

NCLUSD



Dual Language Immersion Plan

PARENT-STAFF HANDBOOK

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Mission

The Mission of NCLUSD's Dual Language Immersion Program is to provide a rigorous educational opportunity of choice that students will be linguistically and academically successful, value diversity, attain a global perspective and develop a community spirit, supported by staff, parents, and the community.

Vision

"Educating high achieving bilingual and biliterate global citizens prepared to excel in the 21st century"



NCLUSD First DLI Class in Kindergarten, 2012

Introduction

Our Dual Language Immersion Program offers English and Spanish speaking students an exciting, enriching and challenging educational opportunity. Students in DLI will learn to read, write, and communicate effectively in both languages while demonstrating high levels of academic achievement. NCLUSD's Dual Language Immersion education aims to ensure students become bilingual, bi-literate and bicultural starting in the early years of school where children are best primed for language learning and are readily open to cultural experiences. Our goal is that our DLI students graduate with the California Department of Education Formally Recognized ***Seal of Biliteracy*** on their high school diploma. The possibilities are endless as students from our DLI program progress towards their unlimited potential.

"Learning another language is not only learning different words for the same things, but learning another way to think about things" –
journalist Flora Lewis

Research and Program Model Benefits

Summary of Research

- ❖ Native Spanish speakers gain the confidence they need to succeed in school when instruction begins in their primary language.
- ❖ Native English speakers often meet or exceed the performance of their peers participating in a monolingual program, with the added benefit of being bilingual.
- ❖ Students participating in dual language programs develop multicultural competencies along with social skills.
- ❖ Dual language programs are the most effective in closing the achievement gap.
- ❖ More English does not mean better results in English reading or writing, for both native English Speakers and native Spanish Speakers. Test results show that most dual language schools outperform their other demographically similar schools, the state, and local school district.
- ❖ There are additional cognitive benefits. Bilingual brains are flexible and require increased levels of concentration not typical of a monolingual brain.

Program Model Benefits

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.

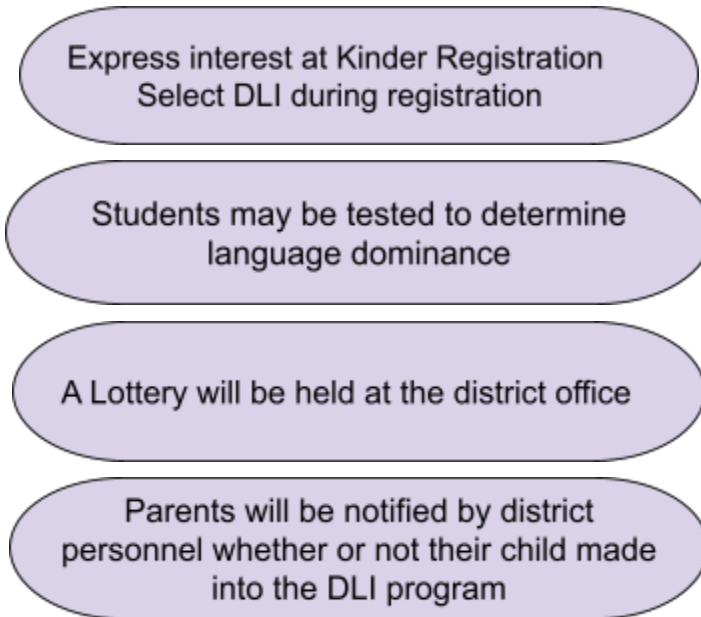
Students will develop high levels of proficiency in their first language. This goal means that native English speakers will develop high levels of listening, speaking, reading, and writing ability in English, and English language learners will develop these same abilities in their native language (e.g., Spanish). Neither group of students will have to forego development in the native language as second language proficiency improves.

Four Critical Features of the Program

1. The program involves instruction through two languages where the non-English language is used for a significant part of the day (50-90%) of the student's 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 Native Spanish-speaking students are enrolled and integrated for most or all instruction.
4. The students are integrated for most (if not all) instruction.

Enrollment

Enrollment into the Dual Language program begins at Kindergarten registration.



Language Dominance

Dual Language Programs are required to develop classrooms that are linguistically balanced. To secure this balance, careful work must be done with the enrollment procedures in the placement of students. The ideal 50% English speakers and 50% Spanish speakers is difficult to achieve but is controlled by forming two separate enrollment lists. Often, our classes contain 33% English, 33% Spanish and 33% Bilingual students. This process occurs by testing incoming students and sorting students by language dominance during the lottery

Special Considerations

Siblings to children already enrolled in the program will have priority and will not be a part of the lottery.

Special Needs Students

Special needs students and students on an IEP will be evaluated on a case by case basis with district personnel and a meeting with the parents. Our goal is to be inclusive during enrollment while advocating for both short and long term benefits and concerns with this program choice for students with special needs.

Enrollment after Kindergarten- New to our District

Enrollment after Kindergarten is not recommended or supported in most cases. An exception to this is when students move into our district where they were previously enrolled in a dual language program. We work to support and honor that program choice if possible. The process for these families include a meeting with staff, student testing, and the evaluation of enrollment numbers at that particular grade level.

Newcomers and the Dual Language Program

Newcomers will be provided with language support strategies and resources at their respective school sites. Newcomers will not be enrolled into the dual language immersion program. On occasion, it may be in the student's best interest to enroll in a course offered in the student's primary language for a semester or two, with the goal to phase out the heavy support in year two. A parent meeting or call must be held and district personnel notified before this decision is made. We will provide these students with primary language resources gathered from many sources, including from our dual language program.

Enter/Exit from the DLI Program

To maintain quality and control of the fluidity of the program, entering and exiting the program is not recommended after November of first grade. Early literacy learning requires astute attention and it is not in a students best interest to go back and forth during these formative years. In special cases, requested by the teacher or parent, a meeting may be held to identify if an exit is deemed necessary.

DLI Pathway K-5

Grade Level	% in Target Language	% in English
Kindergarten	90% Spanish	10% English-ELD
1 st Grade	90% Spanish	10% English-ELD
2 nd Grade	80% Spanish	20% English-ELD + Content
3 rd Grade	70% Spanish	30% English- ELA+ Content
4 th Grade	60% Spanish	40% English-ELA + Content
5 th Grade	50% Spanish	50% English -ELA + Content

Program Offerings in Detail

Kindergarten

In Kindergarten 90% of daily instruction is in Spanish with 10% of instruction in English. The content areas taught in Spanish are Spanish Language Arts: Speaking, Listening, Reading and Writing, Math, Science and Social Studies. The content area covered in English is English Language Development for 30 minutes daily.

First Grade

In first grade- Spanish immersion is 90% of the day and English is 10% of the day. Students will listen to and speak Spanish for 90% of the day, and English for 10 % of the day, which is about 30 minutes of English daily.

- Spanish content includes Spanish Language arts, reading and writing, math, science, and social studies.
- English content includes English language development, where students develop listening, speaking, and foundational skills in English.

The focus in first grade is for students to be immersed in the Spanish Language to set a strong foundation for future learning. Parents can support their children at home by encouraging Spanish language development through reading and speaking activities.

Second Grade

In second grade, Spanish immersion is 80% of the day and English is 20% of the day. Our goal is to provide 265 minutes of Spanish immersion, and 70 minutes of English immersion. The content areas covered in Spanish are as follows:

- Spanish Language Arts: Listening, Speaking, Reading and Writing- Adelante
- Mathematics: Eureka Math
- Social Studies: Studies Weekly and Vista.
- Science: Embedded in other curricular programs.

English Language Development: Our goal is to provide 70 minutes of English language immersion in Listening, Speaking, Reading and Writing. The components include 55

minutes of designated ELD- Benchmark, and 15 minutes of integrated ELD- Lexia Core 5. The second grade end of the year academic goal is to meet grade level Common Core State Standards in Spanish, to advance yearly on the ELPAC in English for English Learners and maintenance of literacy for English only students.

Third Grade

In third grade- English immersion is 30% and Spanish is 70% (about 1 hour and 30 minutes of English during the day) Our goal is to help our students become bilingual and biliterate.

- Spanish content- Spanish Language Arts, Grammar/Writing, Math
- English content- Science and Social Studies, ELD/Enrichment- English grammar, vocabulary development and writing. Students are required to begin comprehending and writing content information.

Students are transitioning from learning to read to reading to learn and comprehend in both languages.

Fourth Grade

In fourth grade, DLI students receive both English and Spanish core subject instructions. In our English portion of our day we focus on ELA, Social Science, Reading and Writing. During our Spanish portion of the day we focus on Math, Science, Reading and Writing. Our DLI students are also given the opportunity to practice transitioning between classes depending on the subject being taught. Students are encouraged to also gain social skills in both languages. Examples of these skills may be class collaborations, pair shares, group activities, or individual work.

Fifth Grade

In 5th grade, DLI students receive 50% of instruction in English and 50% of instruction in Spanish of the core subjects. The English portion of the day includes Language Arts, Social Studies and Writing. The Spanish portion of the day includes Math, Science and Writing.

DLI Pathway 6-8

Grade	Spanish Core Course Offerings	English Core Course Offerings
6	Spanish Language Arts, History	Math, Science
7	Language & Literature, History	History
8	Language & Literature, History	History

DLI Program Offerings in Detail

6 DLI Classes in Spanish

In sixth grade, students' Language Arts and History classes are in Spanish. Both classes follow the California State Literacy and Content Standards but all instruction is in Spanish. Some writing activities will be in English to maintain their literacy skills in both languages.

7 Spanish Native I - Spanish Language Arts 1

Students will learn Spanish Language, Grammar and Literature through grammar lessons from textbooks and reading novels. Students will work in small groups and in whole class instruction using a variety of strategies designed to give students opportunities to increase their language of the Spanish language both in verbal and written form. In class, students will be expected to speak, read, and write in the target language. This program is designed with the goal that students will have the opportunity to take AP Spanish courses at Orestimba High School (OHS) and pass the exam for the Seal of Biliteracy during their last two years at OHS.

8 Spanish Native 2 - Spanish Language Arts 2

This year is a continuation of the 7th grade year. A continuation of reading novels and lessons to expand vocabulary and understanding of both Spanish Literature and Language. Continuation of creating opportunities for students to speak Spanish in class and a greater expectation of speaking, reading, and writing in the target language. This program is designed with the goal that students will have the opportunity to take AP Spanish courses at Orestimba High School (OHS) and pass the exam for the Seal of Biliteracy during their last two years at OHS.

7 DLI - History

Students will learn content level history class in the target language of Spanish. Students will have opportunities to read, write and speak about topics related to the core content of American History based on the California State Standards. Students will work in whole class instruction, partner and small group instruction so that students will have every opportunity to practice the Spanish language. Students will be expected to speak, read, and write in the target language in order to increase their abilities.

8 DLI - History

Students will continue their content level history class in the target language of Spanish. Again, students will have opportunities to read, write and speak about topics related to the core content of American History based on the California State Standards. Students will work in small groups and in whole class instruction using a variety of strategies designed to give students opportunities to increase their language of the Spanish language both in verbal and written form.

DLI Pathway 9-12



DLI at Orestimba High School

Parents should be aware that Spanish courses at the High School are no longer a direct continuation of the DLI program. The Spanish program at Orestimba facilitates the pathway process to acquire the seal by offering courses that prepare students to meet the state's requirements for the seal.

An assessment will be given to all DLI students as incoming freshmen to place them appropriately in the Spanish course that best meets their needs.

Dual Language Immersion students, as well as other students enrolled in Spanish courses at OHS, may be afforded collaboration or peer tutoring opportunities at the elementary level to benefit both cohorts.

The Seal of Biliteracy

Requirements and Information



The criteria to receive the seal of biliteracy is determined by the California State Department of Education and county guidance provided by Stanislaus county office of education. Currently the state requirements include:

- Students must have completed all English-language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
- Students must have passed the California Assessment of Student Performance and Progress (CAASPP) in ELA (administered in grade eleven), or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the State Superintendent of Public Instruction (SSPI) for any successor test.
- Demonstrate proficiency in one or more languages, other than English, demonstrated through one of the following methods:
 - A. Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher
 - B. Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - C. If no AP examination or off-the-shelf language test exists and the district uses its own language examination, the school district must certify to the SSPI that the test meets the rigor of a four-year high school course of study in that foreign language and, at a minimum, assesses speaking, reading, and writing. If a student seeks to qualify for the SSB through a language that is not characterized by listening, speaking, or reading, or for

which there is no written system, the student must pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.

D. If a district offers a language examination in a language in which an AP examination or off-the-shelf examination exists, the district language examination must be approved by the SSPI.

If the primary language of a pupil is other than English, the student shall also meet the following academic requirements:

A. Attain a level 4 demonstrating English language proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten or kindergarten through grade twelve, inclusive. (Students who have been reclassified will not need to retake this assessment)

B. Meet the academic requirements 1, 2, and 3 as stated above in Section I.

Sources:

California Department of Education: State Seal of Biliteracy
<https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Stanislaus County Office of Education
<https://www.stancoe.org/seal>

Staffing and Professional Development

Staffing

NCLUSD is committed to seeking out qualified candidates to support our dual language immersion classrooms. We seek teachers who are language models in both English and Spanish. It is important that teachers who teach in our program share a love for the program and its philosophy.

Professional Development

NCLUSD is committed to onboarding new teachers to our program and offering them the necessary training and professional development to be successful. In addition, we will seek opportunities for collaboration in and out of district.



Curriculum and Instruction

The highest levels of student achievement are realized with a coherent, cohesive and common instructional framework and assessment model. The CA state's criteria 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 content standards, as well as accountability measures for student achievement.

The Dual Language curriculum, through its alignment to content and World Language standards and to the set Dual Language Program design, is interdisciplinary and fully articulated for all students. "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." (Levin, Haertel, Kirst, Williams, & Perry, 2006)

Students in the Dual Language Immersion program receive 100% of the grade level core curriculum. One of the major differences in this type of specialized program is how the curriculum is delivered.

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 will share a clear and consistent understanding of program curriculum, instructional practices, and content and objectives of the ELD and World Language standards.

This common understanding, along with appropriate planning, collaboration and pacing, ensures consistency of curricula, language of instruction and implementation program goals. Furthermore, teachers and administrators must be prepared to apply the program content knowledge and understanding confidently in the immersion classroom and to communicate the program components effectively to all stakeholders.

Instructional Time

The program has determined that all classrooms must have minimum time allocations for at-risk students and English Learners. These students must

have extended time during the instructional day for more practice and/or instruction in the English Language Development standards as mandated by State law.

Best Practices

The Dual Language 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. Lessons 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.

The program will support 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. (Gulledge 2010)

Additionally, the Dual Language Program also implements and reinforces responsive teaching as well as a balance between explicit instruction, language modeling, and student-centered teaching. Spanish 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.

Parent Involvement, Commitment and Resources

Program participants and their families are expected to make a minimum seven year commitment to the two way immersion program. This duration of enrollment ensures full development of both Spanish and English language skills.

Parent involvement is an integral part of any Two Way Immersion program because these programs are not only part of schools, they are also part of a bilingual community.

Parents are encouraged to work with their children on language skills at home as well as reinforce positive messaging regarding this journey. Staff will provide resources and suggestions on how to do this.

Links to resources for parents and students

LANGUAGE LINKS

1,2,3 Teach Me

Colorín Colorado

Diccionarios.com

Literacy Center Games

OnlineFreeSpanish

**Spanish Just for
Children**

**Two-Way Immersion
Toolkit**

Newman-Crows Landing Unified School District



Dual Language Immersion Program Commitment Form

By signing this form I am making a commitment as a parent to the Dual Language Immersion Program:

1. I understand that this is a dual language enrichment program.
2. I understand that the success of this program is dependent upon continuous enrollment through sixth grade.
3. I understand the Dual Language Immersion 90/10 Model: 90% of instruction is provided in Spanish in kindergarten and first grade. 80% of instruction is provided in Spanish in second grade. Kindergarten through second grade students are to see their primary teacher speak Spanish only. English literacy (reading & writing) instruction begins formally in third grade. By fifth grade 50% of instruction is provided in English and 50% of instruction in Spanish.

The teachers and staff of the Dual Language Immersion Program are committed to supporting your child in:

- Mastery of grade level academic content.
- The ability to understand, speak, read and write both English and Spanish at grade level by the end of fifth grade.
- The development of positive cross-cultural attitudes.

Thank you for choosing the Dual Language Immersion Program for your child! We are here to support your child as he/she develops linguistic, academic, and cultural skills that will positively affect your child for the rest of his/her life.

Parent Signature _____

Date _____