



Dual Language Immersion Program Plan

Grace Hudson Elementary School Program
Pomolita Middle School Program
Ukiah High School Pathway

2018-2019

Background

Ukiah Unified School District (UUSD) launched its first Dual Language Immersion Program in 1996 with a half day Kindergarten classroom at Nokomis Elementary School. The goal of the district was to create a K-8 program on one campus. The program now serves 611 students in grades TK-5 at Grace Hudson Elementary School and 6-8 at Pomolita Middle School.

The Dual Language Immersion Program develops high levels of language proficiency in two languages, academic achievement and multicultural understanding using Spanish as the primary language of instruction.

The plan will be presented to the Ukiah Unified School District Board of Trustees on May 10, 2018. The district staff will update and revise the plan every three years as necessary.

The Dual Language Immersion Program plan will provide the Board of Trustees, the school district administration and the Dual Immersion community with the following:

- A framework to help assess program accomplishments and challenges and guide improvement and growth
- A vision of students' learning in other languages and acquiring skills and perspectives essential for success in a multilingual, multicultural world
- A communication tool

This plan has been completed by a Dual Language Immersion Program committee which includes parents, teachers and administrators from our three school sites.

The plan reflects language acquisition research, pedagogy and practice. Research shows that for a Dual Language Immersion program to work well and meet the needs and aspirations of all learners, a number of elements must be present (Center for Applied Linguistics, 2005). This plan is built around those key elements, which are stated as goals at the beginning of each chapter.

Acknowledgements

The Dual Immersion Language Program Committee was formed to clearly articulate the program and pathway for grades TK-12 and to document the program's current goals and structure.

This document was modeled after the Sonoma Valley Unified School District DLIP Plan and was revised based on input from our stakeholders. UUSD gratefully acknowledges the members of the Dual Language Immersion Program Committee who met to discuss, recommend and give input to this document.

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Table of Contents

Background	2
Acknowledgements	3
Chapter 1: UUSD Mission & Vision Statements	5
Chapter 2: Program History	7
Chapter 3: Program Features & CA Seal of Biliteracy	8
Chapter 4: Research	14
Chapter 5: UUSD Participation Guidelines	20
Chapter 6: UUSD K-12 Program Sequences	23
Chapter 7: Assessment and Accountability	30
Chapter 8: Curriculum and Instruction	32
Chapter 9: Marketing and Parent Outreach	35
Glossary of Terms	38
Appendices & Program Documents	40

Chapter 1: Mission and Vision

Ukiah Unified School District Graduate Profile

Our students will graduate as lifelong learners ready to succeed in college and/or a career. They will be adaptable citizens of a global society, critical thinkers, ethical decision makers, effective communicators and collaborators.

Ukiah Unified School District Vision

We are a dynamic and innovative learning community and our decisions are focused on the interests of our students. We recognize that for many students, our district can and must provide a solid path out of poverty. For all students, our school district must celebrate and cultivate their unique skills and talents.

Ukiah Unified School District Mission Statement

We will challenge and inspire our students to value different perspectives and become successful, contributing citizens in an increasingly interdependent world.

Ukiah Unified School District Board of Trustees Strategic Plan Board Goals for 2017-20

Goal 1: Design and implement an educational program that prepares students for success for college and/or career.

Goal 2: Create a safe, positive, orderly, productive, healthy and respectful learning environment that values diversity and collaboration.

Goal 3: Engage our parents and community in a collaborative partnership that supports the success of our students.

Rationale for Implementation of a Dual Language Immersion Program

- The Ukiah Unified School District will continue to support the development of its unique Dual Language Immersion Program as part of a growing movement recognizing the importance of supporting and promoting multilingualism.

- The United States of America has always been a multilingual and multicultural nation. Master of two or more languages has significant benefits to individuals, families, communities and the world.
- It is increasingly important to educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad.
- We envision a future in which all students will develop and maintain proficiency in English and at least one other language. Children who come to school from non-English speaking backgrounds will also have opportunities to develop further proficiencies in their first language.

Dual Language Immersion Program Goals

All students in the Dual Language Immersion program will work to achieve the following goals:

Goal 1: Bilingualism and Biliteracy

Students will develop a high level of oral and written proficiency in both Spanish and English and attain the Seal of Biliteracy.

Goal 2: Academic Excellence

Students will achieve academic excellence in all subject areas, meeting or exceeding District and California State performance standards.

Goal 3: Cross-Cultural Understanding & the Development of Pro-Social Skills

Students will develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our community, society and around the world.

Chapter 2: Program History

The Ukiah Unified School District's Dual Language Immersion Program (DLIP) is a "choice" program open to students throughout the District. Ukiah Unified School District launched its first Dual Immersion Program (DLIP) in 1996, with a half-day Kindergarten classroom at Nokomis Elementary School. The program was started by Irma Turner, the Director of English Learners, and Bob Frassinello, Principal of Nokomis Elementary School in collaboration with teachers, parents and the community. The goal of the district was to create a TK-8 DLIP program on one campus. The program continued to expand by adding a grade level each year up to sixth grade. A second strand was started in the 4th year of the program. The DLIP program then moved to Grace Hudson Elementary School in 2004. As the program developed, parents of 8th grade students expressed concern that students were going to miss out on accessing middle school activities, so in 2009, the 8th grade DLIP program moved to Pomolita Middle School. Due to the increase in enrollment, the 6th and 7th grade was moved to Pomolita in 2010-2011 to accommodate the growing program, and to allow students to access middle school activities.

In 2016-2017 Grace Hudson Elementary School served 452 students in grades TK/-5 and Pomolita Middle School's DLIP program served 159 students in grades 6-8. In addition, of the 26 students that were still in the district and were in the 5th grade DLIP at Grace Hudson Elementary School in 2009-2010 (current 12th grade students), 23 percent (6 of 26 students) have attained the Seal of Biliteracy.

The 2017-2018 Dual Language Immersion Program Plan will continue to guide the District's existing program and lay the groundwork for future additional language programs to promote and support biliteracy. UUSD will continue to make modifications to its unique Dual Language Immersion Program to meet the changing conditions and needs.

Chapter 3: Program Features and the California Seal of Biliteracy

Benefits of Dual Language Immersion

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

Research-Based Benefits for all Students in Dual Language Immersion Programs

1. 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)
2. 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)
3. 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)
4. Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills fosters intergroup contact and appreciation (Cummins, 1986; Ager 2005)
5. Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL, 2006)
6. 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)
7. Dual Language 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)

8. 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 for Native Spanish Speakers

- Dual Language Immersion programs help close the achievement gap. Research shows that English Learners have a higher rate of success in DLIP Education vs English only mainstream because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in a culturally-validating setting. (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)
- A benefit to a DLIP program is that it is more likely that English Learner students will be reclassified by 7th or 8th grade, so that they can thrive academically in high school.

Successful Implementation of Dual Language Immersion Programs

The following program characteristics are key to the successful implementation of a Dual Language Immersion program and to the development of bilingualism, biliteracy, academic success and multicultural understanding.

1. Start a second language early
2. Commitment to entering the DLIP program in Kindergarten and attaining the Seal of Biliteracy
3. Provide instruction based on additive bilingualism & language separation
4. Create a positive instructional climate by raising the status of the minority language
5. Foster home/school collaboration
6. Attract and retain high quality program personnel who are innovative, collaborative, creative problem solvers and who are linguistically capable of delivering grade level curriculum
7. Focus on raising the status of target language through instruction in culture & transformative social change

Program Elements

The UUSD 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 UUSD school community.

UUSD adheres to the following program principles as they work to develop a program that ensures bilingualism, biliteracy, high academic achievement and the development of multicultural understandings between students:

- Students start second language learning at the primary level through an “*early*” immersion process. The District creates a TK-5 language sequence that moves into the middle school
- Students continue to study advanced coursework at the high school level
- Teachers provide instruction based on **additive** bilingualism and language separation
- Staff work 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 values high quality program personnel that are able to deliver the academic and linguistic programs

UUSD TK/K-12 Program Articulation

The Dual Language Immersion program shall be aligned to state and national standards, including the California World Language Content Standards and AP Spanish Language and Literature Learning objectives, as established by the American Council on the Teaching of Foreign Languages (ACTFL). Spanish language instruction at the elementary school level is integrated into the California Common Core Content Standards.

The California World Language Standards and the American Council of Teaching Foreign Languages (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.
- **Communities and Settings:** engage and participate in multilingual communities at home and around the world

Point of Entry into the Dual Language Immersion Program

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 the second language prepares students to become highly proficient by the end of high school. The Dual Language Immersion program accepts students into the program at kindergarten and 1st grade if they are Native English speaking (NES) and Native Spanish-speaking (NSS) to give students ample opportunity to study the second language or home language within their TK-12 experience.

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 multi-faceted assessments developed by the school. Acceptance is also based on keeping the 50:50 ratio of Native English Speakers to Native Spanish Speakers.

The over-arching goal of the TK-8 Dual Language Immersion program is *communication*. A **communicatively-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 through grade levels, they master the literacy and communication skills to become bilingual and bi-literate and reach the levels that may allow them to function in a Spanish speaking country. Dual Language Immersion program students enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) that allows DLIP students to enter a **literature and grammar-based instructional model**. Their placement into World Language classes in high school 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.

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.

School districts in California offering Dual Language 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. As a result of 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. On November 12, 2013, the Ukiah Unified School District Board of Trustees adopted Board Policy and Administrative Regulation 5126.

Criteria for State Seal of Biliteracy:

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

1. Complete all English Language Arts requirements for high school graduation with an overall GPA of 2.0+ in those classes.
2. Pass the California Assessment of Student Performance and Progress for English language arts (currently Smarter Balanced Assessments), or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the State Superintendent of Public Instruction (SSPI) for any successor test.
3. Demonstrate proficiency in one or more languages in addition to English through one of the following:
 - Passing a foreign language Advanced Placement examination with a score of 3 or higher.
 - Successful completion of a 4-year foreign language course of study with a minimum GPA of 3.0+ in that course of study, and oral proficiency in the language comparable to that required to pass an AP examination.
 - If no AP examination or off-the-shelf language test exists and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the Proficient level or higher. If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, the school district language examination shall be approved by

the SSPI for the purpose of determining proficiency in a language other than English. A pupil who seeks to qualify for the State Seal of Biliteracy through a language that is not characterized by listening, speaking or reading, or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.

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

In addition, if the primary language of a pupil in any of grades nine through twelve (inclusive) is other than English, he or she shall also do the following to achieve the State Seal of Biliteracy:

- Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California, or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of the grades one through twelve, inclusive.

Why Earn the Seal?

- The Seal of Biliteracy validates biliteracy and raises the status of minority languages within a predominantly monolingual educational system.
- The Seal of Biliteracy promotes foreign language study that prepares students for life beyond high school.
- The Seal of Biliteracy promotes participation in Advanced Placement classes and exams.
- The Seal of Biliteracy provides students with a competitive edge in the employment market as well as increased opportunities for higher education.

Chapter 4: Research Findings

A Dual Language 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. Students who participate in Dual Language Immersion education programs will be able to develop skills throughout their TK-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) Dual Language Immersion and (4) One-Way Immersion Programs.

Ukiah Unified School District will adhere to the principles of the Dual Language Immersion program to offer both English speaking and Spanish speaking students the opportunity to develop high levels of literacy in two languages in their TK-12 development.

Research Review

The first two-way bilingual immersion (TWBI) programs, also known as Dual Language Immersion Program (DLIP), 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/DLIP Programs in the United States has grown to over 850 programs. As of February 2014, there are over 350 programs in the State of California, with more than 95 percent with Spanish as the target language.

In order for a program to be a Dual Language 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 for a significant portion of the students' instructional day (from 50 to 90 percent)
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 Finding

The leading researcher in DLIP education is Dr. Kathryn Lindholm-Leary, Professor Emeritus from San Jose State University in California, who studied the longitudinal development of the first DLIPs in California and has the largest research base on the development of DLIPs dating back to the mid-1970s. 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 and Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted research analysis of programs in Maryland, Texas, Washington, D.C., etc. and are responsible for informing the field about the effectiveness of these programs on the development of both a target language (*i.e.*, Spanish, Chinese, Korean, Russian) and English language proficiencies of the students in different types of second language programs.

UUSD's most pertinent research focuses on three areas:

1. Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)
2. Variances between 50/50 and 90/10 DLIP models
3. 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 DLIP 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 DLIP program caused delay or interference in oral English proficiency. By the end of 1st grade, 100 percent 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, oral development was strong, but not quite as strong as in English programs based on the program model. In 50/50 DLIP models, in first grade, 88 percent of NSS students tested orally fluent in Spanish. In second grade and above, 100 percent 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 percent of the NES students rated orally fluent in both languages. By sixth grade, almost 70 percent 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)

B. Variances in the 50/50 and 90/10 Models

A 90/10 DLIP 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 (Spanish) 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 students progress through the grades with the ratio reaching 50/50 generally by 4th through 5th grades. In the United States, more than 70 percent of DLIP programs implement a 90/10 model.

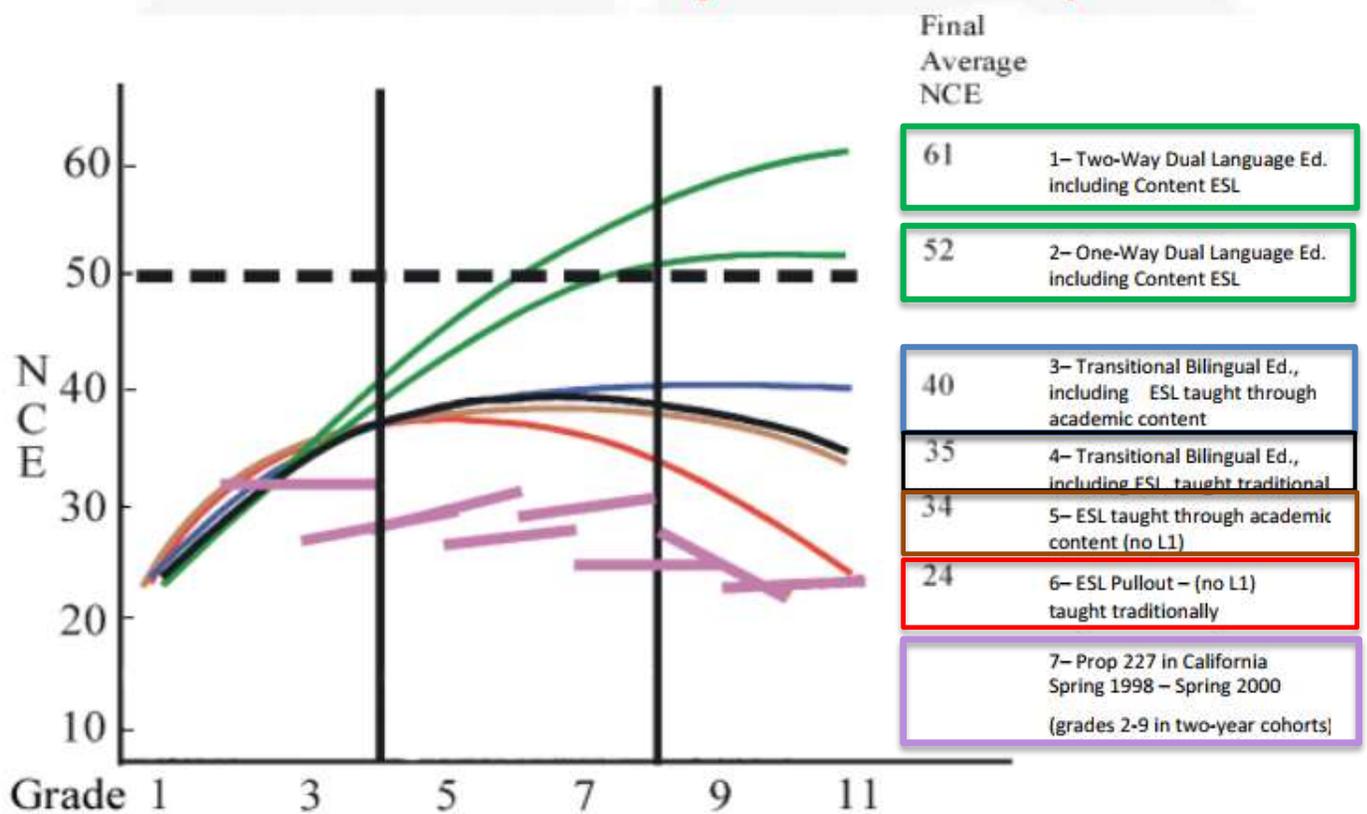
C. Academic Achievement

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, at 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, few 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 DLIP, NSS students tend to out-perform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. English-speakers in DLIP also tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs.

Table 1: English Learners Long-Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 2009)

What the research says - The Graph



Collier/Thomas, 2009

Explanation of Collier Thomas Graph for DLIP plan:

The graph above represents Collier and Thomas' research on the following English learner instructional programs. Results have been consistent over time, repeated in rural and urban settings, and with various languages.

The initial research was conducted in 1999, and repeated in 2009 with almost duplicate results. The studies compare the performance of English learners in the following programs with the progress in academic achievement earned by native speakers of English in a 10-month school year. The native English performance defines the 50th percentile, or normal curve equivalent (NCE-an equal-interval percentile) on standardized norm-referenced tests and the average score on criterion-referenced tests as students move from grade to grade.

(Predicting Second Language Academic Success in English, p 339), found on 12.15.2017 [at http://www.thomasandcollier.com/Predicting%20Second%20Language2.PDF](http://www.thomasandcollier.com/Predicting%20Second%20Language2.PDF); additional research on the topic has been published by Collier and Thomas in *A National Study of School Effectiveness for Language Minority Students' Long-term Academic Achievement* (including research from 1996-2002), as well as a more recent study on Dual Language Immersion Programs in North Carolina school districts from 2009-2011. Source: https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/295/Intro15_Day1_Research.pdf found on 12.18.2017)

Seven Program Models:

1. Two-Way Dual Language Education including Content ESL. Content ESL means that content learning is scaffolded for English Learners. In this program, students from the majority and minority language attend the same classes at the same time, with the intention being that the majority language students learn the minority language, and the minority language students learn the majority language. The only exception, when they learn separately, is for second language instruction. Specific features are:
 - a. A minimum of six years of bilingual instruction;
 - b. A focus on the core academic curriculum rather than a watered-down version;
 - c. High-quality language arts instruction in both languages, integrated into thematic units;
 - d. Separation of the two languages for instruction (no translation and no repeated lessons in the other language);
 - e. Use of the non-English language for at least 50 percent of the instructional time and as much as 90 percent in the early grades;
 - f. An additive (that is, adding a new language at no cost to students' first language) bilingual environment that has full support of school administrators, teachers, and parents;
 - g. Promotion of positive interdependence among peers and between teachers and students;
 - h. High-quality instructional personnel, proficient in the language of instruction; and
 - i. Active parent-school partnerships (Howard & Christian, 2002; Lindholm-Leary, 2001; Thomas & Collier, 2002).

2. One-Way Dual Language Education including Content ESL program targets students of only one language. For example, teaching Spanish and English to native Spanish speakers, with the goal being full proficiency in both languages.
3. Transitional Bilingual Education including ESL taught through academic content is a 2-3 year program intended for EL students making an early transition to English-only instruction, with a component that includes scaffolding for content-area instruction.
4. Transitional Bilingual Education, including ESL, taught traditionally is typically a 2-3 year remedial program for English learners; Collier & Thomas recommend an upgrade to a one-way or two-way dual-language model.
5. ESL taught through academic content (no L1, meaning no instruction in the primary language, but includes English Language Development).
6. ESL Pullout – (no L1) taught traditionally. In a pull-out program, students are removed from class for ELD instruction by another teacher, or a paraprofessional working under the direction of a teacher, and all instruction is in English.
7. Prop 227 in California Spring 1998-2000 (grades 2-9 in two-year cohorts). Under Prop 227, English Learners received intensive ESL for the first year of instruction.

Chapter 5: UUSD Dual Immersion Program Criteria & Student Participation Guidelines

UUSD Student Participation Criteria

The Ukiah Unified School District Dual Language Immersion Program (DLIP) accommodates students from different language groups and socio-cultural backgrounds. A variety of multicultural lessons, performances and celebrations, many of them entirely in Spanish, enrich the students' learning experiences. Instruction is primarily in Spanish, with the number of English lessons gradually increasing as students progress through the grades. Students are taught the same content standards as other students in the District.

Native Spanish speakers and Native English speakers have distinct times during the instructional day for practice and instruction in Spanish Language Arts and English Language Development (ELD) starting in kindergarten. Dual Language Immersion programs also provide reading support services in both languages as needed.

Eligibility Criteria at the Elementary Level – Grace Hudson Elementary School

- UUSD DLIP has board policy on enrollment because there is more interest than available (See Appendix C)
- Students with varying abilities and needs can access the DLIP program
- Parents must make a multi-year commitment (elementary and middle school) to ensure that their children have the necessary timeframe to develop both biliteracy and bilingual skills (Appendix C – Dual Language Immersion Family Commitment Compact)

Dual Immersion Program Participants

Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages (Marcos & Kreeft Peyton, 2000). The Dual Language Immersion program is designed to serve all students.

English Learners

English Learners contribute to classroom diversity and promote the authentic use of the Spanish language in the classroom. A key benefit to this group of students, particularly if their home language is Spanish, is their opportunity to learn English while maintaining and improving their Spanish language in an academic setting. In general, English Learners who participate in the program are more likely to succeed in school than if they attend mainstream English classes. (Lindholm-Leary, 2009)

English Dominant Students

English dominant students begin their program at the transitional kindergarten / kindergarten level or first semester of first grade only as part of this early immersion process. Older students wishing to enter the program at the upper grades must be bilingual and pass school-designed proficiency tests to determine literacy (written and oral) in the target language and proficiency levels in English. These assessments must be pre-approved by the school administrator and should be reviewed by the Dual Language Immersion Program key personnel before placement into the program is finalized.

Gifted and Talented Education (GATE)

Some of UUSD's GATE identified students choose to attend the Dual Language Immersion Program at Grace Hudson Elementary School or Pomolita Middle School. While learning a second language is in itself enough of a challenge for many, some GATE students require special types of differentiation to thrive. Current data show that GATE-identified DLIP students perform as well as or better than other GATE students outside the program and have the additional benefit of being bilingual (Lindholm-Leary, 2009).

Special Services

Students with concerns of speech articulation, fluency, or voice will be referred for speech services. Concerns of receptive/expressive language, sentence structure or organization will be brought to a CARE Team (Student Study Team) to discuss concerns and problem-solve strategies to continue to work with the students in the program. If needed, a Special Education referral will occur. Behavior concerns may also be brought to a Student Study Team for review and discussion.

Transfers and Late Enrollees

When space is available in the upper grades, a few students may meet the program and linguistic capabilities to move into the program. These students are often Spanish-speaking students who may be considered for the program at other grade levels when they can demonstrate language skills and knowledge necessary to be successful in the program. The placement of late enrollees into the program will be decided by a site Dual Language Immersion Program Assessment Team on a case-by-case basis.

UUSD Dual Language Immersion Program Registration Process (TK/K Enrollment)

1. Parents and guardians of incoming transitional kindergarten / kindergarten students must apply to have their students participate in the Dual Language Immersion Program. Parents may pick up registration packets at Grace Hudson Elementary School or the Ukiah Unified

School District (UUSD) office, located at 511 S. Orchard Ave., starting in January of each school year.

2. Specific dates for **Kindergarten Information Nights** are given out at registration and are posted on the District and Grace Hudson Elementary School websites. Completed registration packets are brought to the Grace Hudson Elementary School office to be reviewed with office staff. Parents are asked to bring all enrollment information with them to complete the enrollment process.

3. UUSD families who want to enroll children in the Dual Language Immersion Program but do not live in the Grace Hudson Elementary School neighborhood must complete an *Intradistrict Transfer Request form*. The form must be returned to the Grace Hudson Elementary School office. Families coming from outside the Ukiah Unified School District attendance area begin the transfer process by submitting a *Request for Interdistrict Attendance Permit* to their school district of residence.

4. Upon entrance into the program, parents will be asked to sign a **Parent DLI Program Compact Letter** to verify their understanding that they are making a multi-year commitment to the program for their students.

5. Parents must provide transportation for their students to and from Grace Hudson Elementary School.

Chapter 6: TK-8 Program with Articulated Courses at Ukiah High School

The Dual Language Immersion Program students at Grace Hudson Elementary School are expected to matriculate into the Pomolita Middle School Dual Language Immersion Program that is a continuation of the elementary Dual Language Immersion Program, thus creating a well-articulated program for transitional kindergarten through eighth grades. DLIP 8th grade students matriculating into the high school will be placed in Spanish for Spanish Speakers I, completing the TK-8 UUSD Dual Immersion Program with a course sequence at the high school level that allows students to apply for the Seal of Biliteracy on their diplomas. Recommended DLIP students will also have the opportunity to take a challenge assessment that will be administered for placement in a high school World Language course other than Spanish for Spanish Speaker I.

Elementary Program Design – Grace Hudson Elementary School

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

Table 2: Percentage of Time in Each Language per Grade Level

Grade	Kinder	First	Second	Third	Fourth	Fifth
Spanish	90	90	80	70	50	50
English	10	10	20	30	50	50

Table 3: Content Areas Divided by the Language of Instruction

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

DLIP Enrollment Policy for Pomolita Middle School

Students who previously attended the Dual Language Immersion Program at Grace Hudson Elementary School or qualified to attend another Dual Language Immersion program are eligible to attend the Dual Language Immersion Program at Pomolita Middle School. The DLIP students will be able to have at least three years of continued instruction in Spanish language classes designed to assist students to reach grade level proficiency in the target language (Spanish) and prepare for placement in a Spanish language pathway at the high school level.

Each cohort of students will have a minimum of two classes in Spanish at each grade level. The Spanish language arts courses at the middle school level are literature and informational text-based and will incorporate grammar and language production. A content course in social studies will be offered in Spanish in 6th through 8th grades as well.

The middle school DLIP students are mainstreamed into other middle school courses and participate in elective course offerings only if they have a zero period P.E. class.

Middle School Program – Pomolita Middle School

Table 4: Percentage of Time in Each Language

Grade Level	6 th Grade	7 th Grade	8 th Grade
Spanish	30-50*	30	30
English	50-70*	70	70

* The school strives for the 50/50 model.

Table 5: Language of Instruction by Subject Area – Middle School

Subject/Grade	6th	7th	8th
Spanish Language Arts	Spanish	Spanish	Spanish
Mathematics	English or Spanish	English	English
Science	English	English	English
Social Studies	Spanish	Spanish	Spanish
Physical Education	English	English	English
English Language Arts	English	English	English
Elective	N/A	English	English

High School Program Option – Ukiah High School

The goal of the UUSD Dual Language Immersion Program is for students that complete the DLI Program through grade 8 to promote into high school prepared for proficiency in both languages, and will take a Spanish Language pathway that will prepare them to meet the requirements for the State *Seal of Biliteracy*. The high school pathway programs are listed below in Table 6.

Table 6: Course Options – High School

Course Placement	9th Grade	10th Grade	11th Grade	12th Grade
Pathway 1 <i>Student with no language experience in French or Spanish OR alternate for DLIP/heritage speaker wishing to pursue 3rd language</i>	Spanish I or French I	Spanish II or French II*	Spanish III or French III	<i>AP French*** or Spanish* Language and Culture</i>
Pathway 2 (Pre-req) <i>Student passed Spanish I elsewhere,</i>	Spanish II	Spanish III	<i>AP Span Language and Culture*</i>	<i>AP Span Literature & Culture**</i>
Pathway 3 <i>Recommended for most incoming Spanish-speaking freshmen</i>	Span for Span Spkrs I	Span for Span Spkrs II	<i>Span for Span Spkrs III (Honors)*</i>	<i>AP Span Literature & Culture**</i>
Pathway 4 (Pre-req) <i>Motivated student demonstrates advanced literacy skills</i>	Span for Span Spkrs II	Span for Span Spkrs III (Honors)*	<i>AP Span Literature & Culture**</i>	Community Service with a Bilingual Emphasis Medical Interpreting
Pathway 5 (Pre-req) <i>Motivated student desires further grammar-based instruction</i>	Span III	<i>AP Span Language and Culture*</i>	<i>AP Span Literature & Culture**</i>	Community Service with a Bilingual Emphasis
Pathway 6 (Pre-req) <i>Heritage speaker with advanced literacy skills</i>	Span for Span Spkrs III (Honors)*	<i>AP Span Literature & Culture**</i>	French 1	French II
The following exams would presumably be taken in the year of study indicated: *AP Spanish Language & Culture Exam **AP Spanish Literature & Culture Exam ***AP French Language & Culture Exam Bolded courses met A-G requirements. Bolded and italicized courses earn additional GPA credit with a grade of C or higher.				

Pathway Descriptions and Entrance Requirements

- **Pathway 1:** Designed for students who wish to pursue Spanish or French as a 2nd language or French as a 3rd language alternative to Spanish. Spanish I is NOT appropriate for DLIP students or native speakers.
- **Pathway 2:** Designed for students who successfully passed Spanish I in middle school. Spanish II is NOT appropriate for DLIP students or native speakers. *Pre-req: Teacher Recommendation*
- **Pathway 3:** Designed for graduates of the DLIP as well as native speakers with little or no formal instruction in Spanish. Fosters continued literacy development and oral

communication skills through exposure to a variety of literary genres, writing opportunities, grammar lessons, and presentations of Spanish speaking cultures.

- **Pathway 4**: Designed for motivated students who have demonstrated an advanced level of Spanish literacy by successfully passing the Spring Challenge Exam. *Pre-req: Challenge Exam*
- **Pathway 5**: Designed for students who would prefer grammar-heavy instruction focused on translations geared toward the English speaker. Spanish III is an intensive, academically rigorous course intended for students who have demonstrated mastery of UHS courses Span I and II. *Pre-req: Teacher Recommendation, Spring Spanish II Challenge Exam*
- **Pathway 6**: Designed for the heritage speaker with previous formal literacy instruction (equivalent to Ukiah High School's SSSI and SSSII classes) whose proficiency is demonstrated with transcripts from previous schools or by successfully passing the Spring SSSII Challenge Exam. *Pre-req: Transcripts, SSSII Challenge Exam*

UHS Course Sequencing for ELA

Pathway	9th	10th	11th	12th
AP College Prep	English I CP	Honors English II	AP English Language	AP English Literature
Core College Prep	English I CP	English II CP	English III CP	English IV CP or ERW (CP)
Strategic College Prep	English I CP and Support or ELD	English II CP and Support or ELD	English III CP and Support or ELD	English IV CP and Support or ELD
Intensive General Ed.	English I CP and Read 180 or ELD	English II CP and Read 180 or ELD	Junior English	Senior English
Intensive Special Ed.	LC English 1 with Resource Writing support	LC English 2 with Resource Writing support	LC Junior English	LC Senior English
Bridge or Supported Ed (Special Ed.)	SE/LC English or Supported Ed English	SE/LC English or Supported Ed English	SE/LC English or Supported Ed English	SE/LC English or Supported Ed English
Newcomer (English Learners)	English & ELD I/II <i>(integrated with Theater Arts)</i>	English & ELD I/II <i>(integrated with Theater Arts)</i>	To Intensive or Strategic	To Intensive or Strategic

Criteria for State Seal of Biliteracy:

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

1. Complete all English Language Arts requirements for high school graduation with overall GPA of 2.0+ in those classes.
2. Pass the California Assessment of Student Performance and Progress for English language arts (currently Smarter Balanced Assessments), or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the State Superintendent of Public Instruction (SSPI) for any successor test.
3. Demonstrate proficiency in one or more languages in addition to English through one of the following:
 - Passing a foreign language Advanced Placement examination with a score of 3 or higher.
 - Successful completion of a four-year foreign language course of study with a minimum GPA of 3.0+ in that course of study, and oral proficiency in the language comparable to that required to pass an AP examination.
 - If no AP examination or off-the-shelf language test exists and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the Proficient level or higher. If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for the purpose of determining proficiency in a language other than English. A pupil who seeks to qualify for the State Seal of Biliteracy through a language that is not characterized by listening, speaking or reading, or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.
 - Passing the SAT II Foreign Language exam with a score of 600 or higher.

In addition, if the primary language of a pupil in any of grades nine through twelve (inclusive) is other than English, he or she shall also do the following to achieve the State Seal of Biliteracy:

- Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California, or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of the grades one through twelve, inclusive.

Chapter 7: Assessment and Accountability

The DLIP's success can be demonstrated by student progress towards meeting program goals. The DLIP teachers use the common core content and proficiency standards to define learning expectations and standards-aligned assessments to measure student growth, improve planning and teaching, and increase overall program effectiveness. Program success is predicated on the careful development of an infrastructure (personnel, technology, policies and practices) that supports an accountability process. This process includes ongoing student assessments using multiple measures in both languages, data collection and monitoring, and program evaluation and reporting.

The following chart outlines the assessments that will be used in the program to measure both academic progress in both languages, Spanish language development and cross-cultural attitudes and proficiencies.

Table 8: Assessments & Progress Monitoring Measures K-12

Program Goals	Standards	Assessments
Academic Achievement	Common Core Standards in all content areas including Spanish, ELA, ELD and Mathematics	<p><i>Smarter Balanced testing in English for both groups of students in grades (3-8)</i></p> <ul style="list-style-type: none"> •ESGI (TK-2) •ELPAC (TK-8) •IDEL (TK-2) •IDEL/DIBELS (TK--5) <p><i>District Interim Assessments to assess reading comprehension in English and Spanish:</i></p> <ul style="list-style-type: none"> •STAR Spanish (2) •STAR Eng. & Span. (3-8) •English Writing Assessment (3-8)
Second Language Proficiency	English Learner	<p>ELD Standards Once A Year: <i>Immersion Program-wide/ District Standards assessments tracking English Language Development Growth in</i></p>

		<i>Listening, Speaking, Reading Comprehension and Writing (including ongoing classroom assessments)</i>
Cross-cultural Proficiencies	AP Students	AP Spanish Language and Culture AP Spanish Literature and Culture

Dual Language Immersion Program Evaluation and Reporting

Program participants, teachers, administrators and parent leaders will analyze and interpret relevant data to inform instruction practices, improve the program, share findings with stakeholders and mobilize advocates. Results will be interpreted within the DLIP’s Guiding Principles’ rubrics, mission, vision and goals.

In addition, program participants will communicate to parents, administrators and community about student performance, progress and effectiveness of the DLIP as a whole through parent education meetings, parent teacher conferences and report cards.

CHAPTER 8: Curriculum & Instruction

Curriculum

The Dual Language Immersion Program curriculum is aligned to the California Common Core Standards and to the principles of second language learning. The curriculum is interdisciplinary, standards-based and fully articulated for all students in the TK-8 program. “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)

The curriculum is designed to develop literacy in both languages by developing a daily schedule at all grade levels with specific language times for content instruction, clearly identifying the language of instruction and time allocation. Materials will reflect the student population and promote cross-cultural appreciation. Staff continues to refine curriculum within and across grade levels to articulate skills and curriculum. Teachers will continue to plan for curriculum development, program review and textbook adoption consistent with Dual Language Guiding Principles and goals. The program shall continue to address high academic Common Core Standards that extend and expand student learning, using interesting and relevant textbooks, instructional materials and technology consistent with program goals and with second language acquisition research.

Instruction

Teachers use successful research-based immersion programs that have common learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. UUSD teachers and participants across both program sites will share a clear and consistent understanding of program curriculum, instructional practices and content, and objectives of the Common Core Standards and ELD standards.

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

Best Practices

The DLI Program promotes the capability to use the best practices of instruction. Teachers incorporate strategies that integrate language and content into their lessons across disciplines and provide comprehensible and differentiated instruction as needed. Teachers stay in one language during a given lesson, rather than mixing English and Spanish, so that students are instructed in “one language, one face”. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills.

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

The DLIP supports a practice of interdisciplinary instruction to motivate students by mirroring the real world. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary, global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded world view. (Gulledge, 2010)

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

Students in the Dual Language Immersion program at Pomolita Middle School receive Social Studies curriculum in Spanish which cover state adopted content standards for Social Studies and Common Core State Standards. Spanish Language Arts is taught in grade level courses. There is an emphasis on literature, writing and grammar standards at each grade level based on the Spanish Language Arts Standards from San Diego County Office of Education. Thematic units in Spanish Language Arts are developed from writings and history that are relevant to middle school students.

The Dual Language Immersion Program creates a balance between explicit instruction, language modeling and student-centered teaching. Strategies include active learning, cooperative groups, project and task-based activities and opportunities for meaningful language use during content instruction. Dual Immersion teachers differentiate instruction according to student needs, learning

styles and intellectual capabilities. They promote the development of students' academic skills, depth of understanding of content and language in addition to higher order thinking.

At Ukiah High School, the World Language Department provided a rigorous, district-adopted curriculum that is literature based. The courses align to both the CA World Language Standards and the AP standards for Spanish Language, Literature and Culture.

Articulation of Cultural Activities

School	Activities
Grace Hudson Elementary	Dia de los Muertos, Cesar Chavez Day, Dia de los Ninos
Pomolita Middle	Dia de los Muertos, Cinco de Mayo, Food Fair-Spanish Speaking Countries, Ballet Folklorico
Ukiah High	Dia de los Muertos, Cultural Field Trips, Las Posadas



Chapter 9: Communication and Parent Outreach

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

The UUSD staff has created information for parents and students on the DLIP Program and Seal of Biliteracy.

Sharing News and Information

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

Encouraging Hands-on Involvement

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

Advancing Students Through the Grade Levels

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

The District and school sites will post the DLIP Plan and the Seal of Biliteracy Pathways (see appendix A) on their websites. In addition, the DLIP and Seal of Biliteracy Pathways will be presented at DELAC and ELAC meetings.

Elementary School

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

Middle School

- Use automated phone calls to communicate with parents in both languages
- Create a forum for DLIP parents at the middle school level
- Keep website updated in both languages
- Hold DLIP information nights for parents on the Seal of Biliteracy when students enter 6th grade; continue to offer information nights for DLIP parents of 7th and 8th graders
- Recognize Seal of Biliteracy candidates at 8th grade promotion
- Code/tag students as DLIP participants (Aeries) in order to track student progress over their TK-8 program and to identify DLIP students for high school counselors and teachers
- 8th and 9th grade DLIP students will receive a letter outlining the importance of ELA proficiency and with information on the Seal of Biliteracy Pathways.
- Teachers will review the Seal of Biliteracy Pathways with their students in grades 6-8
- Counselors will provide information on the Seal of Biliteracy to 7th or 8th grade students as part of the 6 year plan

High School

- Create an email group of DLIP cohort students to continue communication
- Provide an annual orientation to the high school World/Foreign Language offerings and the Seal of Biliteracy to all DLIP students starting in 9th grade
- Host 8th grade tours each Spring for incoming 9th grade students
- Discuss Seal of Biliteracy Pathways at UHS Back-to-School Night
- Counselors will monitor DLIP students and other students on the pathway

- 9-12 grade Language teachers will review Seal of Biliteracy Pathway with their students
- Teachers with students in their 3rd year of the pathway will have them fill out Seal of Biliteracy application forms
- Use automated phone calls to communicate with parents in both languages
- Give DLIP parents and students a full explanation of the Seal of Biliteracy and the process for students to apply for the Seal of Biliteracy program once the students enter high school.
- Review the Advanced Placement course options in high school, 3rd language option, additional course options in Spanish for DLIP students
- Support extra-curricular clubs & activities
- Continue to develop the school website in both languages with information for DLIP parents/students
- Recognize TK-8 DLIP and 9-12 Pathways students who attain the Seal of Biliteracy at end of the year awards ceremonies



Glossary of Terms

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 diminish 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. (District Administration, 2004) “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)

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.

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

Language Separation Policy: Dual Language Immersion programs follow the practice of delivering instruction in only one language during any given period of instruction, rather than mixing English and the target language. This practice of teaching and learning in a natural language environment promotes communication skills and language development, along with the mastery of content knowledge.

Consistent adherence to a language separation policy in time, place, teacher, and content has shown to increase the students' language production in the second language over time. On the other hand, systematic translation of information is ineffective as it undermines students'

second language development, disrupts the natural flow of speech and generally does not promote teacher best practices of accommodations for comprehensible input through the second language. (Howard, Sugarman, Perdomo, and Adger, 2005) language development, disrupts the natural flow of speech and generally does not promote teacher best practices of accommodations for comprehensible input through the second language. (Howard, Sugarman, Perdomo, and Adger, 2005)

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 Spanish Language Immersion 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)

APPENDICES:

- A. Seal of Biliteracy Pathway at UHS with course options
- B. Enrollment Board Policy
- C. Parent Compact
- D. Guiding Principles

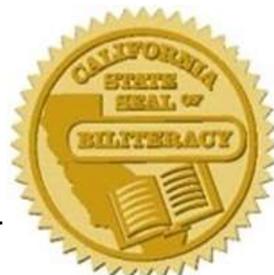
APPENDIX A

Attaining the Seal of Biliteracy at Ukiah High School

Want to earn the Seal of Biliteracy? Here's how!

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

- 1: Completion of all high school graduation requirements in English with a 2.0+ overall.
- 2: Pass the SBAC assessment at grade 11 at or above the standard met achievement level (English Learners must also attain the proficiency level on the ELPAC assessment).
- 3: Demonstrate proficiency in 1 or more languages in addition to English through 1 of the following:



- Passing a foreign language Advanced Placement examination with a score of 3 or higher.
- Passing the SAT II Foreign Language exam with a score of 600 or higher.
- Successful completion of a 4-year foreign language course of study with a minimum GPA of 3.0+ of which an AP Language course is included to demonstrate oral proficiency.

UHS has identified 6 pathways to the Seal of Biliteracy. We recommend review of the pathways and grade level sequences (along with their descriptions and requirements) as well as careful consideration of the student's skill level, academic habits and educational goals when choosing which language learning experience is most appropriate.

Course Placement	9th Grade	10th Grade	11th Grade	12th Grade
Pathway 1 <i>Student with no language experience in French or Spanish OR alternate for DLIP/heritage speaker wishing to pursue 3rd language</i>	Spanish I or French I	Spanish II or French II*	Spanish III or French III	<i>AP French*** or Spanish* Language and Culture</i>
Pathway 2 (Pre-req) <i>Student passed Spanish I elsewhere,</i>	Spanish II	Spanish III	<i>AP Span Language and Culture*</i>	<i>AP Span Literature & Culture**</i>
Pathway 3 <i>Recommended for most incoming Spanish-speaking freshmen</i>	Span for Span Spkrs I	Span for Span Spkrs II	<i>Span for Span Spkrs III (Honors)*</i>	<i>AP Span Literature & Culture**</i>
Pathway 4 (Pre-req) <i>Motivated student demonstrates advanced literacy skills</i>	Span for Span Spkrs II	Span for Span Spkrs III (Honors)*	<i>AP Span Literature & Culture**</i>	CTE Pathway or Community Service with Bilingual Emphasis
Pathway 5 (Pre-req) <i>Motivated student desires further grammar-based instruction</i>	Span III	<i>AP Span Language and Culture*</i>	<i>AP Span Literature & Culture**</i>	CTE Pathway or Community Service with Bilingual Emphasis
Pathway 6 (Pre-req) <i>Native speaker with advanced literacy skills</i>	Span for Span Spkrs III (Honors)*	<i>AP Span Literature & Culture**</i>	French 1	French II

The following exams would presumably be taken in the year of study indicated:

*AP Spanish Language & Culture Exam **AP Spanish Literature & Culture Exam ***AP French Language & Culture Exam

Bolded courses met A-G requirements. ***Bolded and italicized*** courses earn additional GPA credit with a grade of C or higher.

Pathway Descriptions and Entrance Requirements

- ★ Pathway 1: Designed for students who wish to pursue Spanish or French as a 2nd language or French as a 3rd language alternative to Spanish. Spanish I is NOT appropriate for DLIP students or heritage speakers.
- ★ Pathway 2: Designed for students who successfully passed Spanish I in middle school. Spanish II is NOT appropriate for DLIP students or heritage speakers. *Pre-req: Teacher Recommendation*
- ★ Pathway 3: Designed for graduates of the DLIP as well as heritage speakers with little or no formal instruction in Spanish. Fosters continued literacy development and oral communication skills through exposure to a variety of literary genres, writing opportunities, grammar lessons, and presentations of Spanish speaking cultures.
- ★ Pathway 4: Pathway 4 is designed for motivated students who have demonstrated an advanced level of Spanish literacy by successfully passing the Spring Challenge Exam. *Pre-req: Challenge Exam*
- ★ Pathway 5: Pathway 5 is designed for students who would prefer grammar-heavy instruction focused on translations geared toward the English speaker. Spanish III is an intensive, academically rigorous course intended for students who have demonstrated mastery of UHS courses Span I and II. *Pre-req: Teacher Recommendation, Spring Spanish II Challenge Exam*
- ★ Pathway 6: Pathway 6 is designed for heritage speakers with previous formal literacy instruction (equivalent to Ukiah High School's SSSI and SSSII classes) whose proficiency is demonstrated with transcripts from previous schools or by successfully passing the Spring SSSII. *Pre-req: Transcripts, SSSII Challenge Exam*

Terms Explained

Heritage speaker: A Spanish speaker whose home language is Spanish in an English-dominant society. The heritage speaker may seem more competent and feel more comfortable speaking English. The term "heritage speaker" implies a cultural knowledge as well.

Placement: Students will *initially* be placed based on previous teacher's recommendation, though the results of the appropriate exam (if necessary) will help determine the *ultimate* appropriate placement of the student.

Honors: Honors courses are graded on a 5-point A scale (as opposed to the regular 4-point A). A grade of A, B, or C in an Honors course will positively affect the student's GPA.

Notes from the Foreign Language Teachers at UHS

A student transitioning from the DLIP should recognize the prestige bestowed upon him/her in entering the Spanish for Spanish Speakers program. These rigorous, college-prep, literature-based courses are designed for a student with sufficient literacy skill to experience and enjoy

Spanish-language literature, discussion, projects, and cultural exploration that is not accessible to the non-speaker. A student successfully completing Pathway 3 will have 5-point AP courses in both their Junior and Senior years, as well as potentially earn 2 AP exams' worth of college transfer credit.

Course Comments

Course Descriptions may be located on the UHS website

Spanish for Spanish Speakers I: This course offers Spanish speakers the tools necessary for further interaction with Spanish-language literature at an increasingly advanced level. Students in this course will hone reading, writing and presenting skills. They will be exposed to and explore cultural practices and beliefs from various Spanish-speaking countries. This course is an invaluable building block to future success in the AP Spanish Literature and Culture course.

Spanish for Spanish Speakers II: Students in level II of the SSS program continue to read and analyze literature by authors on the AP list, building familiarity with literary terms, movements, and genres they will read in future years. Level 2 students work to improve their written and oral communication in an increasingly academically advanced context.

Spanish for Spanish Speakers III Honors: By level III of the SSS program, students are working closely with works by several AP authors, delving into deeper analysis of the literature, and making world connections based on their readings. Students in this level earn honors credit as they work to prepare for a successful year in AP Spanish Literature and Culture.

AP Spanish Literature and Culture: The capstone of the Spanish programs at Ukiah High School, AP Spanish Literature and Culture is equivalent to a 3rd-year college course in literature study. Students will work collaboratively and with frequent discussion to understand works by authors with whom, throughout the course of their SSS program involvement, they have developed familiarity. They will engage in advanced levels of academic discourse, prepare oral presentations, projects, and essays to express their competence in this field.

AP Spanish Language and Culture: Designed for the student who is not a heritage speaker, AP Language students work to advance their writing and speaking skills to a more developed level. Great focus is placed on reading and listening comprehension as well as grammatical details, building vocabulary, and learning to express oneself in an academic voice. Students will practice heavily in preparation for the AP Spanish Language and Culture exam in May. Much emphasis is placed on research and exploration of Spanish-speaking cultures. This is an intensive, rigorous course meant for the student successfully exiting Spanish III with a B or better. The majority of instruction and classroom discourse is in Spanish, but many explanations and lessons are designed for the dominant English speaker.

Why Earn the Seal?

- The Seal of Biliteracy validates biliteracy and raises the status of minority languages within a predominantly monolingual educational system.

- The Seal of Biliteracy promotes foreign language study that prepares students for life beyond high school.
- The Seal of Biliteracy promotes participation in Advanced Placement classes and exams.
- The Seal of Biliteracy provides students with a competitive edge in the employment market as well as increased opportunities for higher education.

For further explanations of the benefits of earning the Seal, see <http://multilingualmania.com/the-benefits-of-the-seal-of-biliteracy/>

AP Scores

<i>Year</i>	<i>SSSIII enrollment</i>	<i>SSSIII taking AP Lang Test (Passed)</i>	<i>AP Lang enrollment</i>	<i>AP Lang taking AP Lang Test (Passed)</i>	<i>AP Lit taking AP Lit Test (Passed)</i>
2012-2013	45	40 (36) = 90%	26	21 (16) = 76%	n/a
2013-2014	28	30 (30) = 100%	21	17 (16) = 94%	15 (13) = 87%
2014-2015	35	40 (40) = 100%	38	36 (32) = 89%	8 (8) = 100%

APPENDIX B

Ukiah USD

Administrative Regulation

Intradistrict Open Enrollment

AR 5116.1

Students

Transfers for Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In determining whether a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident on a case-by-case basis and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the needs and preferences of the affected student and his/her parent/guardian in making the offer. If the parent/guardian elects to transfer his/her child, the transfer shall be completed as soon as practicable.

Transfers from a "Persistently Dangerous" School

Within 10 school days after receiving notification from the California Department of Education (CDE) that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 10 school days after this notification has been provided to parents/guardians, the Superintendent or designee shall notify parents/guardians of their option to transfer their child.

(cf. [0450](#) - Comprehensive Safety Plan)

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide written notification to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may

establish a reasonable timeline, not to exceed seven school days, for the submission of parent/guardian requests.

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. For students who accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. If parents/guardians decline the assigned school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

(cf. [5117](#) - Interdistrict Agreements)

Other Intradistrict Open Enrollment

Enrollment Priorities

1. No student currently residing within a school's attendance area shall be displaced by another student. Students, who attend schools outside their attendance areas on approved intra-district agreements when this policy is adopted, shall not be displaced.
2. The Board retains the authority to maintain appropriate racial and ethnic balances among district schools.
3. Once enrolled, students on intra-district attendance agreements shall not have to reapply annually.
4. In the interest of keeping families together, the district believes that siblings should be allowed to attend the same school. The lottery process that occurs in May of each year will be drawn for an entire family, not just an individual student.

Selection Process

To implement intradistrict open enrollment pursuant to Education Code [35160.5](#):

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at all school office one week prior to the open enrollment period.

2. Students of parents/guardians who submit applications to the district by March 31 shall be eligible for admission to their school of choice the following school year under the district's open enrollment policy. For Grace Hudson Elementary, applications shall be submitted by the last day in February.

3. Enrollment in a school of choice shall be determined by lot from the eligible applicant pool, and a waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants may be added to the waiting list in the order in which they apply. The lottery shall be held at each individual school on the first Thursday in May. The lottery for Grace Hudson Elementary shall be held at the end of March.

4. The Superintendent or designee shall by May 15 provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated. Waiting list will be maintained until the next open enrollment period.

5. Approved applicants must confirm their enrollment within 10 school days. Confirmation means enrolling at the office of that school. Failure to confirm within this time period may result in a loss placement at the school of choice.

6. Applicants who receive approval must confirm their enrollment in writing within 10 days after the noticed is mailed to them by their school of choice. Confirmation means enrolling at the office of that school. Failure to confirm within this time period may result in a loss of placement at the school of choice.

7. Once school starts, as vacancies occur, students on the waiting list shall be informed and invited to enroll according to their position on the waiting list.

8. Once enrolled, a student shall not be required to reapply for readmission. However, the student may be subject to displacement due to excessive enrollment.

Any complaints regarding the selection process shall be submitted to the Superintendent or designee.

School Capacity

In determining school capacity, the district will look at a combination of factors, such as the educational and physical capability of each school to accept new students, the growth patterns in the district, and the existing racial and ethnic make-up of the schools. Prior to the open enrollment period, school capacity at each grade in each school shall be determined. On the 7th student day of the start of the traditional calendar school year, capacity at each school in each grade shall be recalculated to determine if there are any additional vacancies at the schools.

In cases where schools are at or above capacity, the district reserves the right to shift students to achieve a more favorable class size.

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code [48980](#))

1. All options for meeting residency requirements for school attendance

(cf. [5111.1](#) - District Residency)

(cf. [5111.12](#) - Residency Based on Parent/Guardian Employment)

(cf. 5111.13 - Residency for Homeless Children)

2. Program options offered within local attendance areas

3. A description of any special program options available on both an interdistrict and intradistrict basis

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied

5. A district application form for requesting a change of attendance

6. The explanation of attendance options under California law as provided by the CDE

Regulation UKIAH UNIFIED SCHOOL DISTRICT

approved: November 12, 2013 Ukiah, California

revised: February 1, 2016

revised: May 25, 2017

APPENDIX C



Grace Hudson Language

Academy

**Kara Blanco
Principal**

**Debra Kubin
Superintendent**

Dual Language Immersion Family Commitment Compact

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

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

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

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

Ukiah Unified School District commits to:

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

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

As a parent, I commit to:

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

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

Student name: _____

Parent/Guardian Signatures: _____

Date: _____

Appendix D

Guiding Principles for Dual Language Education

Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn 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 development 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/twi/guiding principles.htm](http://www.cal.twi.guidingprinciples.htm).

Strand 1	<u>Assessment and Accountability</u>
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 ESSA achievement objectives is systematically measured and reported.
Principle 6	The program communicates with appropriate stakeholders about program outcomes.

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

Strand 3	<u>Instruction</u>
Principle 1	Instruction methods are derived from research-based principles of dual

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

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

Strand 5	<i>Program Structure</i>
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 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.

Stand 6	<i>Family and Community</i>
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	<i>Support and Resources</i>
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.