



Asian American and Pacific Islander Educators Network In Person Meeting Thursday, April 2, 2025 4:15 - 5:45 p.m.

<https://www.sccoe.org/sclis/aapi>

Welcome & Introductions



Alice Williams

Educator, Central Park Elementary School,
Santa Clara Unified School District

Emergency Preparedness



- Identify CPR/First Aid-Certified individuals in the room
- For emergencies, dial **9-1-1** from a landline

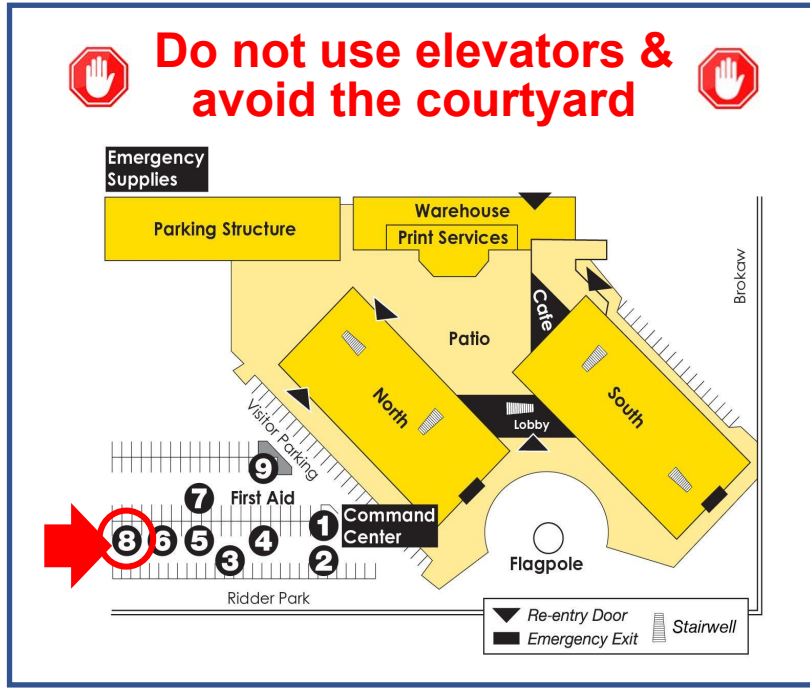


- Notify SCCOE Staff if you require assistance exiting
- A wheelchair is available (1st Floor, North Building)



- [See the complete Emergency Plan on the SCCOE Website](#)

Emergency Evacuation Site



- Presenter to point out **Assembly Area 8**, 2 stairwells/exits
- Follow staff to vacate the building
- Join your group in the parking lot at Assembly Area 8
- Do not go to your car or leave the parking lot until attendance reporting is completed

Emergency Devices

Emergency devices are located on each floor at the south end of the walkways connecting North and South buildings



Fire
Extinguishers



Automated External
Defibrillator (AED)



Narcan Naloxone
Nasal Spray



Visitor Wi-Fi Access

connect to “**sccoe_visitor**” – no password is required



All-Gender Restroom

South Building, 2nd Floor
(around the corner from the Oak Grove Room)



Privacy Room / Nursing Mothers

North Building, 1st Floor & South Building, 2nd Floor
(across from the East Side/San Jose Room, next to the central stairwell)

Leadership, Service, & Advocacy

Interim County Superintendent of Schools



Dr. Charles Hinman

County Board of Education



Maimona Afzal Berta
Area 6



Victoria Chon
Area 5



Raeena Lari
Area 7



Jorge Pacheco Jr
Area 4



Don Rocha
Area 3



Jessica Speiser
Area 1



Tara Sreekrishnan
Area 2

Agenda

I. Welcome & Introductions

II. Facilitated Discussion: *Empowering our AAPI Multilingual Learners through Culturally and Linguistically Responsive Teaching*

III. Discussion and Reflection

IV. Networking & Dinner

Land Acknowledgment

The AAPI Educators' Network is committed to showing respect and honoring the Indigenous Peoples of the land.

We honor and acknowledge that we are on their traditional territories and ancestral homelands. This area was also the site of trade, hunting, gathering, and healing for many other Native Nations: The Tamien [Tae mi yen], The Muwekma [Mew-Eck-Muh], Ohlone [Oh-Lone-ee], and many others.

Land Acknowledgment cont'd

We recognize the Indigenous peoples as the original stewards of the land, water, plants, and animals who called this place home.

As these words of acknowledgment are spoken and heard, the ties that these nations have to their traditional homelands are renewed and reaffirmed.

We respect the many diverse Indigenous peoples still connected to this land on which we gather. We pay our respect to them and give thanks to all Tribal Nations and the ancestors of this place.

Statement of Solidarity

The Santa Clara County Office of Education (SCCOE) in collaboration with the Asian American and Pacific Islander Educators Network affirms its commitment to...

- creating inclusive, affirming, and equitable school environments for each and every Asian American and Pacific Islander student, family, and staff of our Santa Clara County schools. This statement thus provides rationale and a foundation for operationalizing equity and social justice at the systems level for the Asian American and Pacific Islander students, families, and staff who make up our school communities.
- recognizing that the broad categories of “Asian American” and “Pacific Islander”, [when disaggregated](#), encompass a diversity of cultures, languages, religions, histories, geographical ties, immigration status, socio-economic backgrounds, and generations among over 50 ethnic groups, comprising almost [90,000 K-12 students](#) (35.3%) across Santa Clara County.

Introductions

H E L L O
my name is

- Name
- Role
- District
- One Word

**Use *one* word
to describe
how you feel
right now.**



Facilitated Presentation

Empowering our AAPI Multilingual Learners through Culturally and Linguistically Responsive Teaching

Topic Professional



Dr. Patricia Mondragón-Doty

Director, Curriculum, Instruction, & Assessment
Oak Grove School District

Bio:

I was born in El Monte, California, and spent my childhood moving from town to town as my family searched for fieldwork. Those early experiences—living in a station wagon at times and working alongside my parents in the fields—taught me resilience, gratitude, and the transformative power of education.

Throughout my educational journey, I met many dedicated teachers who nurtured my confidence and sense of belonging, inspiring me to create an inclusive environment for others one day.

Despite challenges, I persevered—earning degrees from Gavilan Community College, San Jose State University, and UMASS, all while raising my daughters. My commitment to education led me from teaching to leadership, with a focus on bilingual education, equity, and linguistic affirmation. My doctoral research on cross-linguistic awareness deepened my commitment to honoring the rich linguistic and cultural diversity of our students.

Now, as Director of Curriculum, Instruction, and Assessment for Oak Grove School District, I remain dedicated to empowering students, advocating for families, and ensuring all learners feel seen, valued, and supported. My journey is proof that education is a powerful equalizer—and I will continue to uplift others as I was once uplifted.

Agenda

- 01 Welcome and Introductions
- 02 Personal Background and Experience
- 03 Student Impact
- 04 Educational Partners
- 05 Strategies
- 06 Assessments
- 07 Equitable Education

Don't judge a book by its cover, appreciate differences, and look beyond to understand.

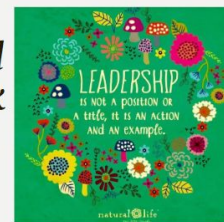


Personal

Stay humble and don't forget where you came from.



Hard work pays off



Mondragon defeats longtime incumbent on Gavilan College board
By Sidney Olipovich Staff - November 8, 2020 40 754



Professional

18 years of experience in educational leadership

- Director of Curriculum, Instruction, and Assessment
- Principal of TWBI TK-8th Grade Program
- Principal of 6th-8th Grade Middle School (Dual Language Strand)
- Assistant Principal, Teacher Coach, Teacher

Education

- Ed.D. Candidate, Organizational Leadership, UMass Global
- Administrative Credential, SJSU
- M.A., Education - Administration & Supervision, SJSU
- B.A., Child & Adolescent Development, SJSU



Student Impact

35% of student are AAPI

- Interconnected Bilingual/ Biliterate World
- Global workforce

Teacher Support

- Identifying the strategies that teachers can use to effectively to support students in using their complete linguistic repertoire to make cross-linguistic connections.
- Educators have difficulty ensuring multilingual learners have the necessary educational experiences to apply their complete linguistic repertoire.

Urgency

- Teachers need guidance to support students in language acquisition, excel academically, and develop cultural competency.

Dual Language Education

The demands of the global workforce are continuing to increase as the world becomes linguistically interconnected (Varghese and Park, 2010).

Public education is under constant pressure for change.

- These changes bring about the need for educators to be fully prepared for diverse linguistic learners (Lindholm-Leary, 2000, Varghese and Park, 2010, Delavan et al., 2017).

Educational leaders are called to be responsive.

- Quezada and Alexandrowicz (2019) point out that teachers are not prepared to meet international challenges, nor do they have the skills to teach students to be global citizens.
- There is a need for education to strengthen dual language education because the 21st-century global workforce requires bilingualism (Garcia et al., 2011).

The demand for dual language education continues to increase

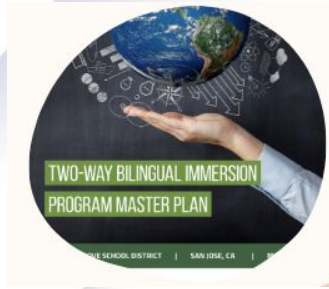
- As school districts grapple with new insights into language acquisition and multilingual teaching practices, new studies highlight the need for additional research (Rajendram, 2019).
- Studies have concluded that language separation and its implications on EBLs must be researched (Herrera, 2017).

Dual Language Education (Book)

The Guiding Principles for Dual
Language ([Link](#))

Dual Language Master Plan ([Del
Roble Sample](#))

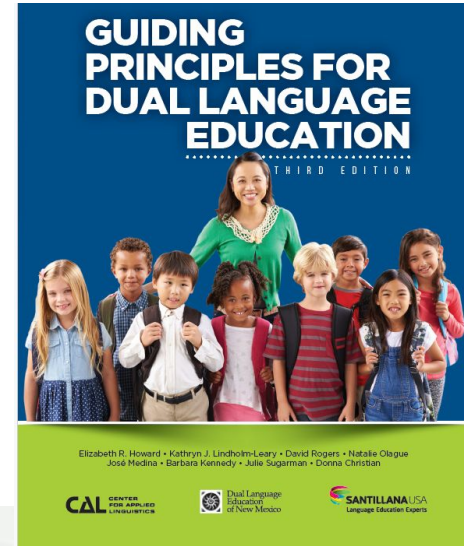
- *Language Allocation
- *Seal of Biliteracy
- *Assessment



Resources to Ground our Work

The Guiding Principles for Dual Language

1. Program Structure
2. Curriculum
3. **Instruction - 3 strategies are noted as effective ways to support students' bilingualism and biliteracy development: cognate awareness, bridging, and translanguaging.**
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community
7. and Support and Resources



Educational Partners

Teachers

Parents/Guardians

Students

Community Members

Integrating AAPI Cultural and Linguistic Strategies

Celebrating Linguistic Diversity

- Embrace and highlight the diverse languages spoken both within the classroom and in the broader community.
- Create opportunities for students to share and celebrate their linguistic backgrounds, fostering pride and inclusivity.

Culturally Responsive Literature & Storytelling

- Establish a welcoming classroom environment that encourages curiosity and appreciation of each other's cultures.
- Select literature that reflects the richness of diverse communities while teaching students to critically analyze texts and recognize harmful stereotypes.

Creating a Joyful & Interactive Learning Environment

- Bring language to life through engaging and hands-on experiences, such as:
- Visual supports & vocabulary word walls
- Chants, songs, and interactive storytelling
- Manipulatives, realia, and learning centers
- Observation and analysis stations

Integrating AAPI Cultural and Linguistic Strategies

Integrating AAPI Historical & Present-Day Figures

- Highlight the contributions of Asian American and Pacific Islander leaders, activists, scientists, and artists across all subject areas.
- Connect past and present contributions to students' lived experiences, fostering a deeper sense of belonging and representation.

Family & Community Engagement

- Strengthen home-school connections through meaningful activities such as:
- End-of-unit celebrations and cultural showcases
- Family heirloom storytelling
- Parent guest readers
- Collaborative projects like recipe books that reflect students' heritage

Supporting Cross-Linguistic Connections Through Collaboration

- Use collaborative strategies like Think-Pair-Share to help students compare and contrast languages.
- Encourage discussions on commonalities and differences across linguistic structures to deepen understanding.

Integrating AAPI Cultural and Linguistic Strategies

Enhancing Cognate Awareness to Support Language Development

- Explicitly teach students the importance of recognizing cognates and false cognates when reading.
- Provide strategies such as:
- Building cognate lists to serve as references during lessons
- Encouraging students to analyze word roots and meanings across languages

Fostering a School Environment That Embraces Students' Full Linguistic Repertoire

- Schools must create an atmosphere where students feel empowered to use all aspects of their linguistic knowledge.
- Encourage translanguageing as a tool for deepening comprehension and expression.

Modeling Effective Cross-Linguistic Strategies

- All educators and staff must actively demonstrate how to use cross-linguistic strategies in both languages of instruction.
- Provide consistent, schoolwide support for multilingual learners by incorporating these strategies into daily instruction.

Assessing our Programs

- Depending on the program, there needs to be a comprehensive assessment plan that builds upon each academic year.
- Program Fidelity Walkthroughs
- Formative/Summative Academic Assessments
 - State testing
 - Listening/Speaking/Reading/Writing
 - Content-Specific Assessments
 - Student Portfolios
 - Cultural Competency
 - Cross-Linguistic Competency
 - Project-based assessments
- Teacher/ Student/Parent Feedback Surveys
- Seal of Biliteracy Preparation
 - [SSB Locally Approved Assessments – Multilingual Learners \(CA Dept of Education\)](#)

Assessments

- Informal/Formative/Summative Academic Assessments
 - District Benchmarks
 - State testing
 - Listening/Speaking/Reading/Writing
 - Content-Specific Assessments
 - Student Portfolios
 - Cultural Competency
 - Cross-Linguistic Competency
 - Project-based assessments
- Teacher/ Student/Parent Feedback Surveys

Equitable Education

Providing an equitable education for all students in an increasingly diverse society presents an opportunity to reexamine and enhance instructional practices for multilingual learners.

To better support these students, educators can implement strategies that leverage their full linguistic repertoire, helping them make meaningful cross-cultural and linguistic connections.

Through collaboration, we can equip teachers with the guidance and resources needed to support the growing population of AAPI multilingual learners, ensuring their academic success and cultural empowerment.

**"KEEP EXPANDING YOUR
HORIZON, DECOLONIZE
YOUR MIND,
AND CROSS
BORDERS."**



*- Yuri Kochizama
(Activist)*

THANK YOU!



Discussion

Reflection

Discussion and Reflection

- What information that was shared during the facilitated presentation resonated with you?
- How can this apply to your work in education?
- Based upon what you heard tonight, what can you do as educators or community members to respond to the needs of students?

Networking and Dinner

Enjoy!



Please Provide Feedback

https://sccoe.to/aapien_survey_040225



2024-25 Special Event

May 17, 2025

9:00-2:00 p.m.



[Interest Form](#)



Jessica Simpson, Ed.S.

Director, School Climate, Leadership
& Instructional Services
Professional Learning & Support Division

jsimpson@sccoe.org

(669) 212-4444

Santa Clara County Office of Education

Working collaboratively with school and community partners, the **Santa Clara County Office of Education (SCCOE)** is a regional service agency committed to serving, inspiring, and promoting student and public school success. The SCCOE is a premier service organization driven by the core principles of equity, diversity, inclusion, and partnership.

For more information about the Santa Clara County Office of Education, please visit www.sccoe.org



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