS OF SCHOOL CLIMATE AND CULTURAL EXPERIENCES IN A DUAL LANGUAGE IN-DISTRICT PUBLIC CHARTER SCHOOL: A CASE STUDY

Dear Erica Pardo, Ellen Ziegler,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
 The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.
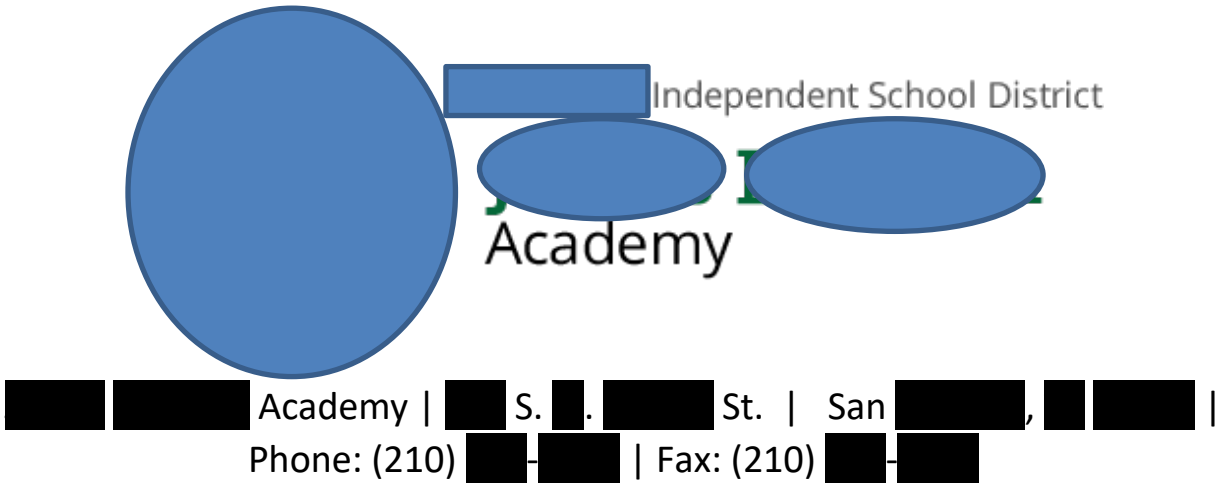
Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
 G. Michele Baker, PhD, CIP
 Administrative Chair
 Research Ethics Office

Appendix B

Research Site Approval Letter

Independent School District

Academy

░░░░░ Academy | ░ S. ░. ░░░ St. | San ░░░, ░░ | Phone: (210) ░░-░░ | Fax: (210) ░░-░░

March 1, 2023

Erica Pardo
Liberty University Doctoral Candidate
1035 Magnolia Crest
San Antonio, TX 78251

Dear Erica Pardo:

After careful review of your research proposal entitled MONOLINGUAL TEACHER AND GUARDIAN PERCEPTIONS OF SCHOOL CLIMATE AND CULTURE EXPERIENCES IN A DUAL LANGUAGE IN-DISTRICT PUBLIC CHARTER SCHOOL: A CASE STUDY, I have decided to grant you permission to conduct your study at ░░░░ Academy.

I grant permission for Erica Pardo to contact the 1st through 4th grade monolingual teachers and parents/guardians to invite them to participate in her research study.

Sincerely,

Hogget Academy Principal

Appendix C

Research Questions

Central Research Question

What is the climate and cultural system at Hogget Academy according to the

monolingual population?

Sub-Question One

How does placing students in the monolingual program influence their social learning at

Hogget Academy?

Sub-Question Two

How does the monolingual student population celebrating campus culture similarly and

differently affect student behavior?

Sub-Question Three

What is the monolingual parent/guardian and teacher perceptions of the differences

between the dual language and monolingual student populations, and how do those affect their

experiences at Hogget Academy?

<center>**Appendix D**</center>

<center>**Informed Consent Form**</center>

<center>**Consent**</center>

Title of the Project: Monolingual Teacher and Guardian Perceptions of School Climate and Culture Experiences in a Dual Language In-District Public Charter School

Principal Investigator: Erica Pardo, Doctoral Candidate, Liberty University

<center>**Invitation to be Part of a Research Study**</center>

You are invited to participate in a research study. To participate, you must be a 1st through 4th grade monolingual teacher or a 1st through 4th grade monolingual parent. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

<center>**What is the study about and why is it being done?**</center>

The purpose of the intrinsic case study is to discover the monolingual teachers' and guardians' perceptions of school climate and cultural experiences in a dual language in-district public charter school

<center>**What will happen if you take part in this study?**</center>

If you agree to be in this study, I will ask you to do the following:

1. Participate in an in-person interview (Time estimate: 60 minutes)
2. Transcript review (Time estimate: 15 minutes) - Participants will be asked to review their interview transcript. Transcripts will be returned to participants by email within 1 week and by mail in 2 weeks.
3. For teachers, a grade level event will be observed (Time estimate: 60 minutes)

<center>**How could you or others benefit from this study?**</center>

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include the opportunity to further understand the perceptions of teachers and guardians part of a minority strand within a majority strand campus.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

During this study, if I receive information about child abuse, child neglect, elder abuse, or intent to harm self or others, I will be required to report it to the appropriate authorities.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data collected from you may be used in future research studies and shared with other researchers. If data collected from you is reused or shared, any information that could identify you, if applicable, will be removed beforehand.

Data will be stored on a password-locked computer. After 3 years, all electronic records will be deleted.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Erica Pardo. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at epardo3@liberty.edu. You may also contact the researcher's faculty sponsor, Dr. Ellen Ziegler, at eziegler@liberty.edu.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You will be given a copy of this document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

_____

Printed Subject Name

_____

Signature & Date

Appendix E

Recruitment Letter

Dear Hogget Academy Elementary Monolingual Teachers and Parents,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to provide an in-depth study of the culture and climate system that underrepresents the monolingual student population at Hogget Academy, and I am writing to invite you to join my study.

Participants must be 1st through 4th grade monolingual teachers at Hogget Academy, or parents of 1st through 4th grade students in the monolingual strands at Hogget Academy. Participants will be asked to answer a series of questions regarding their perspective of their experiences at Hogget Academy. It should take approximately thirty minutes to one hour to complete the procedure listed. Names and other identifying information will be requested as part of this study, but participant identities will not be disclosed.

To participate, please click here to confirm your ability to participate in a scheduled interview and return by _____. If you meet my participant criteria, I will contact you to schedule an interview.

A consent document will be given to you at the time of the interview. The consent document contains additional information about my research.

If you choose to participate, you will need to sign the consent document and return it to me at the time of the interview.

Sincerely,

Erica Pardo

Liberty University Doctoral Candidate

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Appendix F

A Rubric for the Case Study: MONOLINGUAL TEACHER AND GUARDIAN PERCEPTIONS

OF SCHOOL CLIMATE AND CULTURE EXPERIENCES IN A DUAL LANGUAGE IN-

DISTRICT PUBLIC CHARTER SCHOOL: A CASE STUDY

Researcher will use rubric as a guide to gather observational data related to the research question

	Observation Notes	Visible Data	No Data Collected
What is the climate and cultural system at Hogget Academy according to the monolingual population?		YES	YES
How does placing students in the monolingual program influence their social learning at Hogget Academy?		YES	YES
How does the monolingual student population celebrating campus culture similarly and differently affect student behavior?		YES	YES
What is the monolingual parent/guardian and teacher perceptions of the differences between the dual language and monolingual student populations, and how do those affect their experiences at Hogget Academy?		YES	YES

Appendix G

Individual Interview Questions

1. Please describe your connection to Bonham Academy. (Ice breaker question)

2. What influenced you to choose Bonham Academy as a school or career?

3. Describe your challenges as a Bonham Academy monolingual teacher/parent. CRQ

4. Describe your successes as a Bonham Academy monolingual teacher/parent. CRQ

5. How does being in the monolingual program at Bonham Academy influence your child/students socially? CRQ

6. What positive experiences have you had as a Bonham Academy monolingual teacher/parent on campus? CRQ, SQ2

7. What negative experiences have you had as a Bonham Academy monolingual teacher/parent on campus? CRQ, SQ2

8. What are the different ways monolingual students' cultures and dual language student cultures at Bonham Academy are celebrated? SQ2

9. What other information would you add to your experiences with Bonham Academy as a teacher/parent? SQ1

10. Describe the challenges experienced with working with the dual language cohort at Bonham Academy as a teacher/parent. SQ1, SQ3

11. Describe the successful experience of working with the dual language cohort at Bonham Academy as a teacher/parent. SQ1, SQ3

12. What else would you like to add to our discussion regarding your experience with the dual language cohort at Bonham Academy as a monolingual teacher/parent? CRQ

Appendix H

Authenticity of Documents (Hancock, D. R. & Algozzine, B., 2016)

1. Where has the document been and what is its history?

2. How did the document become available?

3. What guarantee exists that the document is appropriate, accurate, and timely?

4. Is the integrity of the document without concern?

5. Has the document been changed in any way?

6. Is the document representative under the conditions and for the purposes it was produced?

7. Who created the document and with what intention (potential bias)?

8. What were the sources of information (original source or secondary data) used to create the document?

9. Do other sources exist that can be used to confirm the information in the document?

Appendix I

Research Question	Authenticity of Document Notes	Document Notes as Pertaining to Research Question
What is the climate and cultural system at Bonham Academy according to the monolingual population?		
How does placing students in the monolingual program influence their social learning at Bonham Academy?		
How does the monolingual student population celebrating campus culture similarly and differently affect student behavior?		
What is the monolingual parent/guardian and teacher perceptions of the differences between the dual language and monolingual student populations, and how do those affect their experiences at Bonham Academy?		