

NUSD Dual-Immersion (DI) Blueprint

Dual Immersion

- Provide an excellent educational experience in an environment that cultivates foundational skills for bilingualism (Spanish-English), as well as bi-literacy and multi-culturalism.
- Starting with a 90% Spanish/10% English mix of instruction across the subject areas in TK/Kinder, incrementally achieve a 50/50 balance of instruction in Spanish and English (80/20 in 1st, 70/30 in 2nd, 60/40 in 3rd, 50/50 in 4th and beyond). Within six years, the district will have at least one fully-articulated DI school.
- Ideally, have an equitable mix of students for whom Spanish or English is their primary language.
- Craft the program using current, evidence-based best practices with a local oversight committee that includes a variety of stakeholders.

Timeline for DI Implementation	
<i>Date</i>	<i>Task</i>
3/16	Board Report on Outcomes of DI 101 Training
3/16	Superintendent Report to Lynwood Staff on Outcomes of DI 101 Training
3/16 - Ongoing	Recruit DI Teacher Candidates/Begin Voluntary Transfer Process for Current Lynwood Teachers
4/16	Review DI Timeline/Expectations for Site Visits with Elementary Principals
4/16 - Ongoing	Conduct Local Visits to Existing DI Sites with Interested Parties
6-10/16	Advertise Exploratory Committee/Recruit Members
8/16	Begin Development of DI Info Website
12/16 or Earlier	Finalize DI Exploratory Committee Membership
1-5/17	DI Exploratory Committee Meetings (2x/mo.?)
2/17	Present Cost Analysis and Budget for DI Program to School Leadership
3/17	Hire/Secure Teachers for TK/K & 1st Grade DI
4/17	School Board Study Session re: DI Exploratory Committee Findings
5/17	Survey Community Interest in DI
5/17	Finalize DI Steering Committee Membership
6/17	Secure School Board Approval for DI Program

6-11/17	DI Steering Committee Meetings (2x/mo.?)
8/17	Determine Lottery Criteria
11/17	Finalize DI Scope/Sequence/Vision of Transition & Distribute to Community; DI Info Website Goes Live
11-12/17	DI Teacher/Principal Enrollment Info Meetings With Community ("Road Show" Visits to Sites/Preschools)
12/17	Release Enrollment/Exemption Info to Incoming TK/K & 1st Grade Families
1/18	Adopt/Purchase Curricular Materials
1/18	Parent Commitment to Enroll in Program
2-6/18	Provide PD And Curricular Materials to DI Teachers
3/18	Arrange Any Remaining Lynwood Teacher Transfers From Targeted Grade Levels
8/18	Start TK/K & 1st Grade DI school year
8/18	Begin Monthly DI Parent Support Nights via Faculty
8/19	Integrate DI at 2nd Grade (Adding a Grade Level Each Subsequent Year Until 5 th is Integrated in 8/22)
8/20 or Earlier	Begin Development of DI Program's Next Steps (e.g. Expansion to Middle School, 3rd Language)
Ongoing	Continue Recruitment/PD for DI Teachers/Staff, Community Education, Parent Support Mtgs., etc.

DI Questions		
#	Question	Answer
1	What is the NUSD vision for DI students at 6 th grade and beyond?	TBD
2	How will Lynwood residents who opt-out of DI be serviced (e.g. Rancho, bussing)? What enrollment boundaries may be changed or should we make it a school of choice with no LW-specific boundary?	TBD
3	How should non-DI Lynwood staff/faculty displacement be addressed?	TBD
4	How should DI students with IEPs or in need of Rtl be ideally supported in the DI environment?	TBD
5	What other costs may be associated with the program?	TBD
6	What assessment tools should be used (e.g. Does MAPs have a Spanish version)?	TBD
7	What online language development program could be accessible and successful?	TBD
8	What community concerns are anticipated?	TBD
9	Will DI texts be sufficient for Williams Act compliance?	TBD
10	What unintended outcomes might cause concerns (e.g. Students transferring out of DI to a non-DI classroom)?	TBD
11	How should expectations of student results be communicated to stakeholders (e.g. transparency re: not being fully bilingual by 5 th , test scores	TBD

	lagging behind in elementary but exceeding normed peers by high school)?	
12	How do we integrate the upper-grade students while rolling out DI to younger grades so that the school maintains a cohesive culture?	TBD
13	How can we equip the library with more Spanish books for kids?	TBD
14	How can we mitigate attrition effects and identify entry criteria for students aspiring to enter the program after Kindergarten or 1st?	TBD
15	Do we need to alter Lynwood's name due to the DI program?	TBD
16	Would other district programs be maintained at Lynwood (e.g. GATE)?	TBD
17	What job description requirements should be delineated for a DI teacher or staff member (that would respect bumping rights without causing the program to be compromised)?	TBD
18	How would the hiring process be different when selecting DI teachers (e.g. minimum requirements of a BCLAD, language/literacy task, sample lesson (w/ kids), PD priorities [GLAD]?, etc.)?	TBD
19	Could Lynwood be allowed to continue through 6th grade (or above?) to ensure a cohesive DI program?	TBD
20	Does NUSD currently have or develop a bilingual paraeducator job description/role?	No, but this could be developed

21	How could community interest be best-gauged (e.g. Lynwood-specific survey, NUSD or Marin survey)? Could this be an educational opportunity for the community as a first step (e.g. Town Hall-style mtg)?	TBD
22	Do we start TK at 50/50 and then move into 90/10 model from Kinder up?	TBD
23	Do we build a webpage with resources, rationale, etc. to promote the DI program?	TBD
24	How do we update the LCAP to reflect the need to garner input from pre-school (and younger) families re: the DI program?	TBD
25	How do we secure strong BCLAD teachers ASAP? What board commitment is needed to attract these candidates now to build our existing base of NUSD teachers with BCLAD qualifications?	TBD
26	How should updates be communicated to stakeholders from the DI committee?	TBD
27	How could we develop a base of bilingual subs (e.g. include some as LEAP teacher)?	TBD
28	How should enrollment be approached with regard to potential combo classes?	TBD