

Dual Language Immersion Program Plan

Lynwood Elementary School Program
Novato Unified School District



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2019-2020

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Dual Language Immersion is a unique educational model where children learn to think, read, write and communicate naturally in two languages: English and Spanish. Native Spanish speakers and native English speaking students study together, beginning in kindergarten through 5th grade, to be biliterate in both languages.

Lynwood's Dual language classrooms contain a mix of students who are English dominant with students who are dominant in Spanish. This mix of students provides intensive interaction and learning. Students who participate in the program do not have to be native speakers of Spanish. The program teaches students to speak, read, and write in the target language while maintaining a rigorous academic program in English. It is the expectation that students will participate in this program through the fifth grade in order to fully benefit from the approach.

Lynwood strives to develop the characteristics of a globally competent person, which includes communicating ideas effectively with diverse audiences, and bridging geographic, linguistic, ideological, and cultural barriers.

There are many benefits to Dual Language Instruction. In the past two decades, research has provided dramatic new insights into how young children acquire language, and how this affects their brain development. Research collected by The Center for Applied Linguistics, has found that children who are educated in two languages have stronger self-esteem with more tolerance for, and more interest in, other cultures. Dual Language empowers students to achieve the highest academic, social, and linguistic skills furthering their access to future educational and economic success.

Additionally, the U.S. Department of Education and the Office of English Language Acquisition has cited research which shows that learning a second language stimulates the brain to develop higher level reasoning skills, which transfer to complex critical thinking in math, science, and language arts. In fact, neuroscientists who studied images of the human brain have found that learning a second language actually increases brain density. And young bilinguals show advanced skills in non-verbal executive control skills, inhibitory control (ability to resist a habitual response or information not relevant), working memory or updating (ability to hold information in mind and mentally manipulate it), and cognitive flexibility ability to adjust to changes in demands or priorities and switch between goals.

In 2016, Proposition 58 was passed by California voters, paving the way for a huge expansion of bilingual education in the state that has the largest population of English-language learners. In 2017, the Lynwood Elementary community was impacted by a number of complementary forces: a large increase in the share of schoolchildren who were not native English speakers; observational evidence that English learners in DLI programs academically outperform those in other programs; and demand from parents of native English speakers who are seeking the benefits of bilingualism in an increasingly global society. These factors, coupled with the consistent research findings that purport multiple advantages for dual language learners, we evaluated by the school community which then elected to transition into a Dual Immersion School. After several years of planning, in 2018, the Lynwood Elementary community opened their doors as the first Dual Language Immersion school in Marin. Through high-community

input, visionary leaders, and staff collaboration, the program has expanded every year and continues its efforts to refine it's program and increase participation. Lynwoods Dual Immersion (DI) program has drawn together a high-quality and dedicated staff, and has proven effective for a wide variety of students.

Strand 1: Program Structure

Two-Way Dual Immersion Education

In this program, students from the majority and minority language attend the same classes at the same time, with the intention being that the majority language students learn the minority language, and the minority language students learn the majority language.

In order for a program to be a Dual Language Immersion program, the program must possess the following critical features:

- Instruction through two languages where the target (Spanish in this case) language is used for a significant portion of the students' instructional day.
- The program involves periods of instruction during which only one language is used. Ex: no translation of language mixing by classroom teachers
- Approximately equal numbers of native Spanish speaking and native English speaking students are enrolled.
- The students are integrated for most or all of instruction

Successful dual language programs not only value and support the linguistic and cultural diversity of their students but also attend to the socioeconomic diversity that may exist in the school population.

To promote the prestige of the partner language and counteract the dominant status of the mainstream society's language, the partner language must receive more focus in the early stages of a dual language program. For 90:10 dual language programs, in which students are receiving almost all of their instruction through the partner language, it is important that literacy in that language for all students. The Center for Applied Linguistics' recommendation is based on two bodies of research. The first is the bilingual education literature, which shows that English learners who receive considerable native language literacy instruction eventually score much higher on literacy tests in English and in their native language than students who have been provided literacy instruction largely or entirely in English. For these students, then, a considerable body of current research suggests that they should first receive literacy instruction in their native language.

The second body of literature, from Canada and the United States, focuses on native speakers of the community's prestige language (e.g., English in the United States) and shows that teaching literacy through the partner language does not place these students at risk in their development of the two languages. By third or fourth grade they usually score at least as high as native English speakers from monolingual classrooms on standardized tests of reading achievement according to research from The Center for Applied Linguistics.

	Program Structure
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Principle 1	All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence while meeting grade-level academic expectations
Principle 2	The program ensures equity for all groups
Principle 3	The program has strong, effective, and knowledgeable leadership
Principle 4	The program has well-defined, inclusive, and defensible process to select and refine model design
Principle 5	An effective process exists for continual program planning, implementation, and evaluation

Elementary School Program - Lynwood Elementary School (Table 1)

Percentage of Time in Each Language

Grade	Preschool	TK/K - 1	2nd	3rd	4th	5th
% Spanish	40	90	80	70	60	50
% English	60	10	20	30	40	50

Content Areas Divided by the Language of Instruction

	Optimal Ratio of Spanish/English	Instruction in Spanish	Instruction in English
Preschool	40:60		
TK/1	90:10	Spanish Language Arts Math Social Studies Science	English Language Dev.
1	90:10	Spanish Language Arts Math Social Studies Science	English Language Dev.
2	80:20	Spanish Language Arts Math Social Studies Science	English Language Dev.
3	70:30	Spanish Language Arts Math Social Studies	English Language Arts English Language Dev. Science
4	60:40	Spanish Language Arts Math Social Studies	English Language Arts English Language Dev. Science
5	50:50	Spanish Language Arts Math Social Studies	English Language Arts English Language Dev. Science

Possible Middle School Program

6th Grade Immersion Core	7th Grade Immersion Core	8th Grade Immersion Core
Spanish Language Arts	Spanish Language Arts	Spanish Language Arts
Spanish Social Studies or Science	Spanish Social Studies or Science	Spanish Social Studies or Science
English Language Arts	English Language Arts	English Language Arts
English Mathematics	English Mathematics	English Mathematics
English Elective/Tech	English Elective/Tech	English Elective/Tech
English PE	English PE	English PE

*Mathematics could be taught in Spanish if the school is able to hire a credentialed teacher with the appropriate credentials and language capabilities to teach math at the three levels

Strand 2: Curriculum

Alignment with Standards and the Vision of Bilingualism and Biliteracy

The Dual Language Immersion Program curriculum is based on both general education research and research on bilingual learners. The curriculum is regularly monitored and updated to current research. Curriculum is aligned to the California Common Core Standards and to the principles of second language learning. The curriculum is interdisciplinary, standards-based and fully articulated for all students in the TK-8 program.

Successful school programs have a curriculum that is clearly aligned with standards and assessment and is meaningful, academically challenging, and incorporates higher order thinking. Modern reforms movements in California point to the critical importance of a curriculum associated with an assets-based, rather than a remedial instructional model. And the importance of language in content instruction is seen as a critical component to greater mastery for all students.

The Lynwood Elementary curriculum is designed on research gathered by The Center for Applied Linguistics. The curriculum is designed to develop literacy in both languages by developing a daily schedule at all grade levels with specific language times for content instruction, clearly identifying the language of instruction and time allocation. Materials reflect the student population and promote cross-cultural appreciation. Staff continues to refine curriculum within and across grade levels to articulate skills and curriculum. Teachers continue to plan for curriculum development, program review and textbook adoption consistent with Dual Language Guiding Principles and goals.

The program continues to address high academic Common Core Standards that extend and expand student learning, using interesting and relevant textbooks, instructional materials and technology consistent with program goals and with second language acquisition research. Research has shown that language and language objectives should be incorporated into curriculum planning and that oral and written language literacy should be developed across the curriculum to ensure that students can learn the academic language while building knowledge across the curriculum.

In contrast to remedial programs that offer “watered down” instruction in a “special” curriculum focused on one small step at a time, Lynwood dual language offers curricular standards taught through two languages. These bilingual classes create the cognitive challenge through thematic units of the core academic curriculum, focused on real- world problem solving that stimulate students to make progress every year, in both languages.

Lynwood utilizes instructional materials in English and in Spanish which are designed to ensure that students are successful in developing literacy in English and Spanish. These materials must be aligned with the standards and reflect current research. Reading selections must be of high quality, depth and breadth, and reflect a balance of instructional time for literary and

informational texts appropriate to the grade level. Texts in Spanish must be of parallel quality and quantity, include authentic literature in both languages, provide a progression of complexity with appropriate scaffolding, appeal to student interests, and cover all aspects of language and literacy development.

In addition, according to the Center for Applied Linguistics, materials must include linguistic augmentations and modifications addressing cross-linguistic transfer. All materials must meet the identified standards for Common Core en español, as well as the CA ELD Standards and the CA CCSS for ELA. Materials are selected and designed to encourage parental/guardian involvement in student learning at home.

Lynwood focus on a '*Culture of Excellence*' which highlights a balance of teaching approaches. Curriculum is integrated and balanced, and designed to achieve higher-order thinking. Teachers assist students in creating complicated knowledge schemas by effectively integrating curricula. Integrating across the curriculum provides two key benefits. First, it allows teachers to communicate and teach more material and facilitate smoother connections between various topics. Second, when students utilize reading and math skills to explore science and social studies topics, they see first-hand the ways that knowledge connects rather than experiencing learning as a series of discrete exercises with no end beyond the learning of an isolated skill. Lynwood teachers differentiate between three main teaching approaches: didactic instruction, scaffolding, and reflection to ensure a balanced classroom pedagogy which actively engages students and promotes reflection.

Integrated Curriculum and Instructional Approaches

Lynwood instruction model includes an inclusion of thematic or cross disciplinary approaches. Teachers are training in Project-Based learning and GLAD strategies. Teachers use successful research-based immersion programs that have common learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. Instructional principles include: 1) academic skill based ability grouping, 2) clear learning objectives, 3) complete sentences, 4) error correction, 5) equally shared language production, 6) PUSH.

Teachers use technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. NUSD teachers and participants across both program sites will share a clear and consistent understanding of program curriculum, instructional practices and content, and objectives of the Common Core Standards and ELD standards.

This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and the implementation of program goals.

The Lynwood program promotes the capability to use the best practices of instruction. Teachers incorporate strategies that integrate language and content into their lessons across disciplines and provide comprehensible and differentiated instruction as needed. Teachers stay in one

language during a given lesson, rather than mixing English and Spanish, so that students are instructed in “one language, one face”. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills.

Immersion instruction is carefully designed, integrating language and content (Math, Social Studies, Science, etc.), addressing second-language learner needs and encouraging transfer of skills, strategies and knowledge across languages. This curriculum integration addresses core content.

Students at Lynwood Elementary School receive multiple interdisciplinary experiences to make connections across the content areas. For example, students in grade TK-5 receive English language instruction integrated with science to promote inquiry and academic discourse. Students are able to examine a topic, test a hypothesis and experience the scientific method in relation to various science topics. Additionally, students at Lynwood Elementary School receive hands-on garden instruction linked to science concepts. These hands-on experiences provide students with a deeper understanding of concepts and connect them to the real world. Teachers also incorporate Guided Language Acquisition and Design (GLAD) strategies to integrate social studies and science standards with language development.

The Dual Language Immersion Program creates a balance between explicit instruction, language modeling and student-centered teaching. Strategies include active learning, cooperative groups, project and task-based activities and opportunities for meaningful language use during content instruction. Dual Immersion teachers differentiate instruction according to student needs, learning styles and intellectual capabilities. They promote the development of students’ academic skills, depth of understanding of content and language in addition to higher order thinking.

Lynwood is committed to a ‘*Culture of Competence*’ in which communication is prioritized, peer interactions are promoted in environments which develop self-regulation and encourage independence. Children have a strong need to feel control over themselves and their lives, becoming autonomous is a critical developmental process that must be supported within the classroom. Teachers intentionally create opportunities for children to become self-reliant. In doing so, they are helping to increase students’ self-confidence along with improving their social, cognitive, and moral development.

Promotion of Multiculturalism and Equity

Since the vision of dual language education and the NUSD Graduate Profile also includes sociocultural competence and equity, the curriculum reflects and values a diversity of students’ language and cultures. Books of many genres, including culturally authentic literature, and a variety of other materials (e.g., visual, audiovisual, art) in both languages are included in the Lynwood model.

Having curriculum and materials in both languages is an absolute necessity, so that students have the opportunity to develop a full range of proficiency, both linguistic and cultural, in both languages. Lynwood students, are given the chance to see themselves in literary characters and are afforded an opportunity and space to do the necessary exploration of their whole selves in an environment with supports and reflects their cultural identities.

Lynwood is committed to establishing a '*Culture of Caring*' which includes: nurturing positive relationships, strengthening self-efficacy and racial/cultural identity. Lynwood staff focus on developing the whole child by integrating the research-based elements of relatedness. Relatedness refers to the need to feel connected to others and to experience a sense of belonging to a larger community. Relatedness enables children to interact effectively with others, to give and accept responsibility, to cooperate, to have compassion, to show respect—all abilities that enable them to function as productive members of a community.

Lynwood Dual Language Immersion Program Curriculum Development and Implementation Plan Principles:

- 1) Curriculum development will be developed with buy-in from all stakeholders. Curriculum will be followed in all classrooms and adapted as appropriate for the dual language program. The principal will work with staff to continually develop and improve curriculum and its implementation.
- 2) Curriculum is based on principles derived from relevant general education research and research on bilingual learners, and it incorporates published materials that are aligned with that research base. The curriculum is regularly monitored and updated for research alignment.
- 3) Education Services works with teachers and other experts to monitor new curriculum mandates and changing student and community needs. The team adapts the curriculum for dual language classrooms as needed and ensures articulation of the new curriculum within and across grade levels. When curriculum material adoptions are district-wide, dual language teachers are represented on selection committees. At both the school and district level, the curriculum is regularly monitored and updated to ensure that it meets student, program, and community needs.
- 4) Curriculum coordination occurs within and across all grade levels. At both the school and district level, the scope and sequence for language and literacy development in both languages is regularly reviewed and improved as needed.
- 5) The curriculum in both languages of instruction meets or exceeds district, state, or national content standards.
- 6) There is a scope and sequence for literacy and language development in each language that is based on standards as appropriate for the program model; areas of cross-linguistic commonalities and differences for language and literacy expectations are noted and used to inform instruction.
- 7) The curriculum provides multiple opportunities for students to develop positive attitudes about themselves and others in a non-stereotyped fashion. Authentic multicultural resources are used for instruction in both languages.
- 8) All learning expectations and outcomes of the curriculum are clear. They are explicitly stated as measurable and observable. At both the school and district level, the curriculum is regularly monitored and updated to ensure that it articulates measurable learning objectives.

Strand 3: Instruction

Teachers use successful research-based immersion programs that have common learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. UUSD teachers and participants across both program sites will share a clear and consistent understanding of program curriculum, instructional practices and content, and objectives of the Common Core Standards and ELD standards. This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and the implementation of program goals. Furthermore, teachers and administrators are prepared to apply the program content knowledge and understanding confidently in the immersion classroom and to communicate the program components effectively to all stakeholders.

Best Practices

The DLI Program promotes the capability to use the best practices of instruction. Teachers incorporate strategies that integrate language and content into their lessons across disciplines and provide comprehensible and differentiated instruction as needed. Teachers stay in one language during a given lesson, rather than mixing English and Spanish, so that students are instructed in “one language, one face”. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills. Immersion instruction is carefully designed, integrating language and content (Math, Social Studies, Science, etc.), addressing second-language learner needs and encouraging transfer of skills, strategies and knowledge across languages. This curriculum integration addresses core content.

Elementary Program Design

Lynwood Elementary School In TK/Kindergarten and 1st grades, 90 percent of instructional time is in Spanish with an emphasis on Spanish literacy. As students progress through the grades, English language instruction increases. By 4th grade, instructional time is divided between Spanish and English. The Dual Language Immersion Program produces bilingual, biliterate students by immersing them in a second language when their young minds have the greatest aptitude for language development. **See Table 1: Percentage of Time in Each Language per Grade Level**

Lynwood Elementary Instructional Program Features

Lynwood elementary has a cohesive program which features:

- A variety of instructional techniques responding to different learning styles and language proficiency levels.
- Positive interactions between teachers, students, and among students.
- A reciprocal interaction model of teaching, featuring genuine dialog.
- Cooperative learning or group work situations, including.
 - Students working interdependently on task with common objectives.
 - Individual accountability and social equity in groups and in the classroom.
 - Extensive interactions among students to develop bilingualism..
- Language input that:
 - Uses sheltering strategies to promote comprehension.
 - Uses visual aids and modeling instruction, allowing students to negotiate meaning.
 - Is interesting, relevant, and sufficient quantity.
 - Is challenging enough to promote high levels of language proficiency and critical thinking.
- Language objectives that are integrated into curriculum.
- Structured tasks and unstructured opportunities for students to use language.
- Language policies that encourage students to use the language of instruction.
- Monolingual lesson delivery.
- Integration of students (in two-way programs) for the majority of instruction.

CCT Spanish Language Development Instructional Strategies

1) *Academic skill based ability grouping*

Grouping students by their observed ability to independently apply content-area skills enhances the focus of instruction, strengthens peer-to-peer discourse and accelerates learning.

2) *Clear learning objectives*

Content-area skills are best learned when both the students and the teacher can clearly articulate what the skill will look or sound like as the desired outcome of the instruction.

3) *Complete sentences*

The complete sentence is the basic unit of human communication and should therefore be used by the students and the teacher at all times both for oral and written tasks.

4) *Error correction*

Real-time error correction enhances a student's accuracy and accelerates skill development.

5) *Equally shared language production*

Students produce their way to higher levels of both language and content area proficiency, and must therefore produce at least half of the language during a lesson.

6) *PUSH*

Growth in academic skills occurs when students are pushed to work, with support, outside of their current comfort zone to successfully learn and apply new knowledge.

Strand 4: Assessment and Accountability

Lynwood's success can be demonstrated by student progress towards meeting program goals. The Dual Language Instructional Program enables teachers use the Common Core content and proficiency standards to define learning expectations and standards-aligned assessments to measure student growth, improve planning and teaching, and increase overall program effectiveness.

Program success is predicated on the careful development of an infrastructure (personnel, technology, policies and practices) that supports an accountability process. This process includes ongoing student assessments using multiple measures in both languages, data collection and monitoring, and program evaluation and reporting. The following chart outlines the assessments that will be used in the program to measure both academic progress in both languages, Spanish language development and cross-cultural attitudes and proficiencies.

Assessments will be used in the program to measure both academic progress in both languages, Spanish language development and cross-cultural attitudes and proficiencies.

Dual Language Immersion Program Evaluation and Reporting

According to The Center for Applied Linguistics, most research on effective schools discusses the role of using achievement data to shape and monitor instructional programs. Serious concerns have been raised by national professional groups about using large-scale standardized tests to assess English Learners. Language skills can be factors which interfere with students demonstration of academic knowledge on achievement tests given in English. In light of this fact, teachers, administrators and parent leaders analyze and interpret relevant data to inform instruction practices, improve the program, share findings with stakeholders and mobilize resources.

Effective schools, engage students in their progress towards meeting standards and content-related goals. Lynwood has mechanism whereby student can analyze and report their own growth using Proficiency Scales and reflections. Students demonstrate mastery through multiple measures which include, projects, formalized assessments, standard assessments, standards-based report cards, student led conferences. NUSD used the Data Matters application to track student achievement over time in a consistent and systematic way.

In addition, the School Site Council, Instructional Leadership Team, Data Team, Equity Team, P5 Grant Team, will analyze and interpret relevant data to inform instruction practices, improve the program, share findings with stakeholders and mobilize resources. Lynwood will communicate to parents, administrators and community about student performance, progress and effectiveness of the DLIP as a whole through parent education meetings, parent teacher conferences and report cards.

Effective Features of Assessment and Accountability

The Lynwood Elementary Staff is aligned in their definition of assessment. Assessment is:

- Used to shape and monitor program effectiveness
- Aligned with curriculum and appropriate standards
- Aligned with the vision and goals of the program
- Conducted in both of the languages used for instruction
- Used to track the progress of a variety of groups in the program over time using disaggregated data
- A topic for professional development for teachers and administrators
- Interpreted accurately
- Carried out in consistent and systematic ways
- Supported by an appropriate infrastructure and budget
- Disseminated to appropriate audiences

Strand 5: Staff Quality and Professional Development

According to The Center for Applied Linguistics, teacher quality is a critical factor in student achievement. Novato Unified School district strives to employ teachers that demonstrate the following characteristics:

- Certification to work with English learners and dual language students, especially coursework in English language development and assessment (BCLAD - Bilingual on credential)
- High level of partner language proficiency (in dual language programs)
- Ability to use assessment data to raise student achievement
- Familiarity with state standards, ability to align instruction to curriculum standards, strong content knowledge, and training in curriculum
- Supportive attitude for collegial atmosphere for learning and improvement
- Ability to build and foster relationships with students, families, and peers
- Embraces challenges with a growth mindset

Recruitment

Recruiting high-quality teachers will be based on a plan that relies on a variety of sources (ex: international recruits, partnerships with local colleges and universities, grow-your-own programs) as well as a recruiting process that is conducted through a collaboration of school leadership staff and district administration staff (human resources) to ensure that appropriate strategies for outreach, screening, and incentivizing (e.g., bilingual teacher stipends) are utilized.

Professional Development

Novato Unified School District Dual Immersion educators engage in state, regional and local trainings and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting.

It is the expectation of the District that the NUSD Two-Way Bilingual Immersion program staff members participate in focused professional development annually in an effort to continuously build both methodology and pedagogical understanding.

Examples include but are not limited to:

- Using the California State Standards for instruction in both languages
- Teaching literacy in the Target language
- Spanish and English Writing Strategies
- Development of Oral Language in both languages
- Curriculum Training - new adoptions/curriculums

- GLAD (Guided Language Acquisition)
- Kevin Clark Strategies
- Project Based Learning

Strand 6: Family and Community

The Dual Language Immersion program will have ongoing outreach. The program will expand and improve its communications with both the Spanish-speaking and English-speaking families in the Lynwood community at large, including key information about the documented success of Dual Language Immersion education for all students.

Sharing News and Information

The Lynwood staff has created information for parents and students on the DLIP Program and Seal of Biliteracy. There are a number of events to keep families informed of classroom activities and students' progress including: Back-to-School Night, Parent-Teacher Conferences, Program Information Nights and Site Tours. Regular communications include school newsletters (Tiger-Tales), postings on the individual school site website pages, and email announcements.

Encouraging Hands-on Involvement

According to The Center for Applied Linguistics, the active engagement of DLIP families is especially critical to the success of the Dual Language Immersion Program. The Dual Language Immersion Program encourages parents, guardians and/or other family members to help their children be successful in school. Families can directly and indirectly contribute their time and talents to the school in many ways including: (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as PTO, ELAC and Site Council and (4) participating in fundraising activities. Parents can also support DLIP by serving on committees, planning special cultural events, chaperoning field trips and volunteering for specific classroom activities.

Advancing Students Through the Grade Levels

According to The Center for Applied Linguistics, some of the suggested activities by grade level for parent education, family outreach and program development to allow students to transition from one grade level to another without losing interest in the DLIP program and to be able to attain the Seal of Biliteracy on their high school diploma.

The District

- Post the DLIP Plan and the Seal of Biliteracy Pathways on their websites.
- DLIP and Seal of Biliteracy Pathways will be presented at DELAC and ELAC meetings
- Assist with recruitment and parent messaging

Elementary School

- Send out teacher newsletters
- Send out a school monthly newsletter in both languages
- Keep the website page active and updated in both languages

- Use automated phone calls to remind parents of meetings in both languages
- Collaborate with middle school for 5th grade parent night with a focus on the importance of being biliterate at the academic level in ELA and Spanish.
- Have parents sign Parent Compact forms at the kindergarten level
- Give parents information on Seal of Biliteracy awards starting in kindergarten
- Hold a recognition award night for Seal of Biliteracy candidates after students complete 5th grade
- Code/tag students as DLIP participants (Aeries) in order to track student progress over their TK-8 program and 9-12 pathway participation.

Strand 7: Support and Resources

Support is important to schools in any community. Studies show the support a school receives influences its funding, staffing, materials, teacher training, program model, planning, parent engagement, and thus, ultimately, student achievement.

For dual language education programs, strong administrative support needs to come from the school district, the local board of education, and state policies, as these entities and policies can facilitate or hinder program implementation. Strong support is demonstrated by structural and functional integration of the program into the school system, by long-term planning even if there is only temporary funding from an outside source (e.g., grants, businesses), and by equitable allocation of resources—for staff training, for the purchase and development of materials in each language, and so forth.

The Center for Applied Linguistics highlights research which has demonstrated that at the school site level, a supportive principal or leadership team is critical in several ways:

- They understand the dual language education model. This means that they have engaged in professional development to understand the model and how to support its implementation at the school site.
- They support the vision and goals of the program. Thus, they advocate for the program and devote attention and resources to promoting acceptance of the program by the central administration, community members, school staff, and parents.
- They show support, respect, and concern for the teachers; they promote integration of dual language program staff with staff from other strands in the school and ensure transparency when there are differences between the strands in resources or operations.
- They endeavor to provide appropriate professional development for teachers; they provide time for teachers to plan, develop materials and assessments, and engage with parents during parent–teacher conferences.
- They recruit teachers and other staff with appropriate competencies for the dual language program.
- They ensure that appropriate and equitable financial and instructional resources are allocated to the program to meet the content standards, vision, goals, and assessment needs in each language; there is a serious effort to obtain high-quality materials in the partner language for the students; and resources are allocated for the purchase and development of appropriate instructional, resource, and library materials that support the bilingualism and biliteracy vision and goals of the program.
- They can explain that successful results require patience and can show how school results compare with findings obtained in other studies (and if they are not as good, what the school is doing to improve their results).

Appendix A: Templates for Self-Evaluation

Appendix B: Guiding Principles at a Glance

Strand 1	Program Structure
Principle 1	All aspect of the program work together to achieve goals of additive bilingualism, biliteracy and cross-cultural competence while meeting grade-level academic expectations.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	The program has used well-defined, inclusive, and defensible process to select and refine model design.
Principle 5	An effective process exists for continual program planning, implementation, and evaluation.

Strand 2	Curriculum
Principle 1	The curriculum is standard-based and promotes the development of bilingual, bi-literate, and multicultural competencies for all students.
Principle 2	The program has a process for developing and revising a high quality curriculum.
Principle 3	The curriculum is fully articulated for all students.

Strand 3	Instruction
Principle 1	Instruction methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.
Principle 2	Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.
Principle 3	Instruction is student-centered.
Principle 4	Teachers create a multilingual learning environment.

Strand 4	Assessment and Accountability
Principle 1	The program creates and maintains an infrastructure that supports an accountability process.
Principle 2	Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.
Principle 3	The program collects a variety of data, using multiple measures that are used for program accountability and evaluation.
Principle 4	Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.
Principle 5	Student progress toward program goals and achievement objectives is systematically measured and reported.
Principle 6	The program communicates with appropriate stakeholders about program outcomes.

Strand 5	Staff Quality and Professional Development
Principle 1	The program recruits and retains high quality dual language staff.
Principle 2	The program has a quality professional development plan.
Principle 3	The program provides adequate resources for professional development.
Principle 4	The program collaborates with other groups and institutions to insure staff.

Strand 6	Family and Community
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.
Principle 3	The program views and involves parents and community members as strategic partners.

Strand 7	Support and Resources
Principle 1	The program is supported by all program and school staff.
Principle 2	The program is supported by families and the community.
Principle 3	The program is adequately funded.
Principle 4	The program advocates for support.
Principle 5	Resources are distributed equitably within the program, school, and district.

Developed by the Center for Applied Linguistics and grounded in research on effective schools, with an expert panel of researchers and practitioners from across the United States.

Appendix C: State Seal of Biliteracy

Criteria for State Seal of Biliteracy:

The California Department of Education has 3 criteria for earning the Seal of Biliteracy:

1. Complete all English Language Arts requirements for high school graduation with overall GPA of 2.0+ in those classes.

2. Demonstrate proficiency in one or more languages in addition to English through one of the following:

Passing a foreign language Advanced Placement examination with a score of 3 or higher.

Successful completion of a four-year foreign language course of study with a minimum GPA of 3.0+ in that course of study, and oral proficiency in the language comparable to that required to pass an AP examination.

3. Pass the California Assessment of Student Performance and Progress for English language arts (currently Smarter Balanced Assessments), or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the State Superintendent of Public Instruction (SSPI) for any successor test. If no AP examination or off-the-shelf language test exists and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the Proficient level or higher. If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for the purpose of determining proficiency in a language other than English. A pupil who seeks to qualify for the State Seal of Biliteracy through a language that is not characterized by listening, speaking or reading, or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.

Passing the SAT II Foreign Language exam with a score of 600 or higher.

In addition, if the primary language of a pupil in any of grades nine through twelve (inclusive) is other than English, he or she shall also do the following to achieve the State Seal of Biliteracy: Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California, or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of the grades one through twelve, inclusive.

Appendix D: Family Commitment Compact

Lynwood Elementary School

Preschool-5th Grade
Novato Unified School District

Dual Language Immersion Family Commitment Compact

Novato Unified School District is committed to the success of every student. Our goal is that each child is:

- Challenged by a rigorous academic program
- Enjoys school and learning
- Feels a sense of belonging
- Is capable and confident

In addition to those foundational basics, our Dual Language Immersion Program students:

- Will become bilingual by developing high levels of proficiency in the students' native languages and in a second language
- Will show biliteracy by performing at or above their grade level in academic areas in both languages
- Will demonstrate multiculturalism through positive cross cultural attitudes, behaviors, and high levels of self-esteem
- Will have no statistically significant achievement gap between native English speakers and English learners
-

Novato Unified School District commits to:

- Maintain the offering through grade 8 for each entering TK/kindergartener
- Provide a language-rich environment in the dual-language classroom
- Teach reading first in Spanish, and begin formal reading instruction in English in 3rd grade
- Teach primarily in Spanish beginning in TK/kindergarten and continuing through third grade
Teach in Spanish and English in equal portions from 4th to 5th grade
- Extend DLIP to middle school
- Offer pathways through high school in order to meet the Seal of Biliteracy requirements
- Consistently strive for the academic success of every student

In order to support a high-quality and sustainable Dual Language Immersion Program, parents will commit to its long-term success.

As a parent, I commit to:

- Stay informed about my child's progress by attending parent-teacher conferences and school meetings about the dual language program.
- Talk to the teacher or principal if I have questions.
- Support my child's bilingual and biliterate development by maintaining a positive attitude regarding my child's second language learning.

- Remember that the process of language acquisition is a long-term commitment, and that it takes five to seven years to acquire a second language.
- Maintain my student's participation in the Dual Language Immersion program through at least 5th grade so he or she may fully develop full language skills in both Spanish and English.

Student Name:_____

Parent/Guardian Signatures:_____

Date:_____

Appendix E: Glossary

Alignment: Curriculum alignment refers to alignment between curriculum and one or more of the following elements: standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks and instruction. **Relevance:** Research shows that implementing and monitoring an aligned curriculum results in considerable improvement in student achievement. Additionally, it increases communication and collaboration among teachers, among other benefits. Research shows a strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices.

Content-Based Language Instruction: A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject-matter) and language objectives and are aligned to the standards.

Dual-Language Immersion Program (DLIP): An education program which provides both native English speakers and English learners with general academic instruction in two languages from kindergarten onward.

Language Separation Policy: Dual Language Immersion programs follow the practice of delivering instruction in only one language during any given period of instruction, rather than mixing English and the target language. This practice of teaching and learning in a natural language environment promotes communication skills and language development, along with the mastery of content knowledge. Consistent adherence to a language separation policy in time, place, teacher, and content has shown to increase the students' language production in the second language over time.

Learning Targets: Statements of the knowledge and skills students need to demonstrate mastery of a standard. They are derived directly from state academic standards and identify what students should know and be able to do by the end of a grade or course. Unpacking individual standards will provide the information needed to create daily or weekly learning targets that include the content focus, cognitive level of thinking, and precise language necessary to delineate learning goal targets.

Proficiency: It is the ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing.

Proficiency Pathway: Progression through the Spanish Language Immersion Program, along the language learning continuum towards higher levels of proficiency.

Proficiency Scales: A rubric which takes a learning standard and breaks it down into four levels of support needed to demonstrate proficiency. This information is organized in a visual chart that can be used as a learning tool in the classroom.

Relevance: A content-based assessment system focuses on content most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools which focus solely on individuals and which might be normed rather than criterion-referenced, and therefore disconnected from a comprehensive, standards-aligned curriculum.