Two-Way Bilingual Immersion Master Plan

Background

The Milpitas Unified School District's Two-Way Bilingual Immersion Program Master Plan will guide the development of the two-year-old Two-Way Bilingual Immersion program at Randall School and lay the groundwork for the development of a K-12 pathway for the program that affords students the opportunity to develop their bilingualism and biliteracy in two languages beyond the secondary level.

In its core value statements, Milpitas Unified School District (MUSD) commits to promoting "a culture of innovation and collaboration including new ways of creating blended and personalized learning." This statement is at the core of the implementation of the Two-Way Bilingual Immersion programming in Milpitas Unified School District. The District goal is to utilize multilingualism as the lever to advance both the students' academic success and provide viable second language learning opportunities to students in the MUSD community. MUSD's Two-Way Bilingual Immersion program will work to nurture the district's vibrant K-12 learning community in which students from diverse backgrounds will study together to speak, read and write in Spanish and English, participate in multicultural studies, and explore rich cultural experiences as part of their K-12 schooling experiences.

Acknowledgements

Milpitas Unified School District gratefully acknowledges the support and input from a select team of educators and community members. We greatly appreciate the support from the Superintendent and the leadership team who worked in collaboration with the Association of Two-Way & Dual Language Education (ATDLE) to complete this project.

The following individuals contributed to this effort:

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The TWBI Design Team met over the course of four months to complete the writing, analysis of the program elements and create a K-12 program pathway for full implementation of the Two-Way Bilingual Immersion program in MUSD.

Superintendent's Letter
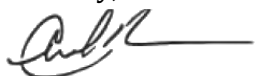
RE: MUSD Dual Immersion Master Plan

May 30, 2017

In Milpitas Unified WE take great pride in our diversity and look towards a future when all of our students will be fully bi-literate and bi-lingual. We have 44 different languages spoken by our students, and Spanish, Vietnamese, and Tagalog are the three most prevalent amongst our students' home languages. In the fall of 2016 we launched our first cohort of Spanish dual immersion students in our transitional kindergarten (TK) and kindergarten classes at Randall Elementary School. As our pioneer cohort moves up thru first grade and beyond, we will enroll more students in this dynamic program, making it a signature practice at Randall Elementary. Our dual immersion program is one that will propel us forward as we strive for multiple pathways to personalize learning in MUSD.

Globalization brings opportunity in how we learn and more than ever, bilingual skills are needed to provide our students with a seamless ability to communicate, collaborate, and create with people from other countries. Language builds relationship, and while mobile translation applications provide a means for communicating with those who speak a language different from our own, it cannot capture the nuances of meaning and intonation in the same way. This is why WE in MUSD have adopted the dual immersion pathway for our students at Randall, and the Seal of Bi-literacy pathway for all students throughout the district. From TK to adult school our learners are encouraged to hone their skills in their home languages as they strengthen their English development. In MUSD WE value the strength that comes from a culture in which multilingualism is celebrated.

I invite you to be a part of MUSD as a language ambassador or student!

Warmly,

Cheryl Jordan
Superintendent

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Chapter 1
Mission, Vision and Core Values Statement

In its core belief statements, Milpitas Unified School District (MUSD)

MISSION STATEMENT

We have high expectations for every student, and provide multiple opportunities and pathways for success. We provide learning opportunities for all, and create nurturing environments where students are inspired and empowered.

OUR VISION

Milpitas Unified School District is an exceptional district in which students and staff are critical thinkers and trailblazers known for creativity and innovation. We prepare students to go out into the world and make a difference as responsible citizens who are passionate about life and learning.

CORE VALUES STATEMENT

- Excellence in Learning and Achievement

- Equity in Opportunity to Eliminate the Achievement Gap

- Integrate Data to Inform Our Work

- Personalize Learning for All

- Engage Families and Community in a Culture of We

Milpitas USD also believes, and research validates, that Two-Way Bilingual Immersion programs are consistent with these beliefs and will help us achieve our goals for Milpitas Unified School District students. We believe that the Two-Way Bilingual Immersion programs in MUSD will:

THE TWO-WAY BILINGUAL IMMERSION PROGRAM ADVOCATES BY:

- Having an opportunity for English Language Learners (EL) to develop further proficiency in their first language of Spanish.

- Providing students with the opportunity to learn a second language, while being respectful of their home language.

- Increasing intellectual flexibility through second-language learning, which translates into higher achievement in all subject areas (*Genesee and Lindholm-Leary, 2009*).

- Presenting opportunities for native Spanish speakers to develop literacy skills in their home language, while simultaneously acquiring English.

- Presenting opportunities for native English speakers to develop near-native fluency in a second language, while continuing to develop high levels of achievement in English.

- Implementing CCSS in Spanish and English.

- Presenting curriculum that is academically challenging and integrates higher-order thinking, creativity and communication (in Spanish and English).

- Helping to close the achievement gap between English Learners and their English-only counterparts by providing maximum access to the curriculum and the opportunity to develop literacy and academic skills in two languages in an instructional setting that values both languages and cultures *(Genesee and Lindholm-Leary, 2009).*

- Organizing and providing educational opportunities for students, in Spanish and English that promote key developmental assets such as positive identity, social competency, commitment to learning, and empowerment.

- Creating leadership opportunities that foster personal development and pride.

- Establishing and maintaining high expectations for achievement for all students.

- Incorporating best practices and the methodologies and strategies appropriate to teach both the content and language with a clear focus on writing and

- Designating quality teacher collaboration time to plan the program as it develops K- 12

- Structuring student interventions that will not remove the students from core instruction in either language in a focused effort to move the students to grade level proficiency in both languages.

- Aligning California State Standards to Two-Way Bilingual Immersion program design, curriculum, and instruction in the Two-Way Bilingual Immersion Classrooms to develop a high level of proficiency in both English and Spanish.

- Including traditional and historic Spanish music in the elementary music program.

- Ensuring that the teaching of music and song is also a literacy event in both languages.

- Instituting the CA Seal of Biliteracy for the students at grades 5 and 8 to keep the students focused on the attainment of the Seal when they enter high school and receive the actual Seal of Biliteracy on their HS Diplomas

- Ensuring that students from the program enter high school at the most advanced levels of second language study possible

- Providing Professional Development and Collaboration for Two-Way Bilingual Immersion teachers and support staff to plan, develop and implement high quality instruction in English and Spanish.

- Providing Professional Development and Collaboration for Two-Way Bilingual Immersion teachers and support staff to plan, develop and implement high quality instruction in English and Spanish.

- Developing and fostering students in the Two-Way Bilingual Immersion Program with positive attitudes and appreciation of other languages, traditions and cultures.

- Valuing and promoting cross-cultural understanding.

- Supporting English Learners by promoting a more positive self-concept, making students more likely to remain in school and attend college *(Thomas and Collier, 2002).*

- Providing a safe, caring and equitable environment for all students.

- Assisting students in developing positive attitudes toward other languages and cultures as well as provides opportunities for students to demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.

- The Two-Way Bilingual Immersion Program advocates by:

- Providing technology and other resources in Spanish for the Two-Way Bilingual Immersion Programs.

Chapter 2
Program History and Rationale

During the 2015-16 school year the Milpitas Unified School District Board of Education approved the proposed development and implementation of the Two-Way Bilingual Immersion Program (TWBI). MUSD parents and community members had been asking for the District to provide a bilingual language program for several years. MUSD families wanted their children to attend schools in their own neighborhoods/district, but had to seek inter-district permits to attend Two-Way Bilingual Immersion or bilingual programs in neighboring districts because MUSD had not developed a program. District staff spoke with and toured schools in other districts that had implemented Two-Way Bilingual Immersion programs in Spanish and English to better prepare for MUSD's inaugural class of 2016-17.

The first Two Way Bilingual Immersion kindergarten class was established at Randall School Elementary. The first class began with 73 students enrolled with approximately 24 students in each kinder class. Currently, the Two-Way Bilingual Immersion program at Randall school enrolls approximately 63 students in kindergarten and transitional kindergarten.   Rancho Middle School will be named as the feeder middle school for the TWBI program and Milpitas High School will be the feeder high school for the program; steps are being taken to create a formal pathway through the middle and high school years.

The TWBI program at MUSD is a "choice" program, which means that students who meet the MUSD enrollment criteria may apply to participate. The TWBI program is in its infancy, however, if the demand surpasses the available space for students, the district will enact a lottery process for enrollment.

Rationale for the Implementation of Two-Way Bilingual Immersion Program

Milpitas Unified School District (MUSD) is engaged in the implementation of the TWBI program in an effort to add a program of equity and social justice to its repertoire. In today's global economy it is a moral imperative to prepare students for the world in more than one language. The TWBI program is seen as a way to improve student performance for both English Learners and English dominant students, increase student pride in being multicultural and multilingual, promote high expectations, and offer students a unique opportunity to formally study two languages over their K-12 schooling experience. The TWBI program would also offer the parents and the community a chance to genuinely engage and invest in their children's education.

1,266 of the English Learner students entering MUSD with a language other than English, are born in the United States which also indicates that a high percentage of Latino students entering school in MUSD enter with a basic knowledge of the English language.

The District seeks to highlight and invest in the cultural and linguistic capital that the students bring to the school community promoting multilingualism and biliteracy for all students, thus, ensuring the preservation and enrichment of home language for this and future generations. Developing a program option that creates an opportunity for students to cross-learn and share the language with each other will result in the development of higher levels of academic achievement, cognitive development, bilingualism and biliteracy for both groups of students. Furthermore, students develop multiculturalism, empathy, and a deep understanding of culture that is needed for a global economy.

In the last decade, research studies outline additional reasons for students to develop at least two languages to a high level of proficiency. The most compelling studies outline the ongoing cognitive processes that occur in the bilingual brain. In recent years, the U.S. mainstream media have made popular the ongoing neurological research that demonstrates the cognitive advantages that bilinguals and multi-linguals have over monolingual humans. For example, proficient bilinguals outperform monolinguals in creativity; problem solving; divergent thinking; mental flexibility; executive function issues such as attention to detail, ability to ignore distractions, task switching, working memory, conflict management; efficient cognitive/sensory processing; metalinguistic awareness; and visual-spatial skills. Older bilinguals are even more resistant to the onset of dementia and Alzheimer's than are monolinguals (Baker, 2011; Bialystok, 2011, Grosjean, 2010; Lyons, 2014; Perry, 2013; Willis, 2012). As this "bilingual brain" research is becoming widely publicized, more and more native-English-speaking parents are also demanding bilingual schooling for their children. They recognize that their children's **brains are wired for multilingualism**. "When schools develop more than one language, we are creating a new generation of students with superior brains." (Collier & Thomas 2000)

Table 1: Demographic Trends in Milpitas USD
Birth Country for English Learners Attending Milpitas Unified School District
2016-17

Other | Mexico

Mexico

Born in US

Other

Born in US
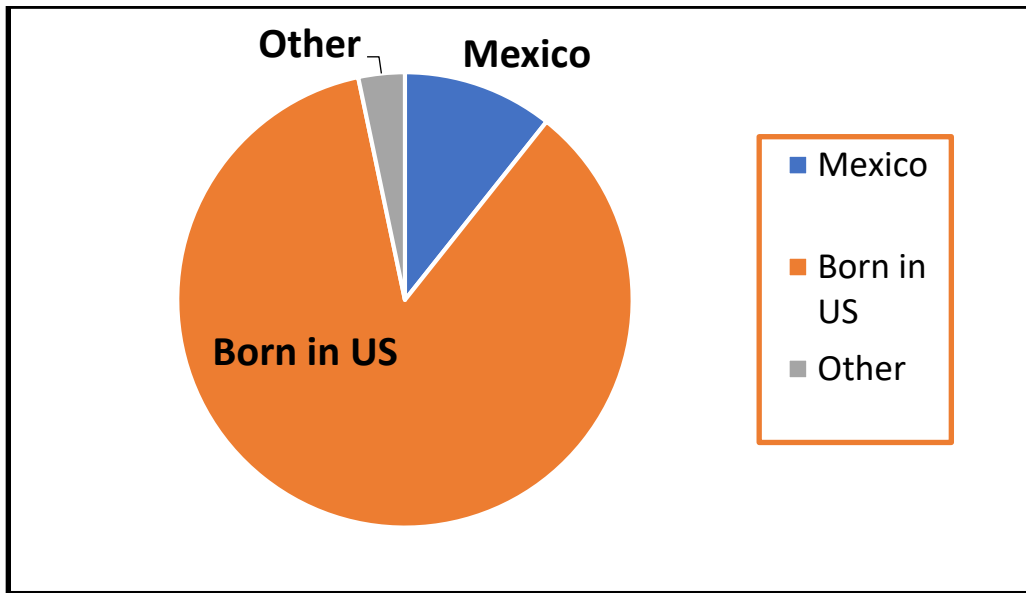
Table 2: Ethnic Make-up in Milpitas USD
2016-17

Other:
Black, Alaskan,
Hawaiian
2%

White
7%

Filipino
19%

Asian
51%

Hispanic
21%

Asian

Hispanic

Filipino

White
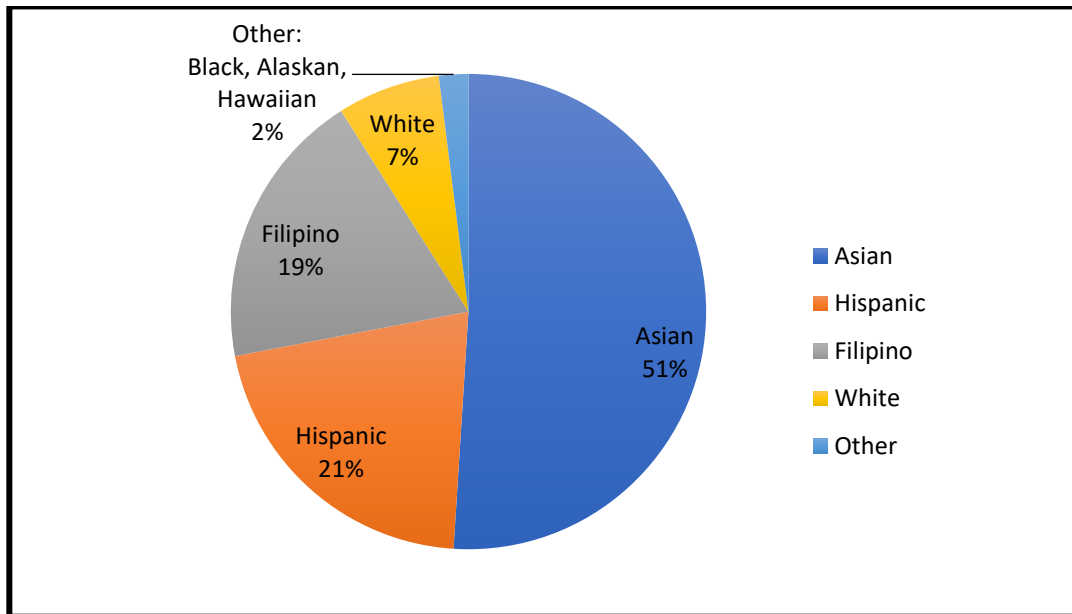
Other

Table 3: Languages of Students of MUSD 2016-17

MUSD has a rich linguistically diverse student population with over 40 different languages spoken with Spanish, Vietnamese and Tagalog as he three most prominent.

	Language Name	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	of Total
1	Spanish	35	69	71	80	69	76	50	49	42	31	32	35	36	675	26.65%
2	Vietnamese	35	83	76	103	55	57	46	38	33	22	22	15	17	602	23.77%
3	or Tagalog)	10	23	26	42	25	43	40	28	20	19	13	18	13	320	12.63%
4	(Putonghua)	28	40	35	23	14	12	14	3	14	10	3	11	6	213	8.41%
5	Cantonese	16	24	35	37	10	16	7	6	7	6	10	9	6	189	7.46%
6	Hindi	6	17	16	9	9	8	4	3	1	0	1	1	1	76	3.00%
7	English	9	11	9	11	2	6	5	3	4	1	0	1	2	64	2.53%
8	Telugu	10	6	12	15	4	2	2	0	1	0	1	1	0	54	2.13%
9	Punjabi	9	7	5	4	4	7	5	1	1	1	2	0	2	48	1.89%
10	Tamil	4	13	15	1	3	3	0	1	0	1	0	0	0	41	1.62%
11	Urdu	3	6	6	5	0	2	1	2	1	2	2	2	0	32	1.26%
12	Korean	3	8	4	3	2	3	2	1	1	2	0	1	0	30	1.18%
13	Gujarati	0	3	7	4	2	3	0	1	0	0	1	0	0	21	0.83%
14	Arabic	1	4	2	1	0	1	2	3	3	0	0	1	0	18	0.71%
15	Ilocano	0	1	1	1	3	1	2	1	4	0	0	0	1	15	0.59%
16	Portuguese	0	3	2	2	2	1	1	1	2	0	0	0	1	15	0.59%
17	Farsi (Persian)	3	2	1	0	1	1	3	1	0	0	1	1	0	14	0.55%
18	Japanese	3	4	2	1	0	1	1	0	0	1	0	0	0	13	0.51%
19	Marathi	1	2	1	1	2	2	0	0	1	1	0	0	0	11	0.43%
20	Thai	1	1	2	2	1	0	0	2	0	0	0	0	0	9	0.36%
21	(Cambodian)	0	1	1	1	1	1	0	0	1	0	0	0	0	6	0.24%
22	Polish	0	1	2	3	0	0	0	0	0	0	0	0	0	6	0.24%
23	French	0	0	1	2	2	0	0	1	0	0	0	0	0	6	0.24%
24	Bengali	0	0	1	3	0	2	0	0	0	0	0	0	0	6	0.24%
25	Russian	1	0	1	1	0	1	0	0	1	0	0	0	0	5	0.20%
26	Turkish	1	1	0	2	0	0	0	0	1	0	0	0	0	5	0.20%
27	Taiwanese	1	0	0	0	1	0	2	0	0	0	0	0	0	4	0.16%
28	(Visayan)	0	1	0	0	0	0	0	1	1	0	0	1	0	4	0.16%
29	Kannada	1	0	0	0	2	1	0	0	0	0	0	0	0	4	0.16%
30	Burmese	0	0	0	1	1	0	1	0	0	0	0	0	0	3	0.12%
31	Assyrian	1	0	1	0	0	0	0	0	0	0	1	0	0	3	0.12%
32	Rumanian	0	2	0	0	1	0	0	0	0	0	0	0	0	3	0.12%
33	Samoan	0	0	0	0	0	0	0	0	0	1	0	1	0	2	0.08%
34	Indonesian	0	1	1	0	0	0	0	0	0	0	0	0	0	2	0.08%
35	German	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0.08%
36	Hmong	0	0	0	0	0	0	0	0	1	0	0	1	0	2	0.08%
37	Tongan	0	1	0	0	0	0	0	0	0	0	1	0	0	2	0.08%
38	Hungarian	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.04%
39	Dutch	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.04%
40	Albanian	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.04%
41	(Bosnian,	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0.04%
42	Somali	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0.04%
43	Lao	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0.04%
44	Marshallese	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0.04%
45	Pashto	0	0	0	0	0	0	0	0	0	0	0	0	1	1	

Table 4
Language Proficiency of English Learners at Point of Entry

TEST	School Year	Total Tested	Language Proficiency Avg.
CELDT	2003-04	72	2.4
CELDT	2004-05	42	2.0
CELDT	2005-06	41	1.9
CELDT	2006-07	47	1.8
CELDT	2007-08	54	2.0
CELDT	2008-09	74	1.9
CELDT	2009-10	92	2.1
CELDT	2010-11	115	1.9
CELDT	2011-12	147	2.1
CELDT	2012-13	150	2.0
CELDT	2013-14	153	2.1
CELDT	2014-15	136	2.1
CELDT	2015-16	123	1.9
CELDT	2016-17	86	1.9
Overall		**1332**	**2.00**

Chapter 3
Benefits of Two-Way Bilingual Immersion Education

Benefits of TWBI Programs

The Two-Way Bilingual Immersion program has a body of research 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. The program design is evidence-based. Over the past twenty-five years, a significant body of research has established the 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.

Studies on second language learning provide the following evidence:

- The "**additive bilingual**" immersion setting allows all students to learn two languages simultaneously without losing one language to learn another. *(Howard, Sugarman, Perdomo and Adder, 2005)*

- **Second-language learning enhances comprehension in the native language**. Second language learners apply these reading and language analysis skills to their native language. *(Thomas and Collier, 2002)*

- 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. *(Genesee and Lindholm-Leary, 2009)*

- 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. *(Cummins, 1986; Ager 2005)*

- Second language course content naturally explores social studies, math, science and the arts, **facilitating interdisciplinary perspectives and cross-cultural understanding.** *(ACTFL 2006)*

- Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know. *(ACTFL 2006)*

- Immersion helps **close the achievement gap** between English Learners and their English only counterparts. Research shows that English Learners 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 an instructional setting that values both languages and cultures. *(Genesee and Lindholm-Leary, 2009)*

- Students studying two languages have a **more positive self-concept and are more likely to remain in school** and attend college than English learners in mainstream English classes. (Thomas and Collier, 2002)

Benefits of the Program for All Students*:

- Enhanced knowledge of how language works;

- Improved performance on tasks that call for divergent thinking, pattern recognition, and problem solving;

- Additional knowledge and understanding of one's native language;

- Greater understanding, appreciation, and respect for other languages and cultures;

- Ability to take advantage of opportunities that are available only in other languages;

- Enhanced employment opportunities once school is completed; and

- Ability to communicate with other ethnic and cultural groups.

Benefits for Native Spanish Speakers

The research on Two Way Bilingual Immersion (TWBI) and Dual Language Programs in the United States demonstrates that native speakers of other languages can indeed attain grade level proficiencies in both language and in turn, close the performance gap between themselves and their English speaking counterparts. Research also indicates that English Learners have a higher rate of success in DL/TWBI Education vs English-only mainstream program because students have maximum access to the curriculum. The following research studies indicate:

- Students in TWBI programs also have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally-validating setting. *(Genesee and Lindholm-Leary, 2009)*

- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to English Learners in English mainstream classes. *(Thomas and Collier 2002)*

- English Learners who enter high school reclassified to fluent status are able to fully participate in college-bound schedules and courses and develop a college-going mindset. *(Lindholm-Leary, Promise Initiative, 2012)*

- Native Spanish Speakers continue to stay connected with their families by developing their mother tongue as well as learning English in school. *(Hernandez, Lindholm-Leary, 2009)*

Table 5
Program Brochure Outlines the Benefits for Parents

Native Spanish Speakers	Native English Speakers
Acquire strong literacy skills in Spanish that can then be applied to the acquisition of English literacy.	Outperform control students in all-English schools on a variety of English language tests including reading, writing and listening.
Make better progress in acquiring full proficiency in English, which leads to achievement at grade- appropriate levels in all domains of academic study in both Spanish and English.	Achieve the same levels of competence in academic subjects (math, science and social studies) as English-speaking students in all-English programs
Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in second language that facilitates communication with more members of the community and social support network.

Based on research by Cummins, 1986, Thomas & Collier, 2000 & 2002, Genesee & Lindholm-Leary, 2009, & ACTFL 2006

Chapter 4
# Programs Components of Successful Two-Way Bilingual Immersion Programs

The Dual Language Immersion program is a **program of choice** that serves both English and Spanish learners. This program is open to students of different backgrounds and abilities from the Milpitas USD school community.

Milpitas USD adheres to the following program principles as they work to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of multicultural understanding among students:

- Students start second language learning during their kindergarten or first grade years through an "early" immersion process.

- A K-8 TWBI program sequence continues through middle school into high school

- Students continue to study advanced coursework at the high school level

- Teachers provide instruction based on additive bilingualism and language separation in clearly delineated language blocks

- Staff works to create a positive and respectful climate for second language learning while promoting the "target language" and its speakers

- Each school fosters home-school collaboration

- The District has a plan to attract and retain high quality program personnel who are able to deliver the academic and linguistic program

Guiding Principles for Two-Way and Dual Language Programs from the Center for Applied Linguistics

The following principles from the Center for Applied Linguistics guide the implementation of successful Two-Way Bilingual Immersion and Dual Immersion programs throughout the United States. The success of MUSD's TWBI program will stem from the careful implementation of each of these principles:
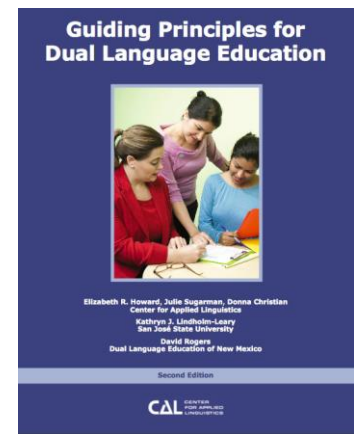
1. PROGRAM DESIGN

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. Clear structures, policies, and processes are aligned with program vision, mission, and goals. These are based upon a solid philosophical and empirical foundation.

2. 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 all stakeholders and used for program planning and improvement.

3. CURRICULUMS AND INSTRUCTION

The program has a K-12 plan for the selection, development and implementation of standards-based, articulated curriculum and student-centered instruction, which is based on general education, bilingual education, and second-language acquisition research. Curriculum and instruction promote academic achievement and cultivate bilingualism, biliteracy, and multicultural competencies for all students.

4. STAFFING AND PROFESSIONAL DEVELOPMENT

High quality and appropriately credentialed staff members are recruited, trained, assigned, and supported to ensure the effectiveness and success of the program. Teaching staff will have both the grade-level knowledge and the language capabilities to teach both content and language.

5. LEADERSHIP, SUPPORT, AND RESOURCES

The program cultivates knowledgeable and effective leaders, enables stakeholders to provide support and advocacy, and maintains structures and processes for decision-making and communication. Human, technological, and financial resources are allocated equitably and effectively.

6. FAMILIES AND COMMUNITY INVOLVEMENT

Parents, staff, students and community members are actively engaged in developing, implementing, and evaluating programs.

Milpitas Unified District Implementation

By using the same proficiency guidelines and scale at all levels of instruction, the program is articulated naturally into a TWBI *Program Language Proficiency Pathway for Spanish*. This pathway builds on students' progress at each stage of their education and ensures proper placement in language courses when transitioning from middle school to high school. Students are placed in language courses based upon their demonstrated level of proficiency.

The California World Language Standards and the ACTFL Foreign Language standards focus on the five areas of learning languages:

Communication: gain proficiency to communicate in languages other than English.

Cultures: gain knowledge and understanding of other cultures.

Connections/Content: connect with other disciplines and acquire information.

Comparisons/ Structures: develop insight into the nature of language and culture starting in early elementary (if continuously enrolled) that can lead to intermediate, pre-advanced, or advanced levels of proficiency by the end of high school. In contrast, if a new language is started in high school, students will only typically reach elementary proficiency.

Communities and Settings: engage and participate in multilingual communities at home and around the world.

Program Sequence for Two-Way Bilingual Immersion Programs in Milpitas USD

The combination of an early start and an uninterrupted and extended sequence allows Two-Way/Dual Language students to reach much higher levels of proficiency (*Hyltenstam,1992; Lindholm-Leary, 2009*).

Starting early and studying in a second language prepares students to become highly proficient by the end of high school. The TWBI accepts students into the program at Kindergarten and through the first semester of 1st grade if they are Native English speaking (NES) to give students ample opportunity to study the second language within their K-8 experience. Native Spanish-speaking (NSS) students who are identified on the Home Language Survey and language assessments upon entry to the program are also accepted at K-1st Grade. New Native Spanish Speakers (NSS) who pass the school's required language assessments and have developing levels of English proficiency may enter at a later grade based on informal multifaceted assessments developed by the school.

The overarching goal of the K-8 TWBI program is *communication*. A **communication-based instructional model** for second language study outlines the various stages of language learning and focuses on the *Communication* Standard of the World Language Standards. As students progress up the grade levels, they master the literacy and communication skills to become bilingual and biliterate and reach the levels that may allow them to function in a Spanish speaking country.

TWBI/DI program students enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) that allows TWBI/DI students to enter a **grammar-based instructional model.** Their placement into World Language classes allows them to fine-tune their reading and writing skills, prepare students to pass the Advanced Placement (AP) tests and receive college credit for their years of study.

Chapter 5
The Research Base for
Two-Way Bilingual Immersion Programs

A Two-Way Bilingual 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.

Learning other languages encourages students to participate actively in an increasingly interdependent world. Second language study also prepares students for full participation in an international job market. Washington schools are facing rapidly changing demographics and working not to squander the linguistic capital that families and students possess. Students who participate in TWBI programs will be able to develop skills throughout their K-12 experience that will serve them well in the local, western region and Latin American countries.

There are four different Dual Language program designs that are additive bilingual programs: (1) Heritage Language, (2) Developmental, (3) Two-Way Bilingual Immersion and (4) One-Way Immersion Programs.

Milpitas Unified School District will adhere to the principles of the TWBI program to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages in their K-12 development.

Research Review

The first TWBI programs, also known as Dual Language Immersion, in the U.S. began in the 1960s and were based on well-researched French- English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI Programs in the United States has grown to more than 1800. More than 95% of these programs throughout the United States have Spanish as the target language.

In order for a program to be a Two-Way Bilingual Immersion program, the program must possess the following critical features:

1. The program involves instruction through two languages where the target (Spanish in this case) language is used on a daily basis for a significant portion of the students' instructional day (from 50% to 90%)

2. The program involves periods of instruction during which only one language is used *i.e.,* no translation or language mixing by classroom teachers.

3. Approximately equal numbers of native Spanish Speakers (NSS) and native English Speakers (NES) are enrolled.

4. The students are integrated for most or all instruction.

Research Findings

The leading researcher in TWBI education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the longitudinal development of the first TWBI programs in California and has the largest research base on the development of TWBI programs dating back to the mid-70s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, *Dual Language Education: Bilingualism & Bilingual Education*, in 2001 and it continues to serve as the seminal research base for Two-Way & Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted research analysis of programs in Maryland, Texas, Washington DC, and other states. Their work is responsible for informing the field about the effectiveness of different program designs on the development of both target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students over their K-12 schooling experiences.

The most pertinent research for EPS focuses on three areas:

(A) Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)

(B) Variances between 50/50 and 90/10 TWBI models

(C) Academic achievement levels for both groups of students

A. ORAL LANGUAGE PROFICIENCY LEVELS OF NSS AND NES STUDENTS

The national research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a TWBI program as a kindergartener fluent in English continued to be fluent in English. There is no evidence in the research that participation of an NES in a TWBI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In Spanish, the research found a significant variance in the oral language abilities of students who had been in 90/10 TWBI programs and those who in 50/50 TWBI programs. In 50/50 TWBI first grade program classes, 88% of NSS students tested orally fluent in Spanish. In second grade and above, 100% of the NSS students tested orally fluent in Spanish but only 20% of NES students rated orally fluent in Spanish. By grades 4 and 5, 50% of the NES students rated orally fluent in both languages. By sixth grade, almost 70% of NES students gained Spanish fluency. In 90/10 model programs, students develop higher levels of bilingual proficiency than students in 50/50 model programs (Lindholm-Leary 2001).

The primary distinction between a 50/50 TWBI model and a 90/10 TWBI model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the ratio reaching 50/50 generally by 4 through 6th grades. In the United States more than 70% of TWBI programs implement a 90/10 model.

The findings of these students 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. All 90/10 TWBI program models engage in a *sequential* literacy development while 50/50 programs engage in a simultaneous literacy effort. The primary difference in these programmatic variances is the development and literacy level of students in the second language. 90/10 programs produce stronger proficiencies in the target language by the intermediate grades than do 50/50 programs. (Dr. Kathyrn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) *"Language Development & Academic Achievement in Two Way Immersion Programs"*)

C. ACADEMIC ACHIEVEMENT

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long term educational benefit of NSS 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.

The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed students to close the gap between their test scores and those of their English Speaking peers. They also found that in the long-term data, fewer high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in the nation in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in TWBI programs NSS students tend to outperform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. English-speakers in TWBI programs also tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs (see table next page). *(English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas *& Collier, 2000)*

Table 6
English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models
*(Thomas *& Collier, 2000)*
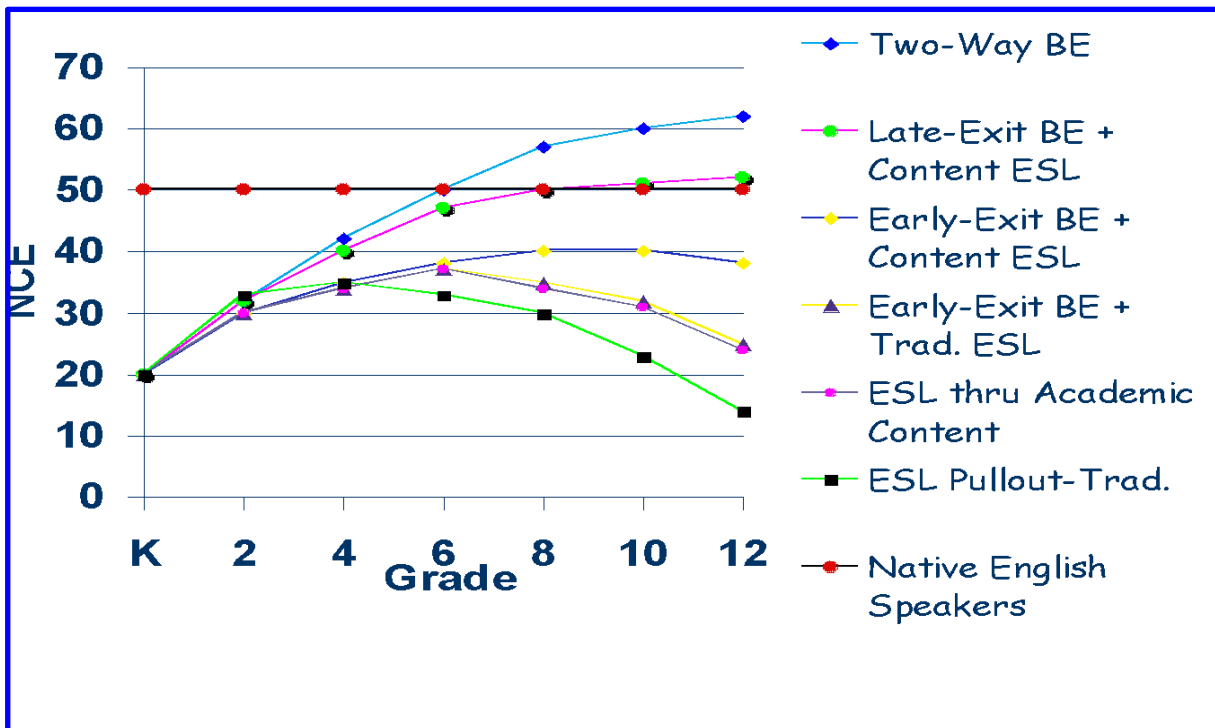
Chapter 6: K-12 Program Pathways

To accomplish its goals, the Two-Way Bilingual Immersion program follows a unique instructional design in which Spanish-speaking and English-speaking students are combined in the same classroom, with at least one-third of the students being native speakers of each language. These students will serve as language models the other students as they acquire the languages.

The TWBI Program classrooms consist of linguistically balanced classrooms where a 1/3 of students are Native-Speakers, 1/3 of students are Bilingual in the Target Language, and 1/3 of students are English speakers. This is the ideal classroom configuration. (Some years, this linguistic balance is difficult to attain because of the student linguistic capabilities of the students that have enrolled for that year. In that case, the classrooms could be 2/3 English Speakers or 2/3 Spanish speakers.) A TWBI Program must have no less than 1/3 of the students of either language. See the two student profiles below:

Profile 1

| Native Spanish Speakers 1/3 | Bilingual Students 1/3 | English Speakers 1/3 |

Profile 2

| Native Spanish Speakers 1/3 | English Speakers 1/3 | English Speakers 1/3 |

MUSD follows a 90/10 TWBI model. This model emphasizes the use of Spanish in the early grades to provide a solid foundation for future academics. In Kindergarten and first grade 90% of classroom instruction is in Spanish and 10% is in English. In grade 2, 80% of classroom instruction is in Spanish and 20% is in English. The percentage of English instruction gradually increases at every grade level. By 4th and 5th grade, approximately 50% of the instructional day will be in Spanish and 50% in English. That also include the music and P.E. classes that are offered in English to all students at these grade levels.

Table 7
K-6th Elementary Program Configuration & Percentages of Time

Grade	K-1	2nd	3rd	4th	5th	6th
% in Spanish	90	80	70	60	50	50
% in English	10	20	30	40	50	50

In this program, native English and Spanish speakers are learning the curriculum in either their first or second language, depending on the grade level and subject area. Because many students are learning content in a language they do not speak natively (Spanish), techniques that make instruction more comprehensible are necessary.

Teachers in the TWBI use a variety of strategies to "shelter" instruction and make both language and content comprehensible. In general, these strategies include the following:

- Hands-on activities

- Student interactions in whole group discussions and include teacher to student, student to teacher, and student to student language practice

- Slowing down speech

- Pantomiming and gesturing by teacher or students

- Thematic units of study which develop a concept in depth over time

- Varied peer interactions and cooperative learning activities

- Presentation, followed by a discussion, an experiment, or a field trip

- SDAIE strategies: increased wait time, negotiation of meaning, sensory activities, varied grouping with native speakers, build on students' prior knowledge, support students' culture and incorporate it into the units of study

- GLAD strategies

- Oral presentations at all grade levels as students

- 100% of the students respond 100% of the time: choral responses, individual responses, group responses, etc.

TWBI program schedules consist of the following components at each grade level. MUSD is committed to ensuring that students have protected blocks of language times and are working with the schools to schedule their specialists in the areas of PE, music and art in accordance to program requirements.

Proposed Middle and High School Spanish Immersion Pathway

Students from the TWBI program will advance into middle school and continue taking language courses at the Middle School level within the TWBI program core programming. Parents would be informed of this program pathway upon the initial enrollment of their children in kindergarten and promote the completion of the program pathway through eighth grade in order for students to meet the goals set out by the TWBI Program..

The Spanish Language Arts course will incorporate the elements of high school equivalent Spanish language course for Spanish I (6th grade), Spanish 2 (7th grade) and Spanish 3 (8th grade) into the Spanish Language Arts curriculum offered at each grade level. Students will continue to develop their literacy through literature studies, grammar, writing and oral presentations throughout their middle school years. The coursework in the content areas of science or social studies will be taught exclusively in Spanish in order to ensure that students are receiving additional instruction .

Table 8: Middle School TWBI Core Program

6th Grade Immersion Core	7th Grade Immersion Core	8th Grade Immersion Core
Spanish Language Arts	Spanish Language Arts	Spanish Language Arts
Spanish Social Studies or Science	Spanish Social Studies or Science	Spanish Social Studies or Science
English Language Arts	English Language Arts	English Language Arts
English Mathematics*	English Mathematics*	English Mathematics*
English Elective/Tech**	English Elective/Tech**	English Elective/Tech**
English P.E.	English P.E.	English P.E.

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

The middle school eighth grade Two-Way Bilingual Immersion program team will work with the receiving high school administrators to inform parents/students of their test results and recommend placement at the high school level during the spring of the students' eighth grade year. The middle school team is expected to work collaboratively to decide on the placement of the students at the advanced levels of Spanish at the secondary level.

Upon completion, students would be awarded the second Seal of Biliteracy Pathway Award - *Recognition of Biliteracy Award*. At the end of the eighth grade, all students will be given an end of course test for correct placement in the foreign language/ advanced placement program at the high school created by the 8th grade and Advanced Placement teachers.

High School Placement into the World Language Pathway

Students may also be given the Advanced Placement Spanish exam after completing 8th grade in order to: enter high school and participate in

- Advanced World Language classes

- A third language option

- Classes designed in Spanish in the sciences or Cultural Studies classes.

- *Spanish for Special Purposes* courses.

The *Spanish for Special Purposes* courses (SSP) are designed to allow students to participate in university or college level coursework that prepares them for a certificate or license in legal or medical translation, interpretation, sign language in the target language, etc. Students may also intern in non-profit agencies requiring bilingual and biliterate workers, or intern in tech companies, civil service offices, etc. that seek bilingual and biliterate workers.

Table 9: Suggested High School Program Sequence

9th Grade Option 1	10th Grade Option 1	11th Grade Option 1	12th Grade Option 1
Spanish 4	AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; Community College course
9th Grade Option 2	10th Grade Option 2	11th Grade Option 2	12th Grade Option 2
AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; 3rd Foreign Language 1	Spanish for Special Purposes; 3rd Foreign Language 2

9th Grade Option 3	10th Grade Option 3	11th Grade Option 3	12th Grade Option 3
AP Spanish Literature (for students that passed the AP Spanish in 8th grade	Spanish for Special Purposes; 3rd Foreign Language 1	Spanish for Special Purposes; 3rd Foreign Language 2	Spanish for Special Purposes; 3rd Foreign Language 3

Table 10

Two-Way Bilingual Immersion Program Pathway K – HS
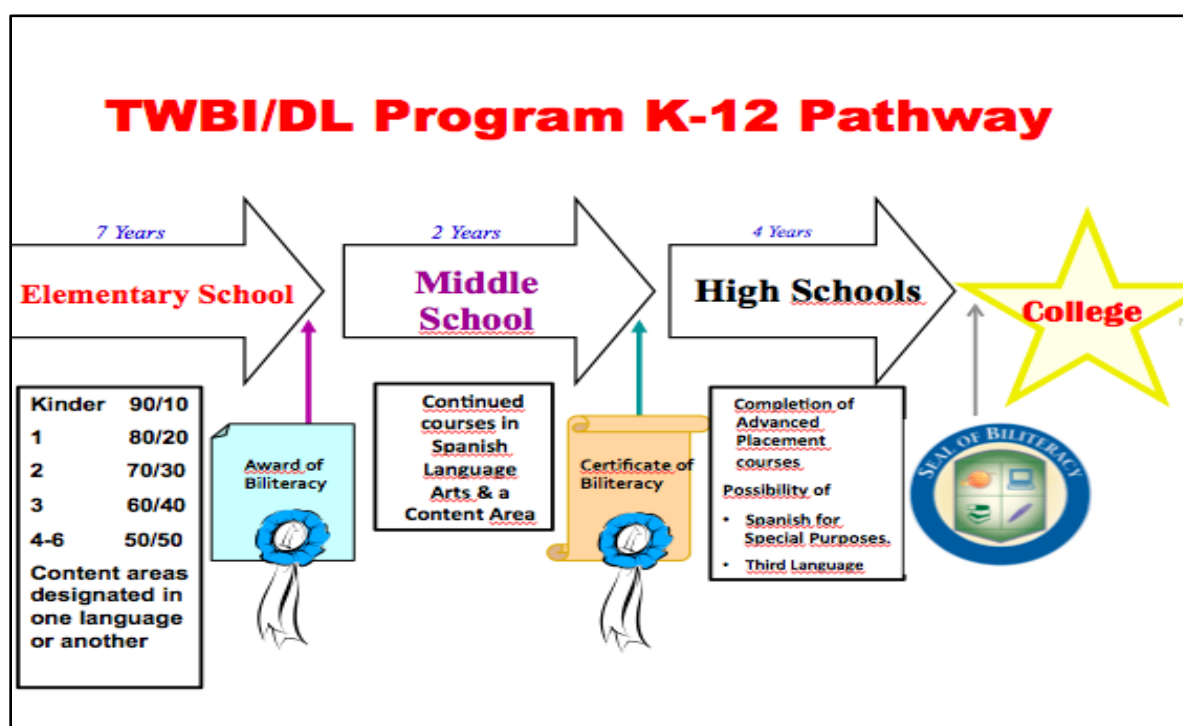
Chapter 7: California State Seal of Biliteracy

The 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. Each school district or direct-funded charter school that confers the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in foreign language may be given to students who receive the SSB and pass the Advanced Placement exam at a level of 4 or higher. .

School districts in California offering Dual Language Immersion or Two-Way Immersion programs are encouraged to adopt a Seal of Biliteracy Board Resolution that indicates a commitment to the preparation of their Dual Language program students.

After 8-9 years of study in two languages, students will be able to advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during elementary and intermediate school years. Dual Language students may be awarded "biliteracy pathway awards" in accordance with the State Seal of Biliteracy guidelines to motivate students to continue developing their first and second languages. The awards can be presented after both 5th and 8th grade as the student's work to meet the criteria set for each award (L. Olsen 2010).

The progression of awards extends into the secondary level. The first award is presented after fifth grade:

- Pursuit of Biliteracy Award (5th Grade)

- Standard Met or Standard Exceeded on the Smarter Balance on the CAASPP

- Personal Essay or Project on how bilingualism has shaped their lives or the world written in the target language.

- FLOSEM Score 4, 5 or 6 or redesignated fluent status on the CELDT (proficient on the CELDT or Successor Test)

- Logramos score of 80% or above in Reading/Language Arts 5th Grade test

The second award, Certificate of Biliteracy, is presented after eighth grade:

- Redesignation to fluent status for students who were designated as English Learners

- Standard Met or Standard Exceeded on the Smarter Balance Assessments on the CAASPP

- Oral presentation in the target language or special project on bilingualism & biliteracy

- *Logramos* score of 80% or above in Reading/Language Arts 8th Grade test

The high school Seal of Biliteracy's criteria is outlined by the California State Department of Education and MUSD will be outline the criteria for the students who apply for the Seal of Biliteracy at the high school level.

Each of these three academic requirements shall be fulfilled.

1. 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.
2. Students must have passed the California Standards Test (CAASP) in ELA (administered in grade eleven) at the standard met or standard exceeded level.
3. Students must demonstrate proficiency in one or more languages other than English 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. Pass an International Baccalaureate examination with a score of four or higher.
   c. 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.
   d. 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 State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign language.
   e. 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.
   f. Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.

Eligibility Criteria for a Student Whose Primary Language is not English

If the primary language of a student in grades nine to twelve, inclusive, is other than English, the student shall also meet the following two academic requirements:

1. Achieve Early Advanced proficiency level on the California English Language Development Test (CELDT), that may be administered an additional time, as necessary.
2. Meet the requirements above as stated in 1, 2, and 3.

Chapter 8: Program Components

The following table describes the percentage and minute breakdown by grade level for both Spanish and English. Please note that the percentage of English includes both Academic English Language Development and English Language Development (AELD). The actual time of AELD/ELA is indicated by ***** in bold. The schedule may be modified if the specialist time is altered year by year.

Table 11
Milpitas Two-Way Bilingual Immersion Instructional Design K-5

Grade Level	Time	Academic Spanish	Time	Academic English
KIndergarten	90%	Spanish Language Arts Mathematics Social Studies/ Science	10%	Academic English Language Development/ELA Specials
First	90%	Spanish Language Arts Mathematics Social Studies/ Science	10%	Academic English Language Development/ELA Specials
Second	80%	Spanish Language Arts Mathematics Social Studies/ Science	20%	Academic English Language Development/ELA Specials
Third	70%	Spanish Language Arts Mathematics Social Studies Science	30%	Math Bridge English Language Arts/ELD Social Studies/Science Specials
Fourth	60%	Spanish Language Arts Mathematics Social Studies/ Science	40%	Math Bridge English Language Arts/ELD Science Specials
Fifth	50%	Spanish Language Arts Mathematics Social Studies/ Science	50%	Math Bridge English Language Arts/ELD Social Studies Specials

Table 12
Randall Two-Way Bilingual Immersion Program Curriculum
(Subject to modifications each year based on new state adoptions – 2017)

	Kinder	1st	2nd	3rd
Spanish Language Arts	Benchmark Adelante, Benchmark Education 2015 Estrellita, Estrellita 2017	Benchmark Adelante, Benchmark Education 2015 Estrellita, Estrellita 2017	Benchmark Adelante, Benchmark Education 2015	Benchmark Adelante, Benchmark Education 2015
Spanish Social Studies	Benchmark Adelante, Benchmark Education 2015 Estrellita, Estrellita 2017	Benchmark Adelante, Benchmark Education 2015 Estrellita, Estrellita 2017	Benchmark Adelante, Benchmark Education 2015	Benchmark Adelante, Benchmark Education 2015
Matematica	Math in Focus: Singapore Math, Houghton Mifflin 2009	Math in Focus: Singapore Math, Houghton Mifflin 2009	Math in Focus: Singapore Math, Houghton Mifflin 2009	Math in Focus: Singapore Math, Houghton Mifflin 2009
Spanish Science	Benchmark Adelante, Benchmark Education 2015	Benchmark Adelante, Benchmark Education 2015	Benchmark Adelante, Benchmark Education 2015	Benchmark Adelante, Benchmark Education 2015
Adelante ELD	Benchmark Adelante, Benchmark Education 2015	Benchmark Adelante, Benchmark Education 2015	Benchmark Adelante, Benchmark Education 2015	Benchmark Adelante, Benchmark Education 2015
P.E.				
English Language Arts				

MUSD is currently vetting the English Language Arts materials that best support the needs of our students. Materials under consideration will be discussed at the CPC meeting on 5/26/17.

Assessments & Evaluation of Programs

The TWBI Program at Randall School and the middle and high school will be engaged in the monitoring of student progress in both English (in accordance to state and local mandates) and in the target language. The assessments in this table may change over time given new assessment protocols but this table organizes the assessments in accordance to grade level, purpose and type of information garnered from the testing

Table 13
TWBI Program Assessment Matrix
(Subject to changes on the state and local assessments 2017)

Assessment	Grades	Benchmarks	Formative	Summative
I-Ready Diagnostic & Benchmark	1-8	Fall, Winter and Spring	X	X
i-Ready Monthly Monitoring	1-8		Monthly Monitoring OPTIONAL	
Early Literacy	K-2	Fall, Winter and Spring	X	X
DRA2	K-2	Fall, Winter and Spring	X	X
EDL2	K-2	Fall, Winter and Spring	X	X
ELPAC	K-12	Fall		X
Interim SBAC Blocks	2-12	Optional	X	
Writing	K-6	Fall, Winter and Spring	Pre OPTIONAL	Post X
Writing	7-8	Fall and Spring		X
SBAC	3-8 and 11			Spring
CPAA (Spanish)	Prek-2	Winter and Spring	X	X
CAASPP	5, 8, and 10			Spring

Students with Special Needs

Students who participate in the dual-language program who have disabilities receive services according to the needs identified on their Individual Education Plans (IEP). School teams provide Specially Designed Instruction (SDI), modifications and accommodations through a push-in or pull-out model in accordance with the IEP. Teams provide accommodations on the IEP that support learning in first and second languages.

Pull-out services and Specially Designed Instruction(SDI) are provided in the student's native language or English depending on the need, and aligning with classroom instruction. As level or minutes of English instruction increases in the general education setting, the SDI occurring in the special education transitions to English as appropriate. For students who are receiving speech services, SDI is provided in native language with a gradual release into English as appropriate. Special Education staff is trained in providing scaffolding for language development.

For the majority of students enrolled in a dual-language program who have disabilities, English language development is provided in the general education setting with appropriate accommodations. As IEP team meetings are held throughout the school year, the IEP team will determine what level of services a student will need for ESOL services, with the input of the English Language Coordinator. Each IEP team will also determine where ESOL services will be provided. Services may be provided in a general education or special education setting. Students receiving Special Education services in the dual-language program, participate in the ELPA assessment as determined by the IEP team. The IEP team will determine the appropriate and individual exemptions and/or accommodations.

Chapter 9: Marketing and Parent Outreach

The TWBI program at Randall School and later in a middle and high school in Milpitas USD, will have ongoing outreach, education and recruitment programs in the community, including the distribution of flyers and presentations at preschools, District elementary schools and local community organizations. The program will expand and improve its communications with both the Spanish-speaking and English–speaking families in the MUSD community at large, including key information about the documented success of TWBI education for all students.

The MUSD school programs and task force identified outreach, recruitment and marketing opportunities and needs to educate District residents about the District's TWBI programs at both schools. The task force also identified strategies to ensure that TWBI students will have access to the Advanced Placement coursework at the high school. The TWBI Task Force makes advanced placement of TWBI students upon reaching high school a top priority in its recommendations to the Superintendent and Board of Education.

Sharing News and Information

It is the desire of the District that information about the TWBI, a program designed to serve the entire MUSD community, be distributed widely. TWBI participants and their families will regularly receive information, ideas and perspectives from program leaders at the school site and District level.

Each school will provide a number of events to keep families informed of classroom activities and students' progress including: Back-to- School Night, Parent-Teacher Conferences, Program Information Nights and Site Tours. There are also mandatory orientation meetings conducted by administrators and parent leaders several times a year offering new families information and advice about TWBI program opportunities and challenges. Regular communications include school and teacher newsletters, postings on the MUSD website pages, individual school site website pages and email announcements.

Encouraging Hands-on Involvement

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

It is the expectation of the District that hands-on involvement by families will facilitate communication and provide a better understanding of the TWBI program development. In addition, by participating in Parent Education evenings and similar language development discussions, families will develop a clearer understanding on how to better assist in their child's linguistic and academic development while gaining a greater appreciation for the development of their child's worldview.

Inviting Input and Ideas

There are structures and processes for stakeholders to become involved in the development and implementation of the TWBI program initiatives in cooperation with other parents, teachers and staff. Students and families are encouraged and invited to share their questions, concerns and successes about the TWBI program by contacting their child's teacher, school counselor, principal or District administrators.

Program leaders may use surveys to collect input and feedback from students, parents and staff. This data may be used for decision-making concerning continued improvements to the TWBI program.

Showcasing Accomplishments

In TWBI classrooms, teachers frequently organize events celebrating the Spanish language and culture. Various program-wide events also demonstrate the ways students are acquiring the language and developing cross-cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

Each school needs to continue to showcase and document in writing and/or videos the successes of the program and its students by having students and parents participate in a variety of school, District and community events. Each school should grow in their understanding on how to use social media sites such as Facebook and Twitter to highlight special honors, events and successes at each of the level of the program.

Informing the Community

The TWBI program will strive to keep the general BUSD community at large informed of the progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share new strategies on second language learning with staff at other elementary and secondary school sites and inform the general MUSD community about this exciting and unique program. Administrators and families of the TWBI program understand the importance that growing awareness and understanding of the TWBI program will attract new students/families, generate both tangible support and goodwill and lay the groundwork for development of other language immersion programs in the MUSD community.

Some of these TWBI community- wide activities may include:

- Kindergarten information nights

- Multi-cultural Celebrations

- TWBI Program Parent Meetings

- Brochures about the Program

- Newspaper, radio spots and other media articles about the TWBI Program

- Updated Website pages at District and all schools

Advancing Students through the Grade Levels

The following lists are some of the suggested activities by grade level for parent education, family outreach and program development. This list of ideas can be utilized to work with students as they transition from one grade level to another without losing interest in the TWBI program. Each level is also responsible for preparing students to receive the CA State Seal of Biliteracy on their high school diplomas.

Elementary School

- Send out weekly/monthly teacher newsletters

- Include a blurb in the monthly newsletter to families to describe units of study or parent activities

- Send out a school monthly newsletter in both languages

- Keep the Facebook page active and updated in both languages

- Use parent informational system to remind parents of meetings in both languages

- Keep website updated in both languages

- Collaborate with Middle School for 5th grade parent night

- Discuss TWBI program sequence at the Middle School

- Progress Data/Scores of Students

- Middle School curriculum

- Have parents sign a Program MOU/Parent Compact at the Kindergarten level

- Give parents information on the Seal of Biliteracy Awards starting in Kindergarten

- Hold a Recognition Award Night for the candidates receiving their first Biliteracy Award after students complete 5th grade

- Begin to code/tag students as TWBI program participants in order to track student progress over their K-12 program participation

Middle School

- Use an informational system to communicate meetings with parents in both languages

- Create a list-serve of TWBI parents to advertise meetings and special events

- Write an on-going article in the School/District Newsletter about TWBI events, research and program findings

- Have teachers send out quarterly newsletters on the progress of the program and students at the Middle School level

- Create a forum for TWBI parents at the Middle School level

- Continue outreach of Spanish-speaking families in the TWBI Program (all communications translated and interpreters at all meetings)

- Keep website updated in both languages

- Have parents sign a TWBI Program Memorandum of Understanding when students enter 6th grade

- Hold information nights for parents on the Seal of Biliteracy when students enter 6th grade

- Offer High School information nights for TWBI parents of 7th and 8th graders

- Hold a Recognition Award Night for the Seal of Biliteracy Candidates when students complete 8th grade

- Develop a tag in the student Information system that identifies TWBI students for high school counselors and teachers

High School

- Provide an annual orientation to the High School World Language offerings and the Seal of Biliteracy to all TWBI students starting in 6th grade

- Host 8th grade tours each Spring for students from the TWBI Programs

- Use school informational system to communicate meetings with parents in both languages

- Schedule school meetings at times when working parents can attend the meetings

- Give TWBI parents and students a full explanation of the CA Seal of Biliteracy and the process for students to apply for the Seal once the students enter high school.

- Review the Advanced Placement Course Options in High School, 3rd language option, additional course options in Spanish for TWBI students

- High School teachers/counselors will conduct an 8th grade TWBI Student Night in the Spring after students have been tested to explain results, impending placement, criteria used for placement, description of course options

- Continue to develop the school website in both languages with information for TWBI Parents/Students

- Have Career and Guidance Staff work with the AP teachers to create a program newsletter to inform students and families of the opportunities to:

- Travel

- Service learning projects, internships, volunteer opportunities involving Spanish skills

- Career and work opportunities

Chapter 10: TWBI Professional Learning Plan

Throughout the State of California, Two-Way and Dual Language educators engage in state, regional and local trainings   and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting. Below is a proposed training list from the Association of Two-Way & Dual Language Education (ATDLE) that organizes the training in tiers for novice and experienced classroom teachers, lead teachers and administrators.

It is the expectation of the District that the Milpitas USD Two-Way Bilingual Immersion program staff members participate in focused professional development annually in an effort to continuously build both methodology and pedagogical understanding of a grade level and an age group within the TWBI/DL program. The following training structure is designed to keep teachers focused on the specific instructional components that make up the TWBI/DL teaching toolbox of strategies & methodologies.

TIER ONE

- Dual Language/TWBI Program Components – An Overview

- FLOSEM Calibration - overview and training

- Curriculum Trainings – New adoptions/curriculums

- Using the California State Standards for instruction in both languages

- Teaching Literacy in the Target Language

- Teaching Academic ELD in a DI Classroom - Introduction

- Spanish & English Writing Strategies - Introduction

- Classroom and Conversational Management Strategies

- Data Management System – Aeries

- Grade Level Collaboration Training

- Interventions

TIER TWO

- California State Standards, NGSS, and C3: creating units of study

- GLAD – Guided Language Acquisition Design

- Using data to inform instruction / Using Aeries Gradebook to monitor students' acquisition of literacy in both languages

- Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness

- Continued AELD Training

- Development of Oral Language Proficiencies in both languages

- Spanish & English Writing Training – Part II - continuation of Tier I Training

- Kagan Training / Cooperative Learning

- Curriculum Mapping

TIER THREE

- Writing Training - Part III - Writing for a Purpose; Publishing Writing

- Thinking Maps

- Depth & Complexity

- Front-loading Strategies

- Project Based learning

Glossary

Achievement vs. Proficiency Assessments: Achievement tests measure knowledge that has been arduously learned or memorized, and are dependent on specific curriculum or course materials (i.e., math, history, science). Typically, test results are directly related to the amount of work invested in studying or memorizing specific content knowledge. Proficiency assessments do not measure a particular class content or learned or memorized information. Rather, they measure a student's ability to communicate in a language. They assess the student's performance, that is, his/her communicative language skills as applied in unrehearsed situations, regardless of the person's background in, or mode of learning, that language.

ACTFL Performance Guidelines for K-12 Learners: Performance standards that describe how well students demonstrate competencies addressing the national world language standards. They are organized according to the three modes of communication (Interpersonal, Interpretive, and Presentational) as described in the ACTFL Standards for Foreign Language Learning, for three learner performance ranges: Novice, Intermediate, and Pre-Advanced. A student's ability to communicate in the language is described in terms of Comprehensibility, Comprehension, Language Control, Vocabulary Use, Communication Strategies, and Cultural Awareness.

Additive Bilingualism: Additive bilingualism refers to the educational approach in which the first language continues to be developed and the first culture to be valued while the second language is added. This can be contrasted to subtractive bilingualism, in which the second language is added at the expense of the first language and culture, which diminishes as a consequence. *(Cummins, 1994)*

Alignment: Curriculum alignment refers to alignment between curriculum and one or more of the following elements: standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks and instruction. Relevance: Research shows that implementing and monitoring an aligned curriculum results in considerable improvement in student achievement. Additionally, it increases communication and collaboration among teachers, among other benefits. "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)*

American Council on the Teaching of Foreign Languages (ACTFL): The only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

Assessment Teams for the TWDL Program are formed as needed throughout the year to make decisions regarding student placement and promotion. Ideally, the team includes the administrator and at least two teachers (the current and/or receiving teacher, and appropriate specialists). The Team reviews information in the student's file, participation history in bilingual education, and available proficiency data. Placement recommendations may be contingent upon students taking the appropriate English and/or Spanish standards-aligned proficiency assessments.

Content-Based Language Instruction (also known as Content Based Instruction, Content- Based Second Language Instruction or Content-Centered Language Learning): A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject-matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989) there needs to be a carefully planned integration of language and content. Content-based instruction and assessment are aligned to standards and, therefore, also referred to as criterion-referenced. Relevance: A content-based assessment system focuses on content most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools which focus solely on individuals and which might be normed rather than criterion-referenced, and therefore disconnected from a comprehensive, standards-aligned curriculum.

Curriculum Maps: A curriculum map is a document for each grade level that outlines the curriculum, concepts, topics, and skills to be addressed over a defined period of time. Pacing guides can be developed after curriculum maps have been written as a way to ensure programmatic alignment and range from simple lists of topics organized by week to comprehensive schedules which include instructional strategies, assessments, materials and alignment to a set of standards. DLI teachers must collaborate by grade level team and program to ensure that each year's curriculum is rigorous, standards-based and designed to build on the previous year's work. Relevance: Every year in DLI serves as an important building block requiring careful planning and articulation through the grade levels. Pacing has also been shown to be very important in learning. The right pacing is necessary for students to receive sufficient opportunities to practice and master a given standard. A pacing schedule for instruction promotes teacher collaboration and creates a uniform expectation for teachers across classrooms and school sites to skillfully deliver specific lessons at a rate that will maximize the potential for learning.

Interventions: Working with the classroom teacher to determine the academic and language supports for students who are not progressing in either the target language or English. Students are recommended to a Student Study Team (MTSS) for review and analysis. It is important to consider a "catch up and keep up" effort so that students do not fall further and further behind. The team reviews the student's instructional program and determines supports in either the language of instruction or in the child's first language.

Language Learning Continuum: Performance-based model which identifies the performance characteristics of each stage of language learning. *(Jackson 1999, Zaslow 2005)*

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

Logramos Test-3rd Edition –HMH www.hmhco.com/hmh-assessments/bilingual/logramos-3: A nationally normed test designed to measure the achievement of the students in Spanish. The test will be administered at the end of each school year to 2nd -8th grade students in the TWDL Program. The test is produced by Houghton Mifflin and purchased by the district. Test results are administered to the school site each to monitor the growth and development of the TWDL students in the areas of reading, comprehension, language, grammar, spelling and writing in the Spanish language.

Professional Learning Communities(PLCs): In Professional Learning Communities, teams of educators commit to ongoing processes of program articulation, collective inquiry, study and research to achieve ongoing improvement of student results. This effort will be supported as an extension of the District's commitment to collaboration and teamwork.

Proficiency: It is the ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing. The American Council for the Teaching of Foreign Languages (ACTFL), based on the five levels originally defined by the US Foreign Service Institute (FSI), provides a detailed description of the communicative modes, communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels.

Proficiency Pathway: Progression through the TWDL Program, along the language learning continuum towards higher levels of proficiency. The "Language Learning Continuum" is a performance-based model which identifies the performance characteristics of each stage of language learning. *(Jackson 1999, Zaslow 2005)*

Standards-based Measurement of Proficiency (STAMP): Web-based assessment developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. It measures speaking, reading and writing skills and is available in Spanish, French, German, Japanese, Italian and Chinese. Proficiency benchmarks relate to the ACTFL Performance Guidelines at the novice and intermediate levels

The Association of Two-Way Dual Language Education (ATDLE): A non-profit educational organization that works with districts, schools and teachers in CA and throughout the United States offering technical assistance and professional development in Two Way Immersion and Dual Language Education.

Appendices

Appendix A: Guiding Principles

Appendix B: Sample School-Wide K-6 Schedule, Randall School

Appendix C: Sample TWBI Daily Schedule 2017, Randall School

Appendix D: TWBI TK Options

Appendix E: Sample Middle School Program Pathway

Appendix F: Sample High School Program Pathway – World Language Sequence

Appendix G: Randall School Assessment Matrix 2017

Appendix H: Board Resolution for Pathways to Biliteracy

Appendix I: Board Resolution for Seal of Biliteracy

Appendix J: TWBI Acceptance Letter

Guiding Principles for Dual Language Education

Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn J. Lindholm-Leary, & David Rogers

2007, Second Edition
Supported by the National Clearinghouse for English Language Acquisition at The George Washington University

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation.

Based on the New Mexico *Dual Language Program Standards* and grounded in research on effective schools, the publication was developed by the Center for Applied Linguistics in 2005 with an expert panel of researchers and practitioners from across the United States, and revised in 2007.

Available online as a free PDF, the *Guiding Principles* can be found at www.cal.org/twi/guidingprinciples.htm.

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

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

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

STRAND 4	*Staff Quality and Professional Development*
Principle 1	The program recruits and retains high quality dual language staff.
Principle 2	The program has a quality professional development plan.
Principle 3	The program provides adequate resource support for professional development.
Principle 4	The program collaborates with other groups and institutions to ensure staff quality.

Guiding Principles for Dual Language Education

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

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

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

SAMPLE TWBI PROGRAM CLASS SCHEDULE

SAMPLE SCHEDULE modified for Training of Two-Way Programs (Salinas & Woodburn)

Grado	AM	AM	AM	AM	AM/PM	PM	PM	PM	Closing
Kinder	8:40-9:10	9:10-10:30	10:30-10:50	10:50-11:55	11:55-12:40	12:40-1:10	1:10-1:30	1:30-2:30	2:30-2:35
90/10	Comienzo del Día	Matemáticas	Recreo	Lenguaje en Español	Almuerzo (Lunch)	Academic English Time	P.E.	Temas: Ciencias Sociales/Naturales/Arte	Despedida
Primero	8:40-9:00	9:10-10:20	10:20-10:30	10:30-11:55	12:00-12:45	12:45-1:25	1:10-1:30	1:30-2:30	
90/10	Comienzo del Día	Matemáticas	Recreo	Lenguaje en Español	Almuerzo (Lunch)	Academic English Time	P.E.	Temas: Ciencias Sociales/Naturale s/ Arte	Despedida

Segundo	AM	AM	AM	10:30-11:00	11:00-11:40	11:40-12:00	12:00-12:45	12:45-1:40	1:40-1:55	1:55-2:35
Segundo	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:00	11:00 11:40	11:40-12:00	12:00-12:45	12:45-1:40	1:40-1:55	1:55-2:35
80/20	Comienzo del Día	Lenguaje en Español	Recreo	Escritura y Grammática	Ciencias Naturales	P.E.	Lunch	Matemáticas	Recreo	Academic English/SS

Tercero	AM	AM	AM	AM	AM/PM	PM	PM	PM	Closing
Tercero	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:30	11:30-12:50	12:50-1:40	1:40-1:55	1:55-2:35	2:35-2:45
70/30	Comienzo del Día	Lenguaje en Español/Temas de Ciencias	Recreo	Matemáticas	Almuerzo (Lunch)	English Language Arts/A-ELD	Recreo	PE/Readers' Workshop/ Social Studies	Closing

Cuarto	AM	AM	AM	AM	AM/PM	PM	PM	Closing
Cuarto	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:30	11:30-12:15	12:15-1:15	1:15-2:45	2:45-2:50
60/40	Comienzo del Día	Lenguaje en Español	Recreo	Matemáticas	Almuerzo (Lunch)	Thematic Social Studies/Science	English Language Arts	Closing

Quinto/ Sexto	AM	AM	AM	AM	AM/PM	PM	PM	Closing
Quinto/ Sexto	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:40	11:40-12:25	12:25-1:40	1:40-2:40	2:40-2:50
50/50	Comienzo del Día	Matemáticas	Recreo	Lenguaje en Español/Ciencias	Almuerzo (Lunch)	Social Studies (English)	English Language Arts	Closing

Please note – all subjects are taught in Spanish unless encircled. K,1,2 classes exchange teachers during A-ELD time 5 x's a week. M,W&F -4/5 PE Release Time; 5th Grade afternoon classes exchange daily •separate schedule for library, art & music (teachers accompany students)

TK/Kindergarten 265 Instruction Minutes (235 Spanish Instruction Minutes) 90/10		
Content Area	**Minutes**	**Language**
Spanish Language Arts: phonics, guided reading, literacy centers, word work with Integrated Science/Social Studies	90 minutes	Spanish
Writing	40 minutes	Spanish
PE	10 Minutes	Spanish
Math & Calendar	50 minutes	Spanish
Acceleration Lab/Blended learning	45 minutes	Spanish
Academic English Language Development (AELD)/Social Studies and some Science	30 minutes	English

First Grade 307 Instruction Minutes (276 Spanish Instruction Minutes) 84/16		
Content Area	**Minutes**	**Language**
Spanish Language Arts: phonics, guided reading, word work integrated Science/Social Studies	100 minutes	Spanish
Writing	40 minutes	Spanish
Math	60 minutes	Spanish
Acceleration Lab/Blended learning	57 minutes	Spanish
(AELD)/Social Studies and some Science	30 minutes	English
PE	20 minutes	English

Second Grade   307 Instruction Minutes   (245 Spanish Instruction Minutes)   *80/20*

Content Area	Minutes	Language
Spanish Language Arts: phonics, guided reading, word work integrated Science/Social Studies	90 minutes	Spanish
Writing	40 minutes	Spanish
Math	58 minutes	Spanish
Acceleration Lab/Blended learning	57 minutes	Spanish
(AELD)/Social Studies and some Science	41 minutes	English
PE	20 minutes	English

Third Grade   307 Instruction Minutes   (225 Spanish Instruction Minutes)   *70/30*

Content Area	Minutes	Language
Spanish Language Arts: reading and word work	75 minutes	Spanish
Writing	40 minutes	Spanish
Math	55 minutes	Spanish
Acceleration Lab/Blended learning	55 minutes	Spanish
ELA with AELD incorporating Science and Social Studies	72 minutes	English
PE	20 minutes	English

Fourth Grade	332 Instruction Minutes (199 Spanish/133 English)	60/40
Content Area	Minutes	Language
Spanish Language Arts incorporating Social Studies and Science themes and Writing with Blended learning	129 minutes	Spanish
Math	50 minutes	Spanish
PE	20 minutes	Spanish
ELA with AELD incorporating Social Studies and Writing with Blended learning	113 minutes	English
Science (2x a week)	50 minutes	English

Fifth Grade/Sixth Grade 332 Instruction Minutes (166 English, 166 Spanish) 50/50		
Content Area	Minutes	Language
Spanish Language Arts incorporating Social Studies and Science themes and Writing with Blended learning	96 minutes	Spanish
Math	50 minutes	Spanish
PE	20 minutes	Spanish
ELA with AELD incorporating Social Studies and Writing Blended learning	146 minutes	English
Science (2x a week)	50 minutes	English

"ETK" info:**http://www.tkcalifornia.org/tk-info/expanded-tk.html?referrer=https://www.google.com/**

	Option 1: TK/K Full Day Combo Class	Option 2: Wait-list TKers= "ETK." (Expanded TK) in Full Day Combo	Option 3: Split Sessions AM/PM Spanish TK	Other Options...
ENROLLMENT	Current TK/Overflow K (6) with continued "wait and see" continued enrollment through August	Offer full day Dual TK to all ETK waitlist families(15). Families can choose to continue enrollment in kinder or transfer back to home school.	Offer Spanish TK enrollment to all native speakers @ Randall, continue advertising to families. Families choose to continue into dual or transfer back to home school in 17-18.	
STAFFING	Current TK Teacher, no para	Current TK Teacher, no para	Current TK teacher, Para	
MTA	Same schedule/prep as Kinder	Same schedule/prep as kinder	Same schedule/prep/class size as typical TK	
FUNDING	ADA for K all year ADA for TK all year ADA for ETK after 5th b-day	ADA for ETK after 5th b-day	ADA for TK all year	
RESOURCES		http://www.tkcalifornia.org/resource-library/resources/files/150820_expanded-tk_1-pager_final_1.pdf		

Student Profile Two-Way Dual Language Program	6th Grade	7th Grade	8th Grade
*Spanish and English speakers in the TWDL Program for 5 years+ *** Spanish speakers not from TWDL (literate)** (assessed by the school *with* grade level proficiency in Spanish)	***Spanish Language Arts 6** (Reading, Writing, Grammar & Oracy) **Spanish Content:** Social Studies *and/or* Science Math (if available) *or equivalent*	***Spanish Language Arts 7** (Reading, Writing, Grammar & Oracy) **Spanish Content:** Social Studies *and/or* Science Math (if available) *or equivalent*	***Spanish Language Arts 8** (Reading, Writing, Grammar & Oracy) **Spanish Content:** Social Studies *and/or* Science Math (if available) *or equivalent*

Student Profile Native Spanish/non TWDL	6th Grade	7th Grade	8th Grade
*Spanish speakers not from TWDL Program (assessed by the school *without* Grade level proficiency in Spanish) *** Spanish speakers (interrupted schooling)** (Newcomers assessed by the school without Grade level proficiency in target language)	**Spanish for Native Speakers (year 1)** Focus on Literacy development Tutorials for literacy as needed **Spanish Content** (as available)	**Spanish for Native Speakers (year 2)** Focus on Literacy development Tutorials for literacy as needed **Spanish Content** (as available)	**Spanish for Native Speakers (year 3)** Focus on Literacy development Tutorials for literacy as needed **Spanish Content** (as available)

Student Profile English Speaker not in TWDL	6th Grade	7th Grade	8th Grade
*English speaker without TWDL program experience	**Spanish (year 1) (HS equivalent)**	**Spanish (year 2) (HS equivalent)**	**Spanish (year 3) (HS equivalent)**

High School Pathway toward Biliteracy - World Language Sequence

Student Profile	9th Grade	10th Grade	11th Grade	12th Grade
*Ongoing TWDL *Native Spanish-Speakers who pass placement test (Advanced) content in Spanish if available	• Spanish AP Language	• Spanish AP Literature	• Spanish for Special Purposes • Internship • Concurrent college enrollment • 3rd Language I	• Spanish for Special Purposes • Internship • Concurrent college enrollment II • 3rd Language II
*Ongoing TWDL students who do not pass placement test (Intermediate)	• Spanish IV	• Spanish AP Language	• Spanish AP Literature • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3rd Language I	• Spanish for Special Purposes II • Internship • Concurrent college enrollment II • 3rd Language II
*English Speaker in MS Pathway (not TWDL)	• Spanish IV	• AP Spanish Language	• Spanish AP Literature • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3rd Language I	• Spanish for Special Purposes II • Internship • Concurrent college enrollment II • 3rd Language II
*Native Spanish speakers not in TWDL (administer screener) content in Spanish if available	• Native Spanish II or III	• Native Spanish III or IV	• Spanish AP Language	• Spanish AP Literature • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3rd Language I
*English Speaker new to Spanish	• Spanish I	• Spanish II	• Spanish III	• Spanish IV or • Spanish AP Language

Assessments						
	Kinder	1st	2nd	3rd	4th	5th
Spanish Literacy	EDL2 (Evaluación del desarrollo de la lectura 2)	EDL2 (Evaluación del desarrollo de la lectura 2)	EDL2 (Evaluación del desarrollo de la lectura 2)	EDL2 (Evaluación del desarrollo de la lectura 2)	EDL2 (Evaluación del desarrollo de la lectura 2)	EDL2 (Evaluación del desarrollo de la lectura 2)
Spanish Oral Language	EDL2/Baseline: **6** (Evaluación del desarrollo de la lectura 2)	EDL2/Baseline: **18** (Evaluación del desarrollo de la lectura 2)	EDL2/Baseline: **28** (Evaluación del desarrollo de la lectura 2)	EDL2/Baseline: **40** (Evaluación del desarrollo de la lectura 2)	EDL2/Baseline: **40-50** (Evaluación del desarrollo de la lectura 2)	EDL2/Baseline: **50** (Evaluación del desarrollo de la lectura 2)
Writing	District Writing Performance Task	District Writing Performance Task	District Writing Performance Task	District Writing Performance Task	District Writing Performance Task	District Writing Performance Task
English Literacy	DRA2/Baseline-**6** Developmental Reading Assessment	DRA2/Baseline: **18** Developmental Reading Assessment	DRA2/Baseline: **28-30** Developmental Reading Assessment	DRA2/Baseline: **40** Developmental Reading Assessment	DRA2/Baseline: **40-50** Developmental Reading Assessment	DRA2/Baseline: **50** Developmental Reading Assessment
English Oral Language	ELPAC Level 1	ELPAC Level 2	ELPAC Level 3	ELPAC Level 4	ELPAC Level 4	ELPAC Level 4
Math	Children's Progress Academic Assessment (CPAA)	Children's Progress Academic Assessment (CPAA)	Children's Progress Academic Assessment (CPAA)	Children's Progress Academic Assessment (CPAA)	i-Ready Scale Score Range: **465-526**	i-Ready Scale Score Range: **470-540**
Other	Pre-Language Assessment Scales (LAS)	Language Assessment Scales (LAS)	Language Assessment Scales (LAS)	Foreign Language Oral Skills Evaluation Matrix (FLOSEM)	Foreign Language Oral Skills Evaluation Matrix (FLOSEM)	Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

MILPITAS UNIFIED SCHOOL DISTRICT
Board of Education Agenda Item Summary

Date: June 13, 2017

Agenda Item: **Approve Resolution #2017.34**
Pathways to Biliteracy (Assistant Superintendent, Learning & Development)

Rationale: **BACKGROUND:**

The Pathways to Biliteracy Resolution seeks to promote and provide recognition to the development and attainment of literacy in two or more languages. Additionally, through the establishment of the Pathways to Biliteracy, the District seeks to:

- encourage pupils to develop biliteracy skills
- provide employers with a method of identifying people
- with language and biliteracy skills
- revitalize and promote foreign language instruction in our schools
- encourage the development of two way bilingual programs, and world language programs in schools
- recognize and honor our rich and diverse language assets

This resolution is in alignment with LCAP Goal 1, Action 5.

Recommended Motion: Approve and endorse the establishment of **Pathways to Biliteracy**

Financial Impact: Cost for ribbons and certificates $200

STAFF:

Norma Rodriguez
Assistant Superintendent, Learning & Development

Venus Cenizal
Coordinator, Learning & Development

Milpitas Unified School District

RESOLUTION No. _____

WHEREAS, mastery of two or more languages makes important contributions to a student's cognitive development, understanding of diverse cultures, and economic opportunities

WHEREAS, the study of foreign languages contributes towards our national economy and our national security.

WHEREAS, multiple languages are a critical element in enabling our city and state to participate effectively in a global political, social and economic context

WHEREAS, the demand for employees to be fluent in more than one language is increasing both in California and throughout the world

WHEREAS, our community is home to speakers from hundreds of different language and cultural groups, and to build trust and understanding across the multiple language and cultural groups in our diverse community requires multilingual skills of communication

WHEREAS, the California K-16 Master Plan for Education calls for pupils to graduate literate in two or more languages

Therefore, it is the intent of Milpitas Unified School District to promote the development of literacy in two or more languages and to provide recognition of the attainment of those needed and important skills through the establishment of a Seal of Biliteracy on the high school diplomas or transcripts of pupils attaining functional proficiency in one or more languages, in addition to English. Through the establishment of this Seal of Biliteracy, the district seeks to:

- encourage pupils to develop biliteracy skills

- provide employers with a method of identifying people with language and biliteracy skills

- revitalize and promote foreign language instruction in our schools

- encourage the development of two way bilingual programs, and world language programs in schools

- recognize and honor our rich and diverse language assets

The SEAL shall be awarded by the Superintendent to pupils who complete the requirements for a high school diploma and who meet all of the following requirements:

If the primary language of a pupil is English, he or she shall pass the California Standards Test in English Language Arts administered in grade 11 at a proficient level or above AND do either of the following:

(1)   Successfully complete four years of instruction in a foreign language

(2)   Pass a foreign language Advanced Placement (AP) test with a score of three or higher

If the primary language of a pupil is other than English, he or she shall do all of the following:

(1) Pass the California Standards Test in English Language Arts administered in grade 11 at the proficient level or higher

(2) Attain the advanced proficiency level on the California English Language Development Test (CELDT) / English Language Proficiency Assessments for California (ELPAC)

(3) Pass an AP test in the pupil's heritage language with a score or four or above, or pass a primary language test administered in grades 11 or 12, when available, at the proficient level or above.

Note:

For languages in which an AP test is not available, equivalent summative tests may be used in place of an AP test

NOW, THEREFORE, BE IT RESOLVED, that the Milpitas Unified School District endorses the State Seal of Biliteracy.

PASSED AND ADOPTED by the Milpitas Unified School District at a meeting held on June 13, 2017, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTENTION:

_____

Hon Lie, Clerk I

Milpitas Unified School District

Board of Education

Milpitas, CA, County of Santa Clara

MILPITAS UNIFIED SCHOOL DISTRICT
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Carlos A. Salcido, Principal

"Committed to Excellence"

May 3, 2016

Welcome to the Randall Elementary Dual Language Program!!

It is with great honor that I welcome you to be a founding member of Milpitas Unified School District's inaugural Dual Language class! Your child will be participating in a 90/10 Spanish/English Dual Language program.

I am excited to share that we have hired 3 teachers who are ready and excited to begin working with your children. We are in the process of identifying our new curriculum, teaching framework, and teacher training in anticipation of next year.

Here are a few important dates for you to remember:

Transitional Kinder-Kinder Orientation
Date: May 24, 2016
Time: 6:00 – 7:00 PM
Location: Randall Cafeteria
Topics: Getting your child ready for the new school year; how will the program work; what will the curriculum be; what will be special about the Dual language program; Uniform policy; School rules

Open House
Date: May 19, 2016
Time: 6:00 PM Welcome 6:30 PM Classrooms open
Location: Randall Cafeteria
Topics: Non-hosted chance to walk around the school and see inside the classrooms

First day of school
Date: August 11, 2016

I look forward to meeting all of you and your child. Together we will work to build the Dual Language program for Milpitas. Together we will educate biliterate children. Together we will open new possibilities for our students. Together, we will achieve! ¡Juntos sí se puede!

Sincerely,

Carlos Salcido, Principal