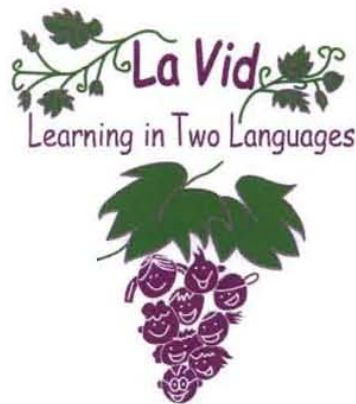


**Livermore Valley Joint Unified
School District**

**Master Plan for
English/Spanish Dual
Language Immersion
Program**



Board Approved March 17, 2015

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March 2015

Acknowledgements

Livermore Valley Joint Unified School District's (LVJUSD) Dual Immersion (DI) Program Master Plan was developed with the dedicated support, effort and collaboration of Dual Immersion Task Force including representative parents, teachers, administrators and a board member. Development of the plan was completed through a sustained effort throughout the 2013-2014 school year and into the summer of 2014. The Dual Immersion Task Force worked diligently, researching and gathering information from a variety of sources in order to design a strong Dual Immersion Pathway K-12. We greatly appreciate the guidance and support of contributors and thank them for their time in reviewing and providing input for this plan.

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Due to the effort and commitment of all these people, and likely others not mentioned here, the LVJUSD's Master Plan for Dual Immersion is now our guiding document for improving the delivery and implementation of programs for Dual Immersion.

Background

The Dual Immersion Program (DI) was originally developed for both the benefit of English Learners and English speakers in order for students to have the opportunity to complete their elementary education with bilingual and intercultural proficiencies in English and Spanish as they begin to realize their full learning potential. Expansion of the program through grade 8 was a natural progression with the consolidation and creation of Junction K-8, which houses the current Dual Immersion Program. As the first class of DI students complete their 8th grade year and are ready to enter high school in the Fall of 2015, our intent is to create opportunities for students to maintain their dual language proficiencies and expand their options by expanding learning to greater global awareness, understanding and involvement.

The Dual Immersion Master Plan will provide the following:

- A vision of students' learning in other languages and acquiring skills and perspectives essential for success in a multilingual, multicultural world
- A plan for implementation that is aligned to the District's priorities and goals
- A framework to help assess program accomplishments and challenges and guide growth and expansion.

The Dual Immersion Master Plan, developed by the DI Task Force, is consistent with current state and federal laws and District board policies. It also reflects language acquisition research, pedagogy and practice. Research shows that for a DI Program to work well and meet the needs and aspirations of all learners, a number of elements must be present.¹ This Master Plan is built around those key elements, which are stated at the beginning of the chapters.

¹ Center for Applied Linguistics, 2005
Livermore Valley Joint Unified School District
Dual Immersion Program Master Plan

Chapter 1: Mission and Vision

Program Mission

Each student in the Dual Immersion (DI) Program will become bilingual, biliterate and culturally competent to more fully contribute and thrive in a global environment.

It is our goal to help every student achieve proficiency according to the State of California common core standards and provide the necessary support for those who struggle along the way and enrichment for those who thrive. We want every student to embrace the joy of learning as well as develop essential skills to pursue college and/or career paths and participate in curricular, co-curricular and extra-curricular programs.

Vision for the Dual Language Initiative

The LVJUSD DI Program will strive to be nationally recognized as a model for academic excellence that promotes high academic achievement in two languages and develops cross-cultural awareness for students. The DI Program nurtures a vibrant K-12 learning community in which students from diverse backgrounds speak, read, and write in both Spanish and English and thrives on collaboration among students, staff, parents and the wider community. Committed to continual improvement, the DI Program will prepare students with exceptional language skills and an expanded worldview, both of which serve them well by giving them greater opportunities in secondary and higher education, in the work world, and in their everyday lives.

Dual Immersion Program Goals

The DI Program is a choice program that serves both English and Spanish speaking students. The program is open to students of different backgrounds and abilities. All students achieve the following goals:

- **Bilingualism and Biliteracy:**

Students develop high levels of listening, speaking, reading, and writing proficiency in both Spanish and English.

- **Academic Excellence:**

Students achieve academic excellence in all subject areas, meeting or exceeding district and California state standards while they learn educational content in both languages.

- **Multicultural Competence:**

Students develop positive cross-cultural understandings and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.

Guiding Principles

- The United States has always been a multilingual and multicultural nation and mastery of two or more languages has significant benefits to its individuals, families, and communities.

- It is a LVJUSD DI Program goal to have career ready graduates. Attaining bilingualism and biliteracy allows students to be adequately prepared for the growing need of a bilingual/biliterate workforce throughout the world, the United States and in particular in the San Francisco Bay Area.
- Mastery of languages should be developed in an additive language program where all students learn a second language while enhancing – not sacrificing – their first language.
- Program delivery and instruction are to be carefully designed and research-based.

Chapter 2: Rationale for the Development of a Dual Immersion Program in LVJUSD

Rationale for the Development of a Dual Immersion Program in LVJUSD

The LVJUSD believes that the DI Program prepares students to meet the challenges of an interdependent world community by providing a bilingual and multicultural learning environment that enables participants to communicate in a second language, master all curricular subjects, and develop intercultural understanding and respect. The rigorous academic curriculum, coupled with the development of an expanded world-view, prepares students to successfully engage in a dynamic, competitive global society.

Students who are involved in a Dual Immersion program develop cultural competence which comprises four components: (a) awareness of one's own cultural worldview, (b) attitude towards cultural differences, (c) knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. The development of cultural competence allows student to understand, communicate, and effectively interact with people across cultures.

LVJUSD schools are located in a community that has a tremendous need for a bilingual/bi-literate work force. The San Francisco Bay Area continues to manifest rapidly changing demographics, which in turn produces the need for the increased linguistic preparation of student graduates. Through the study of languages, students stay connected with their families by becoming literate in their home language while participating fully in their communities due to their academic preparation and proficiency in two languages, thus improving the citizenry of their respective communities.

Demographic Trends in LVJUSD

LVJUSD has a large population of Spanish-speaking English learners who can benefit from participation in a Dual Immersion Program. In addition, this growing segment of the population has the ability to sustain a robust program for years to come.

Benefits of Dual Immersion

Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages.² The "additive bilingual" immersion setting allows all students to learn two languages simultaneously without losing one to learn another.³ Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and

² Marcos, K. M. & Kreeft Payton, Joy. (2000). Promoting a language proficient society: What you can do. ERIC Clearinghouse on Languages and Linguistics. Retrieved from <http://www.cal.org/resources/digest/0001promoting.html>

³ Howard, E., Sugarman, J., Perdomo, M., & Adger, C.T. (2005) *The two-way immersion toolkit*. Providence, RI: Brown University.

differences between the structures of the languages they know.⁴ The mental discipline of learning a second-language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student.⁵ Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills fosters intergroup contact and appreciation.⁶

The LVJUSD Dual Immersion Program is designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient. We no longer refer to the other languages we learn as “foreign languages” but as “world languages.” It is increasingly important to educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad.

The Dual Immersion program design is evidence-based. A significant body of research has established many benefits for learning a second language. These benefits are cognitive, academic, economic, and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world.

Benefits for All Students – Native English speakers and Native Spanish speakers

Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages.⁷ The DI Program is designed to serve all students, beginning at the kindergarten level.

Dual Immersion programs have proven effective for a wide variety of students. DI instruction yields the following benefits for **all students**:

- As mentioned, the “additive bilingual” immersion setting allows all students to learn two languages simultaneously instead of losing one to learn another.⁸

⁴ American Council on the Teaching of Foreign Languages (ACTFL). (2006) Standards for Foreign Language Learning in the 21st Century (3rd ed). Lawrence, KS: Allen Press, Inc.

⁵ Genesee, F. & Lindholm-Leary, K.J. (2010). Alternative educational programs for English learners. In D. Dolson & L. Burnham-Massey (Eds.) *Improving education for English learners: Research-based approaches*. Sacramento, CA: CDE Press.

⁶ Cummins, J. (1994) The acquisition of English as a second language. In K. Spangenberg-Urbschat & R. Pritchard (Eds.), *Reading instruction for ESL students*. Delaware: International Reading Association; and Ager, Dennis. (2005). Prestige and image planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

⁷ Marcos, K. M. & Kreeft Payton, Joy. (2000). Promoting a language proficient society: What you can do. ERIC Clearinghouse on Languages and Linguistics. Retrieved from <http://www.cal.org/resources/digest/0001promoting.html>

⁸ Howard, E., Sugarman, J., Perdomo, M., & Adger, C.T. (2005) *The two-way immersion toolkit*. Providence, RI: Brown University.

- Second language learning enhances comprehension in the native language. Learners apply reading and language analysis skills to their native language.⁹
- The mental discipline of learning a second language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages for the student.¹⁰ Learners experience improved performance over monolingual students in tasks that call for divergent thinking, pattern recognition and problem solving.
- Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation.¹¹
- Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding.¹²
- Proficiency in other languages enables people to gain direct access to additional sources of knowledge, as well as understanding the similarities and differences in the structures of the languages they know.¹³
- Bilingualism offers enhanced employment opportunities upon high school or college graduation and enhances one's ability to take advantage of opportunities that are available only in other languages.

Benefits for English Learners:

English Learners contribute to classroom diversity and promote the authentic use of the Spanish language in the classroom. They receive many benefits by participating in the program.

- A key benefit to this group of students, particularly if their home language is Spanish, is their

⁹ Thomas, W.P. & Collier, V.P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz.

¹⁰ Genesee, F. & Lindholm-Leary, K.J. (2010). Alternative educational programs for English learners. In D. Dolson & L. Burnham-Massey (Eds.) *Improving education for English learners: Research-based approaches*. Sacramento, CA: CDE Press.

¹¹ Cummins, J. (1994) The acquisition of English as a second language. In K. Spangenberg-Urbschat & R. Pritchard (Eds.), *Reading instruction for ESL students*. Delaware: International Reading Association.; and Ager, Dennis. (2005). Prestige and image planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

¹² American Council on the Teaching of Foreign Languages (ACTFL). (2006) *Standards for Foreign Language Learning in the 21st Century* (3rd ed). Lawrence, KS: Allen Press, Inc

¹³ *ibid*

opportunity to learn English while maintaining and improving their Spanish language in an academic setting. In general, English Learners who participate in the program are more likely to succeed in school than if they attend mainstream English classes.¹⁴

- Immersion helps close the achievement gap. Research shows that English Learners may have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in a culturally validating setting.¹⁵
- Students have a more positive self-concept and are more likely to remain in school and attend college than English learners in mainstream English classes.¹⁶

Benefits for GATE Students

Students who meet the criteria for Gifted and Talented Education (GATE) may also thrive in the DI Program. These students benefit from the rigorous and challenging academic program delivered in two languages. While learning a second language is in itself enough of a challenge for many, some GATE students require special types of differentiation to thrive. Current data show that GATE-identified immersion students perform as well or better than other GATE students outside the program and have the additional benefit of being bilingual.¹⁷

Benefits for Special Education Students

All LVJUSD students have the opportunity and are welcome to participate in the Dual Immersion Program. DI students with special needs, as identified through the Individual Educational Program (IEP) process, receive services and accommodations as outlined in their IEP. A Special Education IEP does not preclude a child from entering Immersion. Student progress is monitored regularly by regular education and special education staff to ensure student success in the structure of this rigorous program. If concerns about progress or student achievement arise, parents, teachers, or administrators may request an IEP team meeting to discuss this further.

¹⁴ Lindholm-Leary, K. J. (2009). DJUSD Foreign Language Assistance Program: Annual School Report, Year 2, Fall 2006-Spring 2008. Davis Joint Unified School District, Davis, CA. Retrieved from www.djUSD.net/learn/flap/5-2-09.Davis07ReportKLL.pdf

¹⁵ Genesee, F. & Lindholm-Leary, K.J. (2010). Alternative educational programs for English learners. In D. Dolson & L. Burnham-Massey (Eds.) *Improving education for English learners: Research-based approaches*. Sacramento, CA: CDE Press.

¹⁶ Thomas, W.P. & Collier, V.P. (1997). *School effectiveness for language minority students*. National Clearinghouse for English Language Acquisition (NCELA) Resource Collection Series, No. 9, December 1997.

¹⁷ Lindholm-Leary, K. J. (2009). DJUSD Foreign Language Assistance Program: Annual School Report, Year 2, Fall 2006-Spring 2008. Davis Joint Unified School District, Davis, CA. Retrieved from www.djUSD.net/learn/flap/5-2-09.Davis07ReportKLL.pdf

Special Services

Speech concerns of articulation, fluency, or voice, as well as concerns of receptive/expressive language, sentence structure or organization, will be brought to a Student Study Team (SST) to discuss and determine alternative approaches. If needed, a Special Education referral will occur. The SST process will also be utilized as concerns or progress issues arise in order to involve parents, teachers, or administrators in decisions to support each student's best interest.

Chapter 3: Current Research on Dual Immersion Education

Research Review

Dual Immersion is an educational approach that integrates a roughly equal number of English-dominant students and target language-dominant students for at least half of a school day, providing content and literacy instruction in English and the target language. The target language in the current DI Program in LVJUSD is Spanish. Research shows that many students who participate in well-implemented Dual Immersion programs perform at or above grade level on State and local assessments in English and Spanish and many achieve advanced levels of proficiency in two languages. In addition, graduates have a head start on language requirements for college and enhanced employment opportunities. Dual Immersion Programs have been proven among the most effective in the United States, graduating students with both grade-level academic ability and proficiency in two languages.

The leading researchers in Two-Way Bilingual and Dual Language (TWBI/DL) education are Dr. Kathryn Lindholm-Leary, Dr. Virginia Collier, and Dr. Wayne Thomas. All three conducted extensive longitudinal research on Two Way Bilingual Immersion and Dual Immersion programs and are responsible for informing the field about the effectiveness of these programs on the development of both a target language (Spanish, Chinese, Korean, Russian) and English. They are also investigating the development of intercultural proficiencies.

The most pertinent research in Dual Language and Two Way Bilingual Immersion education focuses on three areas: oral language proficiency levels of both non-English speaking students and native English speaking students, academic achievement levels for both groups of students, and the difference in performance between 50/50 and 90/10 program models.

The definition of two-way immersion programs encompasses four critical features:¹⁸

1. The program involves instruction through two languages where the non-English language is used for a significant portion (from 50% to 90%) of the students' instructional day.
2. The program involves periods of instruction during which only one language is used (i.e., there is no translation or language mixing).
3. Approximately equal numbers of English only and the target language speaking students are enrolled. In the LVJUSD the target language is Spanish.
4. The students are integrated for most or all instruction.

¹⁸ Howard, E. R. & Sugarman, J. (2001). Two-way immersion programs: Features and statistics. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Retrieved from http://www.cal.org/resources/digest/digest_pdfs/0101-howard-twi.pdf; and Howard, E. R., Sugarman, J., & Christian, D. (2003). *Trends in two-way immersion education: A review of the research*. Report 63. Center for Applied Linguistics. Retrieved from <http://www.csos.jhu.edu/crespar/techReports/Report63.pdf>

The national research trends indicate that English academic assessments demonstrate that all English dominant students entering fluent in English retained their English abilities and that their participation in a Dual Immersion program causes neither language delays nor linguistic interference, and indeed they gained a second language.¹⁹ Studies showed that both English and Spanish speakers in fifth and sixth grade who had participated in a two-way program since kindergarten or first grade gained proficiency in both languages.²⁰

Development of Spanish was strong, but the degree of Spanish development is dependent on the program model chosen by the districts. In 90/10 programs, English speakers developed higher levels of Spanish proficiency than in 50/50 programs. Despite less instructional time in English, Spanish speakers gained equivalent proficiency in English.²¹

Variances in the 50/50 and 90/10 Models

The findings of these studies show that both TWBI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not necessarily at the same time or to the same levels. Both are viable models for second language study. The 90/10 model promotes a sequential development of both languages focusing on the development of literacy in Spanish while adding on English literacy incrementally through the K-5 grade levels until students develop comparable skills in both languages. Language and academic targets are set for each grade level in both languages. The primary distinction between a 50/50 and a 90/10 model is the amount of time allocated to each language at each grade level. As language programs evolve throughout the country, more and more districts are urging students to study multiple languages as part of their Pre-K-12 educational development.

Academic Achievement

In a well-documented long term study, Thomas and Collier²² analyzed 700,000 student records from five school districts to track the long term educational benefit of English Learners during their K-12 academic experience and found that when programs are implemented well, there is a significant program effect that is apparent by late high school.

¹⁹ Thomas, W.P. & Collier, V.P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz

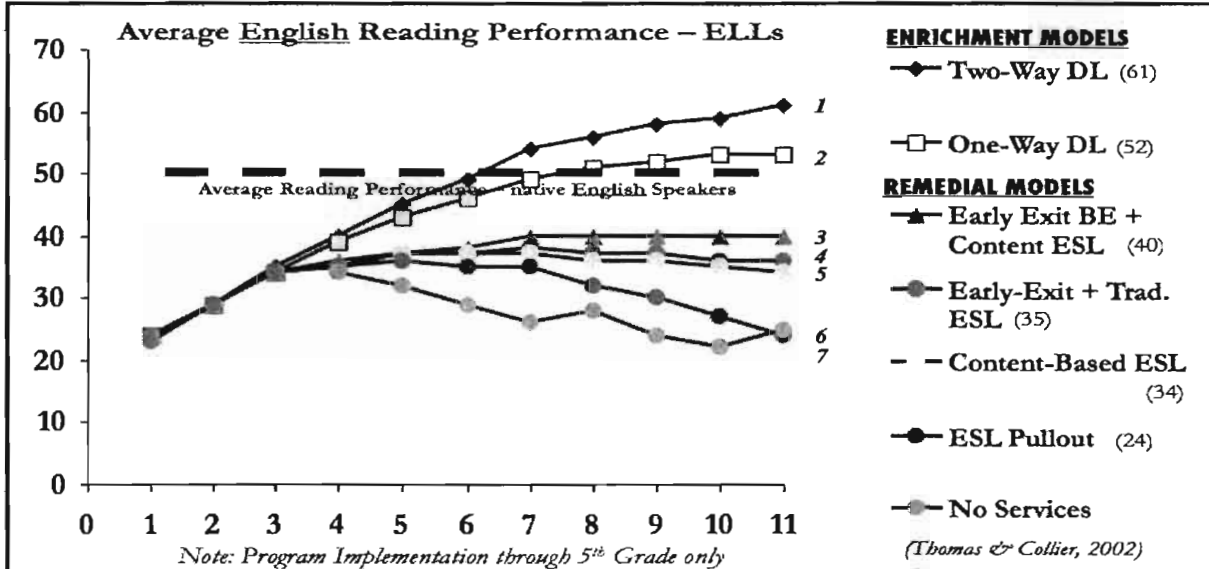
²⁰ Lindholm-Leary, K. J. (2004). The rich promise of two-way immersion. *Educational Leadership*, 62(4), 56

²¹ Lindholm-Leary, K. J. (2001). *Dual language education*. Clevedon, England: Multilingual Matters

²² Thomas, W.P. & Collier, V.P. (1997). *School effectiveness for language minority students*. National Clearinghouse for English Language Acquisition (NCELA) Resource Collection Series, No. 9, December 1997. Thomas, W.P. & Collier, V.P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz.

The researchers also found the length of time in the program to be crucial: 4-7 years was a minimum for extensive study in both languages to allow students to close the gap between their test scores and those of their non-English speaking peers. They also found that few high school dropouts came from these programs. Within Dual Language programs, English Learners (ELs) tend to outperform English Learners in other programs as measured by their scores on English and Spanish achievement tests. English dominant students in Dual Language programs tend to score higher on English achievement tests than their English only peers in regular monolingual programs. The following chart depicts the progress of English Learners in various programs and indicates that student who participated in a Two-Way Immersion or Dual Language program over the course of their K-12 educational experience outscored English Learners in other programs in Collier and Thomas' study.

PATTERNS OF LOW-SES ELLs' LONG-TERM ACHIEVEMENT IN ENGLISH READING ON STANDARDIZED TESTS (similar pattern for each SES group)



Extensive long-term national study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing school systems in 26 states during the following 2 years.

ELL – English Language Learner
 ESL – English as a Second Language
 SES – Socio-Economic Status
 DL – Dual Language
 BE – Bilingual Education

Two-Way DL – Programs with a balance of native English speakers and native Spanish speakers.
 One-Way DL - Programs with primarily English speakers
 Early Exit BE – Programs that utilize students' native language to develop early literacy while acquiring English language proficiency
 Content ESL – Instruction that integrates English-as-a-second-language instruction and subject matter instruction.
 Early Exit + Traditional ESL – Early Exit BE program with instruction in ESL
 ESL Pullout – EL students are pulled out of their mainstream classroom to receive English instruction in listening, speaking, and grammar

Required Dual Language Components

The following foundational research components are the basis from which successful dual language programs are developed.

Start Learning a Second Language Early: There is a direct correlation between the age of the child and length of study of a second language and the attainable level of proficiency in that language.²³

Commit to the Full K-6 Language Sequence: Becoming bilingual takes approximately seven years in an intense learning environment. Continuous participation through at least the 6th grade is necessary for students to start exhibiting the cognitive, academic and linguistic benefits of bilingualism.²⁴

Continue into Secondary Level: Starting in early elementary (if continuously enrolled) can lead to intermediate, pre-advanced, or advanced levels of proficiency by the end of high school. However, if a new language is started in high school, students will only typically reach elementary proficiency. Research shows that the more advanced level of proficiency in a second language a student has, the higher his or her SAT and college placement scores are.

Has an Adequate Exposure to the Second Language: In order for students to acquire the second language, English or Spanish, students need sufficient exposure to that language both in formal (teacher-directed) and informal (family and friends) settings. The type of exposure is as important as the amount of exposure.

Additive Bilingualism: Creating a bilingual environment for all students ensures that students maintain and develop oral and written skills in their first language while they simultaneously acquire those skills in a second language.

Language Separation: Dual Language programs should develop a language policy to reflect the separation of languages for instruction. This allows for student learning in a natural language environment, promoting communication skills and development of the second language.

Linguistically Balanced Classrooms: A student's ability to practice and use a second language is predicated on the opportunity to use the language naturally and in a variety of settings with native speakers of the language. The Two Way Immersion process is based on the academic and social interactions between teacher to student (one-way) and student to student (two-way). Classes must be formed with no less than 1/3 or more of either language group in each classroom.

Increasing Minority Status of the Language: Valuing the minority language, as well as English, validates and enhances the self-esteem of English Learners while also expanding multicultural awareness for all

²³ Age & language www.djUSD.net/learn/flap/AGE-L2.pdf

²⁴ Cummins, J. (1994) The acquisition of English as a second language. In K. Spangenberg-Urbschat & R. Pritchard (Eds.), *Reading instruction for ESL students*. Delaware: International Reading Association.

students.²⁵

Create a Climate of Positive and Reciprocal Instruction: The educational environment is an important consideration in scholastic performance. Positive interactions between students and teachers often result in improved student outcomes. There seems to be a universal predisposition to learn a foreign language in enjoyable and experiential ways.

Home/School Collaboration: Parents can have a significant influence on children's academic and social performance. Participation in education can take different forms. Parents can participate at school by being involved and supporting the program. Additionally, working with their children at home can further children's academic success.

Quality of Program Personnel: The program is committed to recruiting and retaining highly qualified staff who are knowledgeable, skillful, and innovative, and who can inspire and motivate students and each other. The ideal teacher is fully credentialed with a Bilingual Cross Cultural and Academic Development (BCLAD), and has training in second language acquisition, differentiation techniques and cooperative education. Furthermore, the ideal teacher is knowledgeable of content and proficiency standards and possesses a native-like ability in both languages.

Measure Progress in Both Languages: Oral, academic, formative and summative measures allow staff to carefully monitor the development of both languages in children and ensure their success.

Summary

Students who participate in well-implemented Dual Language/Two Way Immersion Programs gain grade level academic ability, well-developed language and literacy skills in two languages, and develop multicultural proficiencies. English Learners who participate in these programs early in their schooling are more likely to finish high school while engaging in a college preparatory courses of study.

²⁵ Ager, Dennis. (2005). Prestige and image planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
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Chapter 4: Program and Instructional Design

The Guiding Principles for Dual Language Education

The Guiding Principles for Dual Language Education are grounded in research on effective schools developed by the Center for Applied Linguistics with an expert panel of researchers and practitioners from across the United States. Most of the research base focused on the characteristics of programs or schools that are considered effective in promoting the language proficiency and academic achievement of English language learners. The principles are a tool to help dual language programs with planning and ongoing implementation. LVJUSD has chosen to use the Guiding Principles to shape and align our program.

Program Structure

The program is designed to ensure all aspects work towards the goal of bilingualism, biliteracy, cultural competence and grade level academic content proficiency. The program leadership structure is strong, effective and knowledgeable to maintain continual program planning, implementation, evaluation and refinement to ensure equity for all groups.

Curriculum

The curriculum is aligned with the Common Core State Standards (CCSS) and promotes the development of bilingual, biliterate, and multicultural competencies for all students. There is a process for on-going review and refinement of the high quality curriculum that is well articulated for all students. The curriculum promotes academic achievement and cultivates the development of bilingual, biliterate and multicultural competencies for all students.

The highest levels of student achievement are realized with a coherent, cohesive and common instructional framework and assessment model. The California State's criterion for selecting curriculum is based on research and scientific findings of the most effective teaching methods. State and federal leaders also have set explicit "instructional expectations", otherwise known as common core standards, as well as accountability measures for student achievement.

The Dual Language curriculum program design is interdisciplinary and fully articulated for all students. Levin, Haertel, Kirst, Williams and Perry found that "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."²⁶

The content language of specific curriculum is consistent with the program's language of instruction by subject area and specific time allocations. Instruction and materials reflect the student population and promote cross-cultural appreciation.

²⁶ Levin, J., Haertel, E., Kirst, M., Williams, T., & Perry, M. (2006). Similar students, different results: Why do some schools do better? Elementary school curriculum and API: A more detailed examination. Mountain View, CA: EdSource. Retrieved May 31, 2006, from <http://www.edsource.org/pdf/OCFindings4-19-06.pdf>.
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The program shall continue to address high academic standards that extend and expand student learning, using interesting and relevant instructional materials and technology, consistent with program goals and with second language acquisition research.

Instruction

Instructional methodology is student-centered and derived from research-based principles of highly effective instructional practices as well as dual language acquisition educational research for developing bilingualism and biliteracy. Students learn in multilingual and multicultural learning environments.

Teachers in successful research-based immersion programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. The Dual Language teachers and participants share a clear and consistent understanding of program curriculum, instructional practices, content and objectives of the English Language Development (ELD) and World Language Standards.

Along with appropriate planning, collaboration and pacing, this common understanding ensures consistency of curricula, language of instruction and implementation 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 Dual Immersion Program promotes the capability to use the best practices of instruction. Teachers incorporate strategies that integrate language and content across disciplines and provide comprehensible and differentiated instruction as needed.

Lessons include both content and language objectives, following the program's policy of language separation. Teachers stay in one language during a given lesson, rather than mixing English and Spanish. Teachers collaborate to create lessons that focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills. Language is integrated into content instruction (content-based language instruction) in ways that enrich the learning experience. 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 content and World Language Standards (Communication, Comparisons, Communities, Cultures, and Connections). The Communication standard is organized into three modes: Interpretive, Interpersonal and Presentational.

The program supports a practice of interdisciplinary instruction to motivate students by mirroring the real world. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary, global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded world-view.

Additionally, the Dual Immersion Program reinforces responsive teaching as well as 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 Language 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, and higher-order thinking.

Instructional Time

The program adheres to time allocations for all academic subject areas, including daily English Language Development. Time is allotted for additional English Language Arts support and enrichment for students.

Intervention

DI students who have a need for interventions in either language will receive the appropriate services. Every effort is made to offer the students interventions that allow students to stay in the DI Program and receive additional supports in the content areas where they are faltering. These students are reviewed for services through the school's Student Study Team (SST) process.

Technology Integration

Technology is integrated into Dual Immersion classrooms to make the Spanish and English language and content more accessible, enrich the curriculum, and gain access to authentic Spanish language resources. Technology is conducive to small group work and differentiation, promotes student engagement in challenging tasks, and supports learning both in and out of the classroom.

Chapter 5: Students

Program Participation Guidelines

The procedure for student entrance into the DI Program takes into account the grade level entry point, the levels of linguistic and academic skills, as well as the motivation and commitment of the families. Ideally students begin the program at the kindergarten level or early in the first grade to increase opportunities for student success in this early immersion process.

The DI Program strives to develop classrooms that are linguistically balanced. Linguistically balancing the classrooms ensures that all students have peer models with which to practice academic and conversational language and thus build native-like proficiency in both languages. To ensure this balance, careful attention is given to the enrollment procedures for DI students by district and site staff. The target mix is 50% primary English speakers and 50% primary Spanish speakers. As the program grows, a ratio of thirds, 1/3 English speakers, 1/3 Spanish speakers, and 1/3 bilingual students will serve students well in becoming bilingual and biliterate.

Enrollment Process

The DI Program is marketed to the full community to ensure a balance of both Spanish-speaking and non-Spanish speaking students. The Dual Immersion program administration and staff conduct marketing and outreach sessions each year at the local preschools. This recruitment effort is a shared endeavor with teachers, parents and administrators from the district and program.

Since the Dual Immersion Program is a “Choice” program, parents attend information nights/information meetings about the program design and elements before enrolling students into the program. Parents sign and submit a Parent Commitment Form as part of the enrollment process into kindergarten, expressing their long term (5-7 years) commitment to the program and their clear understanding of the program goals.

The program participants begin the program at the kindergarten level or first part of first grade. Older students wishing to enter the program at the upper grades must pass designated proficiency tests to determine literacy (written and oral) in Spanish and proficiency levels in English. Assessment results will be reviewed by the school administrator and Dual Immersion Program staff before placement into the program is finalized.

Entering Kindergarten: District practice

Prior to the beginning of the school year, incoming potential DI kindergarten students will be given linguistic assessments to ascertain their language skill levels in English and Spanish. Classes are built to ensure comparable numbers of Spanish only, English only and Spanish bilingual students based on the linguistic profile ascertained from the linguistic assessments. Priority will be given to siblings, neighborhood school

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residents and others, following district enrollment guidelines. A waitlist will be maintained by linguistic profile for students who are not initially able to enroll in the program. Families will be contacted as space becomes available.

Entering 1st grade in the Fall:

Openings will be offered to students who were waitlisted in kindergarten or newly enrolling in LVJUSD in accordance to linguistic profile. Families will be provided with support and resources to ensure second language literacy.

Late Entrance or Transfer Protocol

Students in grades 1-8 wishing to enter the program must demonstrate appropriate language skills, grade level knowledge, and interest necessary to be successful in the DI Program. Previous experience in DI or bilingual programs will be taken into account as these experiences support success in the DI Program. Maintaining the linguistic balance of each cohort is essential and entrance will be determined on a case-by-case basis.

The following protocol shall be followed to admit a student to DI Program after the start of school for grades 1-8:

- Principal and staff meet with prospective parents to explain the program, including parent commitment.
- Principal and staff review assessments in both Spanish and English, previous report cards, testing or other data. Reading assessments in English, and Spanish if appropriate, will be given if similar data is not available. An oral interview will also be conducted in English and Spanish.
- The data will be reviewed by the administrator and DI faculty and a placement recommendation is made in partnership with the student's family. This process is intended to ensure an informed decision as to the success of the student's placement.
- Parents make the final determination of the placement option.

Families of late entry students will be encouraged to work with and provide support for students to catch up on material for second language literacy to ensure student success in the program.

Commitment

Immersion education is an investment in a child's future. In order for a student to receive the full benefits of immersion education should remain enrolled through 5th grade, preferably through 8th grade, and ideally continue the DI pathway in high school.

Exit Protocol

There may be rare situations in which it is determined the best educational interests of a student are not compatible with learning content in two languages in a DI setting. Due to the challenging nature of Dual Immersion, (developing literacy in two languages while learning academic content in both languages),

individual circumstances may warrant a different program option for some struggling students. Each case should be carefully considered by parents, teachers and administration.

The following protocol shall be followed when considering a student for an alternative to the DI Program:

- Parent and teacher will meet as often as necessary to ensure proper support is being provided by teacher, school and family. The principal will be kept informed at the earliest possible time. The Student Study Team (SST) process will be utilized as appropriate for all students who are struggling academically, socially, or in any other way that affects reasonable and expected progress.
- Teacher will discuss with the principal the concerns regarding student's progress, share measures of progress, interventions and supports, and previous discussions with parents.
- Principal, teacher and parent will meet to discuss student progress and program options.

Chapter 6: Standards, Assessments, and Accountability

Student Assessment

The Dual Immersion Program at the elementary, middle and high school levels will use several documents to monitor the successful implementation of its program and the development of the second language for students: *The Guiding Principles of Dual Language Education* from the Center for Applied Linguistics, Washington, D.C., *The Dual Language Toolkit* from the California Department of Education, *The Language Learning Continuum* developed by Jackson and Zaslow, and the *ACTFL Performance Guidelines for K-12 Learners*.

Student assessments are based on the Common Core Standards and are consistent with the program goals of language proficiency, academic achievement and multicultural understanding. Teachers use common core standards, including those for content and English Language Development. A set of common content and language assessments promotes consistency, collaboration and data analysis across classrooms, grade levels and program sites, and supports student learning. Having common program assessments will help convey expectations that all teachers, novice and experienced, can readily understand and follow.

The newly updated California English Language Development (ELD) Standards are used to guide English Learner language instruction. All English Learners are expected to move through the ELD proficiency levels and, if continuously enrolled and progressing in the program since kindergarten, they should meet reclassification criteria by the end of fifth grade.

Assessment data is integrated into planning for program development, instructional practices and curriculum. Program-specific data monitoring is supported at both the district and school site levels.

Data Collection and Monitoring

The program staff and administration collect, monitor and report relevant data including student achievement and second language proficiency, student progress through K-12 pathways and program and site enrollment trends. Updates on student performance, including report cards, reflect progress in language proficiency as well as academic achievement.

The DI students participate in all mandated district and state assessments to provide data for progress monitoring and academic goal setting:

- The Common Core Smarter Balanced Assessments to show academic proficiency in Language Arts and Math in grades 3 through 8 and grade 11.
- California English Language Development Test (CELDT) assessment to determine language proficiency of English Learners.
- Local benchmark assessments in English Language Arts and Math.
- Common Formative and Diagnostic Assessments in English Language Arts and Math to monitor student progress throughout the school year.

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In addition, assessments to evaluate Spanish progress include:

- Spanish Developmental Reading Assessment (DRA)
- Spanish oral and written language assessment (TBD)
- Other State level common core assessments in development

Program Evaluation and Reporting

Students, teachers, and administrators analyze and interpret data in both languages (academic and linguistic proficiency measures) to inform instruction. Data on student progress is shared with parents on at least an annual basis. The student data is also shared with parents and stakeholders to analyze the program's effectiveness in implementing the guiding principles, mission, vision and goals of the program at LVJUSD. Please see Appendix A for Program Evaluation Tools.

Coordination and Oversight

It is the responsibility of the DI site administrators to promote a consistent delivery of instruction, assess student knowledge, and analyze data. The principal, in coordination with designated District Office staff, shall ensure that instruction for immersion is fully and effectively taught, that all resources are accessed and utilized, and that support exists for all students to meet or exceed grade-level standards. The DI teachers will work closely with administration and academic support staff to coordinate intervention for students that demonstrate special needs.

Recognition of High Levels of Language Proficiency

The California State Seal of Biliteracy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011) became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading and writing in one or more languages in addition to English. LVJUSD has adopted a Seal of Biliteracy, which is awarded based criteria in alignment with the criteria defined in California Education Code 51464: Please see Appendix B for full text of the statute and criteria available.

1. To encourage pupils to study languages.
2. To certify attainment of biliteracy.
3. To provide employers with a method of identifying people with language and biliteracy skills.
4. To provide universities with a method to recognize and give academic credit to applicants seeking admission.
5. To prepare pupils with 21st Century skills.
6. To recognize and promote foreign language instruction in public schools.
7. To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.

Like all school districts in California offering bilingual programs, LVJUSD has adopted a Seal of Biliteracy that indicates a commitment to the preparation of their students. As a result of 8-9 years of study in two languages, students are able to advance into the secondary programs fully prepared to participate in Advanced Placement, Honors or International Baccalaureate (IB) coursework in the world language they have been studying during elementary and middle school years.

In addition, in order to motivate students to continue developing their first and second languages, students are awarded "biliteracy pathway awards" in recognition of significant steps towards developing biliteracy

along the path from elementary through high school. The awards are presented after both 5th and 8th grade levels as the students work to meet the criteria set for each award. The pathway awards are meant to encourage children from a young age to pursue language skills and to develop attitudes that value language diversity, the pathway awards also recognize age- appropriate proficiency that develops in multiple languages.²⁷

LVJUSD Biliteracy Pathway Awards

Grade 5:

- Students who are on the path to develop biliteracy will receive the Bilingual Participation Award.
- Students who have attained a designated level of biliteracy will receive the Biliteracy Attainment Award.

Bilingual Participation Award

The intent of the Elementary School Bilingual Participation Award is to encourage students along the path of bilingualism and to place value on the continued use of two languages for students who are in the Dual Immersion program.

The criteria are:

1. Participation in the Dual Immersion Program, earning a score at grade level or higher in English Language Arts on the State testing system.
2. Meet the redesignation criteria for Redesignated Fluent English Proficient (RFEP) or attain an overall score of 4 or 5 on the CELDT and be in good academic standing as an EL student.
3. Completion of one of the portfolio requirements listed below.

Biliteracy Attainment Award

This award is designed to measure attainment of age-appropriate biliteracy for students who have been in Dual Immersion program.

The criteria are:

1. Earn a score of grade level achievement or higher in English Language Arts on the State testing system
2. Demonstrate grade level proficiency or above in English language arts and in Spanish language arts
3. Meet the redesignation criteria for Redesignated Fluent English Proficient (RFEP) for students who are English learners
4. Completion of two of the portfolio requirements listed below

Grade 5 Portfolio Requirements

- Write two essays, one in English and one in Spanish, and receive a score of proficient or higher using the district's writing rubric:
 - Prompt #1 in English: Students will write a persuasive essay on a given topic, supporting a point of view with reasons and information.
 - Prompt #2 in Spanish: Students will write an informative/explanatory text to examine a given topic and convey ideas and information clearly.
- Make an oral presentation in Spanish identifying five careers where bilingualism is important and explaining why and how bilingualism is a benefit in those careers. Receive an average score of "3" or above with no more than two areas receiving a score of "2" or below as the criteria for reaching

²⁷ Olsen, L. & Spiegel- Coleman, S. (2012, March/April). The California Seal of Biliteracy: The first in the nation. *Perspective*, 5-7. Retrieved from http://www.nabe.org/Resources/Documents/NABE%20Perspectives/NN_34n3_Mar-Apr2012.pdf
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proficiency in the Elementary Pathway Oral Presentation Rubric. (See Appendix C for Pathway Oral Presentation Rubric for Grade 5)

- Read ten books (at grade level) independently in English and ten books independently (at grade level) in Spanish and maintain a reading log signed by teacher to verify the accomplishment.

Grade 8:

- Students who are on the path to develop biliteracy will receive the Bilingual Pathway Award.
- Students who have attained a designated level of biliteracy, will receive the Biliteracy Attainment Award.

Bilingual Pathway Award

This award is designed to reward engagement in pursuit of language skills in two or more languages, to affirm positive attitudes towards multilingualism and to validate use of multiple languages for all students.

The criteria are:

- Participation in the Dual Immersion Program Earning a score at grade level or higher in English Language Arts on the state testing system.
- Designation as an English Only student, an I-FEP student (Initially Fluent English Proficient) or a Redesignated Fluent English Proficient student (RFEP – i.e. student formerly classified as English learner) or an EL student with a CELDT overall score of 4 or 5 in good academic standing.
- Completion of one of the portfolio requirements below.

Biliteracy Attainment Award

This award is designed to set a standard for high level biliteracy attainment for students in the Dual Immersion program. All students, English only and English Learner, need to meet the following performance standards.

The criteria are:

- Earn a score of grade level or higher in English Language Arts on the State testing system
- Earn a score of grade level or higher on a common core aligned assessment in Spanish
- Demonstrate oral and written proficiency in Spanish (TBD)
- Earn an average grade of B or higher in English courses and in courses offered in Spanish.
- Meet the redesignation criteria for Redesignated Fluent English Proficient (RFEP) for students who are English learners
- Completion of the portfolio requirements below

Grade 8 Portfolio Requirements

- Write an essay about one of the two topics below in Spanish and receive a score of grade level or higher using the district's writing rubric:
 - Write an essay on a given topic with arguments to support claims with clear reasons and relevant evidence.
 - Write an informative/explanatory text to examine a given topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Make an oral presentation in Spanish identifying five careers where bilingualism is important and explaining why and how bilingualism is a benefit in those careers. The student should be monitored and supported by a teacher during the process of creating the presentation and must receive an average overall score of "3" or above with no single score at "2" or below on the Middle School Oral Presentation Rubric. (See Appendix D for Middle School Oral Presentation Rubric.)

Chapter 7: Staffing and Professional Development

Staffing and Professional Development

Highly qualified, high quality and appropriately credentialed teachers are recruited, hired and trained and supported to ensure the effectiveness and quality of the program. Teaching staff have the knowledge, understanding and capability to teach the content and the language required for the assignment. Quality professional development is provided to ensure outcomes are effective and sustainable.

Staffing:

The administration has knowledge and training in Dual Immersion, attends relevant professional development, and supports the entire community in the creation of a program that attracts both English speakers and Spanish speakers to the school.

Criteria for Dual Immersion Program Teachers:

The school principal forms an interview team to select the teachers for the program.

- Fully and appropriately credentialed teachers including CLAD and BCLAD as appropriate
- Literacy and oral proficiency levels in Spanish comparable to a native speaker of the language
- Clear understanding of the instructional components of the DI class, second language methodology and highly effective instructional practices
- Other criteria determined by the school and district
- Participation in professional development, coaching support, and monitoring of practices

Professional Development:

Teacher training is a key component for assuring student success both academically and in acquiring a second language. Opportunities for attending professional development focusing on second language acquisition are provided to DI staff as funding is available.

- The DI teachers participate in all professional development provided for all District teachers.
- Opportunities are provided for teachers to collaborate with their grade level colleagues as well as with their DI colleagues.

Teachers are expected to collaborate and plan together regularly to ensure the progress of students is well-monitored and that the program is being carefully articulated.

Chapter 8: Family and Community Involvement

Outreach and Family Participation

Parents can have a significant influence on children’s academic and social performance. Participation in education can take different forms. Parents can participate at school by being involved and supporting the program. Additionally, working with their children at home can further children’s academic success.²⁸ The LVJUSD Dual Immersion program structure encourages positive, active and ongoing family and community input and involvement. There is a strong parent education and support program to meet the needs of parents at the elementary, middle and high school levels.

The DI Program is geared toward families who value biliteracy and are committed to enrolling their children in the program through grade 8 and beyond. Prior to enrolling their children in DI, families attend the DI Information Night and Parent Meetings to learn about all aspects of the program. Parents are asked to review and sign the DI Parent Commitment Form (Please see Appendix E for Parent Commitment Form) expressing their commitment to the program and establishing a clear understanding of the expected outcomes for their children. In addition, parents of English Learners need to sign a California Department of Education required Parent Exception Waiver to waive their children out of the District’s Structured Immersion Program for English Learners.

The program is supported at all levels from the Board of Education, district and site leadership, family and community, as well the non-DI school community. Resources are distributed in an equitable manner within the program, school and district. In addition, the Dual Immersion Program has ongoing outreach, education and recruitment programs in the community, including the distribution of flyers and presentations at feeder schools. The program will enhance communications with the Spanish speaking community in Livermore, including key information about the documented success of immersion programs for English learners.

²⁸ Wong Fillmore, L. (1991). Language and cultural issues in early education. In S.L. Kagan (Ed.), *Tire care and education of America's young children: Obstacles and opportunities*, The 90th Yearbook of tire National Society for the Study of Education. Chicago: University of Chicago Press; Cummins, J. (1998). Immersion education for the millennium: What have we learned from 30 years of research on second language immersion? In M. R. Childs & R. M. Bostwick (Eds.) *Learning through two languages: Research and practice. Second Katoh Gakuen International Symposium on Immersion and Bilingual Education*. (pp. 34-47). Katoh Gakuen, Japan; Brisk, M. E. (2005). *Bilingual education: From compensatory to quality schooling* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum

Acronyms and Academic Jargon Glossary

- AMAO:** **Annual Measurable Achievement Objective**
California has 3 annual, measurable achievement objectives (AMAOs) for English learners. AMAO 1 measures the percentage of schools' English learners progressing appropriately, on an annual basis, toward English proficiency. AMAO 2 measures the percentage of a school's English learners reaching English proficiency and able to be reclassified as fully English proficient (RFEP). AMAO 3 measures district data to determine the percentage of English learners performing appropriately in English/Language Arts and Math, and the percentage that are graduating. State and Federal guidelines determine proficiency targets for students and districts.
- BCLAD:** **Bilingual Cross-cultural Language and Academic Development**
BCLAD provides authorization from the California Commission on Teacher Credentialing to teach bilingual education.
- Bilingual** Bilingual is speaking two languages fluently.
- Bi-literate** Bi-literate is being able to read and write in two languages.
- CCSS:** **Common Core State Standards**
Academic content standards adopted by the majority of the United States, for English/Language Arts and Math, designed to prepare students for college and career readiness.
- CELDT:** **California English Language Development Test**
The CELDT measures limited English proficient students' achievement of California English Language Development (ELD) Standards in kindergarten through grade twelve. Three purposes for the CELDT are specified in state law, including: (1) identifying students as limited English proficient, (2) determining the level of English language proficiency (ELP) for students who are limited English proficient, and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.
- CLAD:** **Cross-cultural language and academic development**
CLAD provides authorization from the California Commission on Teacher Credentialing to teach English learners.
- Cultural Competence** Cultural competence refers to an ability to interact effectively with people of different cultures and socio-economic backgrounds, particularly in the context of human resources, non-profit organizations, and government agencies whose employees work with persons from different cultural/ethnic backgrounds.
Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural

practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.

DELAC: District English learner advisory committee

DLAC is a district committee that serves as an information conduit between school sites and the district office. The committee serves parents of English learners and serves as an advisory board for various district programs.

DI: Dual Immersion

The La Vid Dual Immersion program at Junction Ave. K-8 is a unique opportunity in Livermore for native English speakers and native Spanish speakers to become bilingual, bi-literate and culturally competent through a rigorous curriculum from Kindergarten to 8th grade. Language Arts, Mathematics, Social Studies and Science are taught in English and Spanish to develop students' academic knowledge and communication skills in both languages.

DL: Dual Language

Dual language is a form of education in which students are taught literacy and content in two languages.

DRA: Developmental Reading Assessment

The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection. Selections are in English and Spanish.

EIA-LEP: Economic impact aid-limited-English proficient

Livermore has received funding for our English learners through EIA-LEP. With the new Local Control Funding Formula, this funding has been eliminated.

EL: English Learner

An English learner is someone not classified by the state as English proficient. Students who come from a family where a language other than English is spoken in the home are tested using the California English Language Development Test (CELDT) when they enter a California school. Performance on this test determines whether a student is classified as an English learner. Once classified as an English learner, the CELDT is administered annually until a student demonstrates proficiency.

ELD: English language development

English language development refers to a progression of standards set for English language learners. The standards document what students must know and be able to do as they move toward full fluency in English. The levels through which English learners progress, are identified as *beginning*, *intermediate*, and *advanced*.

- ELAC:** **English learner advisory committee**
 Schools with more than 20 English learners must have an English learner advisory committee. The ELAC is responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
- FEP:** **Fluent-English proficient**
 Fluent-English proficient students have exposure to or speak a language other than English and have demonstrated English competence on the CELDT test. Students can demonstrate proficiency entering school, initial fluent-English proficient (I-FEP) or after being classified as an English learner and, based on academic success and proficiency on the CELDT, being reclassified as fluent-English proficient (R-FEP).
- GATE:** **Gifted and Talented Education**
 Some students are exceptional in their cognitive ability. These students may be identified as gifted and talented and eligible for gifted and talented education (GATE). GATE identification should not be based on just one factor. Achievement, intelligence quotient (IQ), ability, and other test scores; motivation; parent/guardian, student, and teacher recommendations; classroom observations; and portfolio assessment are some of the possible factors a district may use to identify GATE students.
- HLC:** **Home Language Survey**
 In accordance with California Education Code (EC) Section 52164.1, LEAs are required to have a HLS form completed by the student’s parent or guardian at the time of first enrollment in a California public school, indicating the language used in the home. Information included in the HLC determines if a student needs to be assessed on the CELDT and possibly receive support as an English Learner.
- IEP:** **Individualized Education Program**
 Students who have an identified disability may qualify for special education. Each special education student has an individual education program plan (IEP) developed specifically for the student by a team that includes the classroom teacher, parents, and special education staff.
- I-FEP:** **Initial fluent-English proficient**
 Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the LEA criterion for English language proficiency are identified as initial fluent-English proficient (IFEP).
- Intercultural** Intercultural is of, relating to, involving, representing different cultures.
- LEP:** **Limited-English proficient**
 Students that do not show proficiency on the CELDT are considered Limited-English proficient (LEP). LEP students receive English Language Development on a daily basis.

- L1 :** **Primary language**
L1 is the language a person has learned from birth.
- Meta-cognitive** Meta-cognition refers to learners' automatic awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive/thinking processes.
- Meta-linguistic** **Meta-linguistics** is the branch of linguistics that studies language and its relationship to other cultural behaviors.
- R-FEP:** **Redesignated fluent-English proficient**
Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP.
- R-30:** **Annual Language Census Report (form R30-LC)**
Each spring the State collects information on how many English learners districts have, which primary languages are spoken, and certifying that teachers have appropriate certification to teach English learners. This is often referred to as the R 30 because this was the form used for the data collection from school districts.
- SDAIE:** **Specially-designed academic instruction in English**
Specially designed academic instruction in English (SDAIE) is a teaching approach intended for teaching various academic content (such as social studies, science or literature) using the English language to students who are still learning English. SDAIE requires the student possess intermediate fluency in English as well as mastery of their native language. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

SDAIE is not an English-only submersion program where the student is dependent solely on English, nor is it a watered down curriculum. SDAIE is an approach that seeks to teach both content and language in a cognitively demanding environment. As such, it is an important aspect of some structured English immersion programs. Lessons thus include both content goals and language goals for the students.

Preparing good lessons in SDAIE require awareness that the student is not a native English speaker and avoidance of those aspects of English that might make it difficult for a person learning English as a second language. This includes avoiding idiomatic English, which may seem natural to a native speaker but would confuse non-native speakers.
- SEI:** **Structured English immersion**
Structured English Immersion (SEI) is a technique for rapidly teaching English to English Language Learners.

More recently, SEI has been defined as a methodology in which English language learners (ELLs) learn English through structured and sequential lessons. Specially developed for ELLs, these lessons are based, to a large degree, on the mainstream curricula.

- SSB: State Seal of Bi-literacy**
The State Seal of Bi-literacy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB will be awarded by the Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.
- SST: Student Support Team**
Student Support Teams generally include classroom teachers, school staff with knowledge of the child being discussed, possibly special education staff and/or administrators, as well as a student's parents. The purpose of the team is to take a closer look at a student who is having difficulty in school and come up with strategies to support the child.
- STS: Standards-Based Test in Spanish**
The purchasable Standards-based Tests in Spanish are multiple-choice tests in mathematics for Spanish-speaking English learners in grades two through eleven. Students who take the STS may also take the CSTs and/or CMA appropriate to their grade level.
- STS items were developed by bilingual, bi-literate California educators and test developers and are written specifically to assess students' achievement of California's content standards for English–language arts and mathematics.
With the Common Core State Standards, these tests have become obsolete.
- TWB: Two Way Bilingual**
Two-way bilingual programs are also known as "dual language" or "dual immersion" education programs.



Appendix A - Dual Immersion Program Evaluation Tool

	Element	Items to Look for	Evidence
Program Design	The program plan includes a written statement of philosophy, goals, and standards appropriate to the needs and abilities of second language learners and is consistent with federal, state, and District requirements. The program is based upon a solid philosophical and empirical foundation.	<ul style="list-style-type: none"> • All aspects of the program work together to achieve the goals of additive bilingualism, bi-literacy and cross-cultural competence, in addition to meeting the general education goal of grade-level academic expectations. • The program ensures equity for all groups. • An effective process exists for continuous program planning, implementation and evaluation 	<ul style="list-style-type: none"> • Dual Immersion Master Plan • Single Plan for Student Achievement • Classroom Observations
Standards, Assessment and Accountability	The program systematically collects and analyzes data to ensure compliance, assess program outcomes and measure students' academic achievement, second language proficiency, and multicultural understanding. These data are communicated to stakeholders and used for program planning and improvement.	<ul style="list-style-type: none"> • Evaluation of the program includes an annual review of pupil progress and of the administration of the program. • Student assessment is aligned with the Common Core State Standards • The program collects a variety of data, using multiple measures that are used for program accountability and evaluation. • The program communicates with stakeholders about program outcomes. 	<ul style="list-style-type: none"> • Single Plan for Student Achievement • Student assessment data • Parent Feedback • Observations
Curriculum and Instruction	Curriculum and instruction promote academic achievement and cultivate the development of bilingual, bi-literate and multicultural competencies for all students.	<ul style="list-style-type: none"> • The curriculum is aligned to the Common Core State Standards and promotes the development of bilingual, bi-literate and multicultural competencies. • Instructional methods are derived from research-based principles of language immersion education and the development of bilingualism, bi-literacy, and academic achievement. • Instructional strategies enhance the development of bilingualism, bi-literacy, and academic achievement. • Participants receive program services that meet their assessed needs. • Teachers create a multilingual and multicultural learning environment. 	<ul style="list-style-type: none"> • Single Plan for Student Achievement • Instructional Materials • Classroom Observations • Observations

Staffing and Professional	High quality staff are recruited, trained, assigned, and assisted, to ensure the effectiveness and appeal of the program.	<ul style="list-style-type: none"> • The program recruits and retains high quality Dual Immersion personnel. • The program supports quality professional development based on needs and addresses the requisite competencies of teachers and leaders. • The program provides adequate resource support for professional development as able • The program collaborates with other groups and institutions to ensure staff quality. 	<ul style="list-style-type: none"> • Single Plan for Student Achievement • Records of professional development • Observations
Leadership, Support, and Resources	The program cultivates knowledgeable and effective leaders, and enables stakeholders to provide support and advocacy. Human, technological, and financial resources are allocated equitably and effectively.	<ul style="list-style-type: none"> • A person is designated who has responsibility for the development of program participation, program implementation, fiscal management, and collection of records for evaluation. • The program has strong, effective, and knowledgeable leadership. • The program is integrated into the full school environment and supported by school staff. • The program is supported by families and the community. • The program advocates for support. • Resources are distributed equitably within the program, school, and district. 	<ul style="list-style-type: none"> • Single Plan for Student Achievement • Site fiscal records • Observations
Family and Community Involvement	Parents, staff, students, and community members are actively engaged in developing, implementing, and evaluating programs.	<ul style="list-style-type: none"> • The program and school have a responsive infrastructure for positive, active, and ongoing relations with students' families and the community. • The program and school have parent education and support services reflective of the bilingual and multicultural goals of the program. • The program and school views and involves parents and community members as strategic partners. 	<ul style="list-style-type: none"> • School Site Council agendas and minutes • English Learner Advisory Committee agendas and minutes • Parent Center records • Observations

Appendix B – Text of AB815

Assembly Bill No. 815

CHAPTER 618

An act to add Article 6 (commencing with Section 51460) to Chapter 3 of Part 28 of Division 4 of Title 2 of the Education Code, relating to instructional programs, and making an appropriation therefor.

[Approved by Governor, October 08, 2011. Filed with Secretary of State, October 08, 2011.]

LEGISLATIVE COUNSEL'S DIGEST

AB 815, Brownley. Instructional programs: State Seal of Biliteracy.

Existing law sets forth various requirements for the issuance of diplomas conferred upon a pupil as evidence of graduation from high school. Statutory provisions establish the Golden State Seal Merit Diploma for the purpose of recognizing pupils who have mastered the high school curriculum.

This bill would establish the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy would be awarded by the Superintendent of Public Instruction in accordance with specified criteria. The Superintendent would be required to prepare and deliver to participating school districts the seal insignia. Participating school districts would be required to maintain records in order to identify pupils who have earned a State Seal of Biliteracy and to affix an appropriate insignia to the diploma or transcript of pupils who earn a State Seal of Biliteracy.

The bill would make an appropriation by authorizing the Superintendent to use money appropriated for purposes of the Golden State Seal Merit Diploma program to develop an Internet Web site for electronic delivery of the seals for both the Golden State Seal Merit Diploma and State Seal of Biliteracy programs to school districts.

DIGEST KEY

Vote: MAJORITY Appropriation: YES Fiscal Committee: YES Local Program: NO

BILL TEXT

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The Legislature finds and declares all of the following:

- (a) It is the intent of the Legislature to encourage excellence for all pupils, and the Legislature wishes to publicly recognize pupils for exemplary achievements in academic studies.
- (b) The study of world languages in elementary and secondary schools should be encouraged because it contributes to a pupil's cognitive development and to our national economy and security.
- (c) Proficiency in multiple languages is critical in enabling California to participate effectively in a global political, social, and economic context, and in expanding trade with other countries.
- (d) The demand for employees to be fluent in more than one language is increasing both in California and throughout the world.

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(e) The benefits to employers in having staff fluent in more than one language are clear: access to an expanded market, allowing business owners to better serve their customers' needs, and the sparking of new marketing ideas that better target a particular audience and open a channel of communication with customers.

(f) It is the intent of the Legislature to promote linguistic proficiency and cultural literacy in one or more languages in addition to English and to provide recognition of the attainment of those needed and important skills through the establishment of the State Seal of Biliteracy. A State Seal of Biliteracy would be affixed on the high school diplomas or transcripts of graduating pupils attaining proficiency in one or more languages in addition to English.

SEC. 2.

Article 6 (commencing with Section 51460) is added to Chapter 3 of Part 28 of Division 4 of Title 2 of the Education Code, to read:

Article 6. State Seal of Biliteracy 51460.

(a) The State Seal of Biliteracy is established to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy shall be awarded by the Superintendent. School district participation in this program is voluntary.

(b) The purposes of the State Seal of Biliteracy are as follows:

- (1) To encourage pupils to study languages.
- (2) To certify attainment of biliteracy.
- (3) To provide employers with a method of identifying people with language and biliteracy skills.
- (4) To provide universities with a method to recognize and give academic credit to applicants seeking admission.
- (5) To prepare pupils with 21st century skills.
- (6) To recognize and promote foreign language instruction in public schools.
- (7) To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.

51461.

(a) The State Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school pupil in one or more languages, in addition to English, and certifies that the graduate meets all of the following criteria:

(1) Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.

(2) Passing the California Standards Test in English language arts administered in grade 11 at the proficient level or above.

(3) Proficiency in one or more languages other than English, demonstrated through one of the following methods:

(A) Passing a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.

(B) Successful completion of a four-year high school course of study in a foreign language, and attaining an overall grade point average of 3.0 or above in that course of study.

(C) If no Advanced Placement examination or off-the-shelf language test exists and the school district can certify to the Superintendent that the test meets the rigor of a four-year high school course of study in that foreign 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 a language examination in a language in which an Advanced Placement examination or off-the-shelf language test exists, the school district language examination shall be approved by the Superintendent for the purpose of determining proficiency in a language other than English.

(D) Passing the SAT II foreign language examination with a score of 600 or higher.

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(b) If the primary language of a pupil in any of grades 9 to 12, inclusive, is other than English, he or she shall do both of the following in order to qualify for the State Seal of Biliteracy:

(1) Attain the early advanced proficiency level on the English language development test. For purposes of this paragraph, a participating school district may administer the English language development test an additional time as necessary.

(2) Meet the requirements of subdivision (a).

(c) For languages in which an Advanced Placement test is not available, the Superintendent may provide a listing of equivalent summative tests that school districts may use in place of an Advanced Placement test for purposes of subparagraph (A) of paragraph (3) of subdivision (a). A school district may provide the Superintendent with a list of equivalent summative tests that the district uses in place of an Advanced Placement test for purposes of subparagraph (A) of paragraph (3) of subdivision (a). The Superintendent may use lists received from school districts in developing his or her list of equivalent summative tests.

(d) For purposes of this article, "foreign language" means a language other than English, and includes American Sign Language.

51462.

The Superintendent shall do both of the following:

(a) Prepare and deliver to participating school districts an appropriate insignia to be affixed to the diploma or transcript of the pupil indicating that the pupil has been awarded a State Seal of Biliteracy by the Superintendent.

(b) Provide other information it deems necessary for school districts to successfully participate in the program.

51463.

A school district that participates in the program under this article shall do both of the following:

(a) Maintain appropriate records in order to identify pupils who have earned a State Seal of Biliteracy.

(b) Affix the appropriate insignia to the diploma or transcript of each pupil who earns a State Seal of Biliteracy.

51464.

It is the intent of the Legislature that no fee be charged to a pupil pursuant to this article.

SEC. 3.

The Superintendent of Public Instruction may use money appropriated for purposes of the Golden State Seal Merit Diploma program pursuant to Section 47 of Chapter 204 of the Statutes of 1996 to develop an Internet Web site for electronic delivery of the seals for both the Golden State Seal Merit Diploma and State Seal of Biliteracy programs as set forth in Article 5 (commencing with Section 51450), and Article 6 (commencing with Section 51460), of Chapter 3 of Part 28 of Division 4 of Title 2 of the Education Code. The Superintendent may use these funds on a one-time basis to develop an Internet Web site to make electronically available to school districts the seals for the Golden State Seal Merit Diploma and State Seal of Biliteracy programs.

Appendix C - Elementary School Pathway Oral Presentation Rubric

Student Name: _____

Oral Presentation Date: _____

Rater Name: _____

		1	2	3	4	Total
Content	Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has some difficulty following presentation because student jumps around.	Student presents information in a logical sequence which audience can follow.	Student has a good hook and presents information in a logical, interesting sequence which audience can easily follow.	
	Subject Knowledge	Student does not appear to have a grasp of information; cannot answer questions about subject.	Student is comfortable with information but exhibits a limited level of subject knowledge.	Student is at ease with information, answers questions satisfactorily, and has a moderate level of subject knowledge.	Student demonstrates full knowledge (more than required) and can answer and elaborate on most/all questions asked.	
Vocal Skills	Enthusiasm	Student shows absolutely no interest in the topic.	Student shows some interest in the topic.	Student shows positive feelings about the topic presented.	Student demonstrates positive feelings about the topic during he entire presentation.	
	Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for the audience to hear.	Student's voice is low-medium, incorrectly pronounces some terms, audience still has some difficulty hearing presentation.	Student's voice is clear and pronounces most words correctly. Most audience members can easily hear the presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Non-verbal Skills	Eye Contact	Student reads with no eye contact.	Student occasionally uses eye contact, but still reads most of presentation.	Student maintains eye contact with the audience during most of the presentation.	Student's speech is memorized and notes are hardly, if at all, used.	
	Posture	Student slumps or leans during presentation.	Student sways or fidgets during much of the presentation.	Student occasionally sways or fidgets, but stands up straight with both feet o the ground most of the time.	Student stands straight and still with both feet on the ground.	
Extra (not required)	Visual Aides	Posters photos	Props slideshow	Power point video	Artifacts Other	
Average Score						

Note: Student must receive an average overall score of "3" or above and no more than two areas receive a score of "2" or below to achieve proficiency.

Appendix D - Middle School Pathway Oral Presentation Rubric

Student Name: _____

Oral Presentation Date: _____

Rater Name: _____

	1	2	3	4	Total
Content	Requirements for the presentation were met at a minimum level. Information is surface only, general or incomplete.	The presentation attempts some explanation of the student's topic.	The presentation attempts some explanation of the student's topic. The student has developed the presentation with attention to the topic.	The presentation makes it clear the student has engaged in an in-depth study of the topic. Specific evidence and relevant details are used to support the student's thinking.	
Organization	Organization is hard to follow.	Organization is functional.	The presentation is well organized.	The presentation is logically developed and well organized with transitions.	
Vocal Delivery	Delivery was ineffective. Rate was too rapid or too slow.	Articulates inadequately. Rate is appropriate.	Articulates appropriately. Rate varies at appropriate times.	Vocal expressiveness enhances the presentation; articulation contributes to the clarity of the delivery. Rate adds to effectiveness.	
Nonverbal Expression	Very limited eye contact. Nervousness became a distraction.	Attempts eye contact. Maintains physical poise.	Use of gestures of facial expression contributes to the presentation. Appears calm and in control. Makes eye contact with the audience.	Enhances presentation through animated gestures. Facial expression contributes to the delivery. Exudes confidence through posture and direct eye contact.	
Visual Aides can include: PowerPoint, photos, video, artifacts, props.	Visual aids are not organized or easy to follow or not used at all.	Has clear and mostly supportive visual aides.	Creates interesting, supportive and clear visual aides.	Creates engaging, original, provocative, clear visual aides.	
				Average Score	

Note: Student must receive an average overall score of "3" or above and no more than two areas receive a score of "2" or below to achieve proficiency.

Appendix E - Dual Immersion Program Parent Commitment



Livermore Valley Joint Unified School District Dual Immersion Program

Parent Commitment and Dual Immersion Program Agreements:

I understand that my child will participate in the Dual Immersion (DI) program in which Spanish and English will be taught in a language-rich environment.

I understand that my child's instruction will be divided between Spanish and English.

I understand that research shows it takes 5-7 years to acquire a second language, and that continual enrollment in the program is necessary to my child's academic success.

I realize that it is necessary to make a long term commitment to the LVJUSD DI Program to ensure full development of my child's language skills in both Spanish and English.

I commit to supporting my child's bi-literacy development and educational success by maintaining a positive attitude regarding my child's second language learning and by staying informed about his/her progress by attending parent/teacher conferences and school meetings about the DI Program.

I also commit to supporting my child's second language development outside of the school day by supporting homework and daily reading, reaching out to language-dominant families, and other means of support.

I understand that I am welcome and encouraged to participate in the classroom and Junction Avenue K-8 School community, and that I will be given training to be able to support the language acquisition process.

Parent /Guardian Signatures:

Principal Signature:

Date:

Appendix E - Compacto de los Padres de Familia



Livermore Valley Joint Unified School District Programa de Doble Inmersión

Compromiso Familiar & Acuerdos con el Programa de Doble Inmersión

Entiendo que mi niño participará en un programa de inmersión bilingüe de dos vías en las que se impartirán español e inglés en un ambiente rico en lenguaje. Entiendo que la instrucción de mi hijo se dividirá igualmente entre español e inglés.

Entiendo que la investigación muestra que se lleva 5-7 años para adquirir un segundo idioma y que la matrícula continúa en el programa es necesaria para garantizar el éxito académico de mi hijo. También entiendo que es importante mantener un balance equilibrado entre estudiantes dominantes de español e estudiantes dominantes de inglés para que el programa tenga éxito. Por estas razones, me doy cuenta de que es necesario hacer un compromiso de nueve años con el programa de inmersión de LVJUSD para asegurar el pleno desarrollo de habilidades de lenguaje de mi hijo en español e inglés.

Yo me comprometo a apoyar el desarrollo de alfabetización bilingüe y éxito educativo de mi hijo manteniendo una actitud positiva con respecto al segundo idioma de mi hijo/a y mantenerme informado acerca de su progreso asistiendo a conferencias y reuniones sobre el programa de inmersión de la escuela. También me comprometo a apoyar el desarrollo de lenguaje segundo de mi hijo fuera del horario escolar apoyándolo en su tarea y lectura diaria, llegando a las familias de la lengua dominante y otros medios de apoyo.

Entiendo que soy bienvenido y animado a participar en el aula y la comunidad escolar de Marshall y que será dado capacitación para poder apoyar el proceso de adquisición del lenguaje.

Firma de Padre o Tutores:

Firma del Administrador/a :

Fecha :

Appendix F – Parent Interest Form



Dual Immersion Program Interest Form

Junction Avenue K-8 School

298 Junction Avenue, Livermore



Parent/Guardian Information

Name/s: _____

Address: _____

What is the best way to reach you? Home Phone _____ Work Phone _____

Cell Phone _____ E-Mail _____

What language(s) do you speak at home? _____

Student Information

Name: _____

My child begins Kindergarten August of _____

My child is already in grade _____

I am interested in learning more about the Dual Immersion (DI) Program.

I would like to: _____ Tour the school. _____ Speak to someone about the DI Program
_____ Enroll my child in the DI program.

I learned about the DI Program from: _____ friend, _____ flier, _____ website, _____ previous visit to Junction K-8,
other _____

Appendix G – Pathway Awards

Grade 5 Bilingual Pathway Awards

Two awards are available for students in grade 5:

- Students who are on the path to develop biliteracy will receive the **Bilingual Participation Award**.
- Students who have attained a designated level of biliteracy will receive the **Biliteracy Attainment Award**.

Bilingual Participation Award

The intent of the Elementary School Bilingual Participation Award is to encourage students along the path of bilingualism, and to place value on the continued use of two languages for students who are in the Dual Immersion program.

The criteria are:

4. Participation in the Dual Immersion Program, earning a score at grade level or higher in English Language Arts on the State testing system
5. Meet the redesignation criteria for Redesignated Fluent English Proficient (RFEP) or attain an overall score of 4 or 5 on the CELDT and be in good academic standing as an EL student
6. Completion of one of the portfolio requirements listed below

Biliteracy Attainment Award

This award is designed to measure attainment of age-appropriate biliteracy for students who have been in Dual Immersion program.

The criteria are:

5. Earn a score of grade level achievement or higher in English Language Arts on the State testing system
6. Demonstrate grade level proficiency or above in English language arts and in Spanish language arts
7. Meet the redesignation criteria for Redesignated Fluent English Proficient (RFEP) for students who are English learners
8. Completion of two of the portfolio requirements listed below

Grade 5 Portfolio Requirements

- Write two essays, one in English and one in Spanish, and receive a score of proficient or higher using the district's writing rubric:
 - Prompt #1 in English: Students will write a persuasive essay on a given topic, supporting a point of view with reasons and information.
 - Prompt #2 in Spanish: Students will write an informative/explanatory text to examine a given topic and convey ideas and information clearly.
- Make an oral presentation in Spanish identifying five careers where bilingualism is important and explaining why and how bilingualism is a benefit in those careers. Receive an average score of "3" or above with no more than two areas receiving a score of "2" or below as the criteria for reaching proficiency in the Elementary Pathway Oral Presentation Rubric. (See Appendix C for Pathway Oral Presentation Rubric for Grade 5.).
- Read ten books (at grade level) independently in English and ten books independently (at grade level) in Spanish and maintain a reading log signed by teacher to verify the accomplishment.

Grade 8 Bilingual Pathway Awards

Two awards are available for students in grade 8:

- Students who are on the path to develop biliteracy will receive the Bilingual Pathway Award.
- Students who have attained a designated level of biliteracy, will receive the Biliteracy Attainment Award.

Bilingual Pathway Award

This award is designed to reward engagement in pursuit of language skills in two or more languages, to affirm positive attitudes towards multilingualism and to validate use of multiple languages for all students.

The criteria are:

- Participation in the Dual Immersion Program Earning a score at grade level or higher in English Language Arts on the state testing system
- Designation as an English Only student, an I-FEP student (Initially Fluent English Proficient) or a Redesignated Fluent English Proficient student (RFEP – i.e. student formerly classified as English learner) or an EL student with a CELDT overall score of 4 or 5 in good academic standing
- Completion of one of the portfolio requirements below

Biliteracy Attainment Award

This award is designed to set a standard for high level biliteracy attainment for students in the Dual Immersion program. All students, English only and English Learner, would need to meet the following performance standards.

The criteria are:

- Earn a score of grade level or higher in English Language Arts on the State testing system
- Earn a score of grade level or higher on a common core aligned assessment in Spanish
- Demonstrate oral and written proficiency in Spanish (TBD)
- Earn an average grade of B or higher in English courses and in courses offered in Spanish.
- Meet the redesignation criteria for Redesignated Fluent English Proficient (RFEP) for students who are English learners
- Completion of the portfolio requirements below

Grade 8 Portfolio Requirements

- Write an essay about one of the two topics below in Spanish and receive a score of grade level or higher using the district's writing rubric:
 - Write an essay on a given topic with arguments to support claims with clear reasons and relevant evidence.
 - Write an informative/explanatory text to examine a given topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Make an oral presentation in Spanish identifying five careers where bilingualism is important and explaining why and how bilingualism is a benefit in those careers. The student should be monitored and supported by a teacher during the process of creating the presentation and must receive an average overall score of "3" or above with no single score at "2" or below on the Middle School Oral Presentation Rubric. (See Appendix D for Middle School Oral Presentation Rubric)