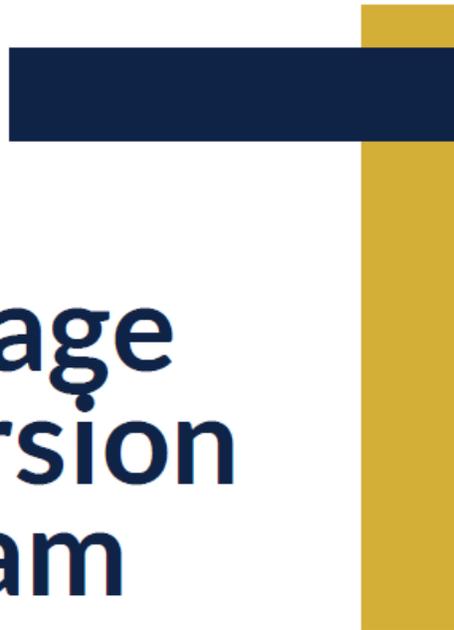


Dual Language Immersion Program



Give Your Child the Gift of a Second Language

The logo for Madera Unified School District. It features the text "WE BELIEVE" in a bold, sans-serif font, with "WE" in gold and "BELIEVE" in white. Below this, there are two horizontal lines, one white and one gold, followed by the text "MADERA UNIFIED" in a bold, sans-serif font, with "MADERA" in white and "UNIFIED" in gold. The entire logo is set against a dark blue background.

www.madera.k12.ca.us

Board Approved
April 2019

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BACKGROUND

The Madera Unified School District’s Dual Language Immersion Program Master Plan will guide the development of the two-year-old dual language pioneer program at James Madison Elementary School, which will lay the groundwork for the development of a K-12 pathway for the program that affords students the opportunity to develop their bilingualism and biliteracy in two languages beyond the secondary level. The development of this master plan will also serve as the guiding document to support the expansion of additional DLI programs in MUSD, as the focus on “second language learning for all students” extends beyond the first program and into the rest of the District.

In its core value statements, Madera Unified School District (MUSD) commits to *“creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.”* This statement is at the core of the implementation of the Dual Language Immersion program in Madera Unified School District. The District goal is to utilize multilingualism as the lever to advance both the students’ academic success and provide viable second language learning opportunities to hundreds of students in the MUSD community.

MUSD’s Dual Language Immersion program will work to nurture the district’s vibrant K-12 learning community in which students from diverse backgrounds will study together to speak, read and write in Spanish and English, participate in multicultural studies, and explore rich cultural experiences as part of their K-12 schooling experiences.



ACKNOWLEDGEMENTS

Madera Unified School District wishes to acknowledge the generous and talented team that gathered to form the DLI Task Force in a collaborative effort to complete this master plan for the Dual Language Immersion program. We greatly appreciate the direction set by Superintendent Lile and the technical assistance we received from the Association of Two-Way & Dual Language Education (ATDLE) to complete this document and move into full implementation.

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SUPERINTENDENT'S MESSAGE

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Superintendent:
Todd Lile

February 28, 2019

Dear Madera Families,

The results are in and the research is clear! Dual Language Instruction is THE MOST effective way to increase our students' achievement of all things we could do. It seems almost impossible to believe according to our common sense, right? For decades we have mistakenly been told that having multiple languages in a child's brain creates confusion. Law and policy was developed on that fatally false assumption and bilingual education became unwanted across the nation. Despite the American version of common sense education, the rest of the planet has embraced that multiple language communities often live in the same towns and cities.

Students have been naturally bilingual across Europe, Africa, and Asia since the beginning of time so there were students to study in the Old World. In the New World, bilingual students in Canada also provided a rich stream of research data. Regardless of the continent the incredible results seemed nearly the same! It did not matter whether students spoke French and English in Toronto or Hindi and English in New Delhi. Whether students spoke English, Norwegian, and German in Oslo, or English and Spanish in El Paso, the research showed multiple languages provide students new ways to make sense of the world. Having twice the vocabulary to describe and understand what we see, experience, and learn, means twice the mental strength to remember and apply the lessons. Students with multiple languages understand the world in a rich way which is fundamentally superior to their monolingual peers. Their ability to own and use their knowledge is clearly superior as well.

The greatest universities in the world have known and valued the excellence of multilingual students for generations but today this incredible gift can be for all students. No longer is multilingual education for the elite families of America. In communities like Madera, with rich language traditions, our students can learn together in ways only found in unique settings on the globe. In the Old World language communities have lived and learned together for centuries and this incredible chance is ours. Our neighbors speak beautiful and ancient languages from Arabia, India, Russia, China, England, Spain and Mesoamerica which fully describe and express the art, poetry, and history from which they originate. Rather than see this as anything but a world class opportunity, the MUSD Governing Board is determined to leverage our community goodwill into the greatest education we can provide. The waiting list at Madison Elementary mirrors waiting lists all across the nation as parents are awakening to this new multilingual educational opportunity. We are blessed this research arrived in the world when visionary leaders on our board could make such important strategic decisions. On behalf of the community they serve, the MUSD Governing Board is committed to Dual Language Instruction and the full implementation of this master plan. It is with tremendous pride that we work together to change the history and quality of Madera Unified's education to build a fully modern future!

Bursting with optimism and pride,



Todd Lile
Superintendent
Madera Unified School District

CHAPTER 1: MADERA UNIFIED SCHOOL DISTRICT CORE VALUES

Our Vision

Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

Our Mission

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

Our Core Values

Excellence for All

Equity Before Equality

Student Centered

Collaborative Culture

Learning Organization

Community Relationships

Results Oriented



A Dual Language Immersion Program Responds to MUSD'S Vision for Achievement and Excellence by...

PROVIDING SCHOOLING OPPORTUNITIES

- Organizing and providing educational opportunities for students, in Spanish and English that promote key developmental assets such as positive identity, social competency, commitment to learning, and empowerment.
- Providing a programmatic opportunity for all students to engage in second language study by engaging two different language groups in study of each other's language.

EMPLOYING RESEARCHED BEST PRACTICES

- Helping students develop intellectual flexibility through second-language learning, which translates into higher achievement in all subject areas (*Genesee and Lindholm-Leary, 2009*).
- Presenting opportunities for native Spanish speakers to develop literacy skills in their home language, while simultaneously acquiring English.
- Presenting opportunities for native English speakers to develop near-native fluency in a second language, while continuing to develop high levels of achievement in English.
- Helping to close the achievement gap between English Learners and their English-only counterparts by providing maximum access to the curriculum and the opportunity to develop literacy and academic skills in two languages in an instructional setting that values both languages and cultures (*Genesee and Lindholm-Leary, 2009*).

ADAPTING THE CURRICULUM

- Presenting curriculum that is academically challenging and integrates higher-order thinking, creativity and communication (in Spanish and English).
- Purchasing curriculum in both languages as a standard practice in the district.
- Incorporating best practices and the methodologies and strategies appropriate to teach both the content and language with a clear focus on writing and speaking in both Language 1 & Language 2.
- Aligning California State Standards to the program design, curriculum, and instruction in the Dual Language Immersion classrooms to develop high levels of proficiency in both English and Spanish.
- Structuring student interventions that do not remove students from core instruction in either language in an effort to move the students to grade level proficiency in both languages.
- Providing the latest technologies and resources to students in both Spanish and English to ensure that students from the Dual Language Immersion programs are able to fully participate in the district's initiatives and program offerings.

PREPARING STUDENTS AS LEADERS

- Ensuring that all students complete their high school graduation requirements and the California Seal of Biliteracy requisites prepared to enter post-secondary opportunities.
- Developing and fostering students in the Dual Language Immersion Program with positive attitudes and appreciation of other languages, traditions and cultures.
- Establishing and maintaining high expectations for achievement for all students.
- Creating leadership opportunities for bilingual students to foster personal development and pride.
- Promoting cross-cultural understanding and pro-social skills for all students in the program.
- Working with English Learners to promote a more positive self-concept and successful experience in school so that the students are more likely to remain in school and attend college (*Thomas and Collier, 2002*).
- Providing a safe, caring and equitable environment for all students.
- Providing opportunities for students to showcase their skills in public and school functions.

ENSURING STAFF PROFESSIONAL GROWTH & COMMITMENT

- Providing Professional Development and Collaboration for Dual Language Immersion teachers and support staff to plan, develop and implement high quality instruction in English and Spanish.
- Providing students with highly qualified and linguistically capable instructors at all levels of the Dual Language pathway.
- Incorporating cultural studies to include history, traditional and historic Spanish music, art and current events affecting the Spanish speaking countries and the U.S.
- Ensuring that the teaching of music and song is also a literacy event in both languages.
- Ensuring that Dual Language Immersion teachers and administrators are afforded resources to engage in continuous professional development as they implement the program through the grade levels.
- Recruiting support staff that is bilingual for positions affecting students' program: speech and language therapists, specialists, psychologists, front office staff, itinerant teachers, etc.

DEVELOPING THE DUAL LANGUAGE IMMERSION PROGRAM INTO THE SECONDARY LEVEL

- Ensuring that students from the program enter high school at the most advanced levels of second language study possible and provide programmatic options.
- Instituting the CA Seal of Biliteracy for students at grades 5 and 8 to keep the students focused on the attainment of the Seal when they enter high school and receive the actual Seal of Biliteracy on their high school diplomas.

CHAPTER 2: DUAL LANGUAGE PROGRAM HISTORY

The quest to offer a Dual Language program in Madera Unified School District began in the 2014-15 school year under the leadership of Director of English Learners, Alma De Luna and the District English Learner Advisory Committee (DELAC). The DELAC committee, comprised of parent representatives from each school, was developed to inform the parents of English Learners of the programs and services offered by the district to increase student achievement.

During a meeting in October 2014, information about different program options for English Learners was shared with the DELAC committee. It was at this meeting, parents expressed an interest in learning more about the Dual Language Immersion (DLI) program model. Over the course of the next few months, Director De Luna, a former Dual Language teacher provided an overview of the Dual Language program, its key components, and the extensive body of research in support of the successful model of instruction.

With interest from DELAC parents and Board Trustees Galvez and McIntyre growing, Director De Luna arranged for a bus trip to visit River Glen School, a Two-Way Dual Immersion School in San Jose in February 2015. As a model program, River Glen School has been in existence for over 20 years and has a high academic success rate. After the River Glen visit, a team of DELAC parents and board members attended CABE (California Association for Bilingual Education) in San Diego where they gained more information on the Dual Language model and had the opportunity to visit more schools.

Upon their return from CABE, the DELAC committee unanimously agreed to offer a Dual Language Conference in Madera to provide parents and the community with information about the DLI program model and its potential benefits in May 2015. The conference was a success with a large number of parents, educators, and board members in attendance. At the end of the conference, a list was generated with parents who were interested in enrolling their child in the program. As a result of the conference, parents, educators, board members and the community expressed a commitment to offer the students of Madera Unified School District with the gift of becoming bilingual and biliterate in Spanish and English.

The 2015-2016 school year was a “learning” year where district staff conducted deeper research on the Dual Language Immersion program options, attended professional development workshops, and provided District staff and board members with additional opportunities to visit Dual Language Immersion schools in the central valley. In March 2016, a team of District leaders and Board Trustees Galvez, McIntyre, & Fernandes attended a 2-day CABE Institute for New Dual Language Immersion programs that outlined the implementation steps necessary to move forward in the desire to offer a DLI program in MUSD.

In May 2016, the Madera Unified School Board demonstrated its support of the Dual Language Initiative by designating Trustee Ed McIntyre to serve as the Board Liaison for the Dual Language Program. In addition, a Dual Language Immersion Leadership team comprised of the Assistant Superintendent of Educational Services, Chief Academic Officers, Directors for Curriculum & Instruction, and the Coordinators of English Learner programs was established. Janet Grossnicklaus, the Director of Elementary Curriculum, Instruction, & Assessment was designated as the DLI Project Lead. Director Grossnicklaus and the elementary CIA team developed a DLI Implementation Plan with key tasks and actions and timeline for completion. In June 2016,

the Madera Unified School District Board provided direction to staff to move forward with preparations to implement a school wide Dual Language Immersion Program beginning in August 2017.

With Board direction, the 2016-2017 school year began with a collaborative effort from all departments and resources focused on supporting the DLI Implementation Plan. Based on an extensive body of research, the Curriculum & Instruction staff recommended the district move forward with the implementation of a school-wide 90/10 DLI program model with a goal to build classes reflecting of a 50/50 composition of Spanish dominant/English dominant students. In addition, the Governing Board selected Mercedes Ochoa as principal and James Madison Elementary as the site of the Dual Language Immersion program. The DLI program at Madison is a program of choice requiring parents to submit an application to participate. The first applications were made available beginning December 5, 2016.

Under the leadership of Babatunde Ilori, the Performance Management and Internal Communications Department developed and executed a comprehensive marketing plan, which included the development of print and media resources for home/school, advertisement, and direct mail. In addition, a DLI website was developed to provide ongoing access to DLI program information.

Curriculum & Instruction staff immediately moved forward holding over thirty (30) informational meetings at fourteen schools throughout the community of Madera from September 2016 through spring 2017 to inform parents about the benefits of the DLI program and the district intention to open a program in August 2017 with its first class of Kindergarten students.

With the full support of the MUSD Board of Education, district staff contracted with two leading experts in the field of Two Way & Dual Language Education Programs. Dr. Kris Nicholls from CABE Professional Development Services provided district staff with technical assistance and guidance in DLI program implementation logistics to ensure all decision points and actionable tasks were identified and addressed.

In addition, district staff was very fortunate to have the opportunity to enter into a multi-year agreement with the Association of Two-Way & Dual Language Education (ATDLE) and Executive Director Rosa G. Molina. Molina was the founding principal of River Glen School in San Jose Unified School District and her team was awarded the National Academic Excellence Award to disseminate the program throughout the U.S. ATDLE's team of trainers will be providing ongoing training and support to the DLI administrative team and teaching staff to ensure the implementation of a high quality DLI instructional program.

Through the leadership and commitment of Madera Unified School District President Al Galvez, Clerk Ed McIntyre, the entire Board of Trustees, and Superintendent Todd Lile, the Dual Language Immersion (DLI) program at Madison Elementary school opened its doors on August 14, 2017 to 118 Kindergarten students. As these five DLI classrooms of students matriculate each year, an additional grade level will be added to the Dual Language Immersion program at Madison eventually expanding to a school-wide K-6 model.

CHAPTER 3: BENEFITS OF DUAL LANGUAGE PROGRAMS

The Dual Language Immersion program has a body of research designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a

language, the greater the likelihood that the child will become truly proficient. The program design is evidence-based. Over the past twenty-five years, a significant body of research has established the many benefits for learning a second language. These benefits are cognitive, academic, economic and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world.

Studies on second language learning provide the following evidence:

- The “**additive bilingual**” Instruction setting allows all students to learn two languages simultaneously without losing one language to learn another. (*Howard, Sugarman, Perdomo and Adder, 2005*)
- **Second-language learning enhances comprehension in the native language.** Second language learners apply these reading and language analysis skills to their native language. (*Thomas and Collier, 2002*)
- The mental discipline of learning a second-language system increases **intellectual flexibility and translates into higher achievement in all subject areas.** The longer the exposure to the second language, the more significant the cognitive advantages to the student. (*Genesee and Lindholm-Leary, 2009*)
- Knowledge of more than one language enables people to **communicate in a variety of cultures and settings.** A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation. (*Cummins, 1986; Ager 2005*)
- Second language course content naturally explores social studies, math, science and the arts, **facilitating interdisciplinary perspectives and cross-cultural understanding.** (*ACTFL 2006*)
- Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know. (*ACTFL 2006*)
- Instruction 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 Instruction Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures. (*Genesee and Lindholm-Leary, 2009*)
- Students studying two languages have a **more positive self-concept and are more likely to remain in school** and attend college than English learners in mainstream English classes. (*Thomas and Collier, 2002*)

Benefits of the Program for All Students

- Enhanced knowledge of how language works;
- Improved performance on tasks that call for divergent thinking, pattern recognition, and problem solving;
- Opportunities to expand a students' worldview while building connections, respect, empathy and understanding;
- The development of literacy in more than one language that keeps students connected with their families and communities while fully engaging in their schooling;
- Ability to take advantage of opportunities and understandings that are available only when people are fluent in other languages;
- Enhanced employment opportunities once schooling is complete.

Benefits for Native Spanish Speakers

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

- Students in TWBI programs also have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally-validating setting. (*Genesee and Lindholm-Leary, 2009*)
- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to English Learners in English mainstream classes. (*Thomas and Collier 2002*)
- English Learners who enter high school reclassified to fluent status are able to fully participate in college-bound schedules and courses and develop a college-going mindset. (*Lindholm-Leary, Promise Initiative, 2012*)
- Native Spanish Speakers continue to stay connected with their families by developing their mother tongue as well as learning English in school. (*Hernandez, Lindholm-Leary, 2009*)



Table 1
Benefits to Each Language Group

Native Spanish Speakers	Native English Speakers
Acquire strong literacy skills in Spanish that can later be applied to the acquisition of English literacy.	Outperform control students in all-English schools on a variety of English language tests including reading, writing and listening.
Make better progress in acquiring full proficiency in English, which leads to achievement at grade-appropriate levels in all domains of academic study in both Spanish and English.	Achieve the same levels of competence in academic subjects (math, science and social studies) as English-speaking students in all-English programs
Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in second language that facilitates communication between the students' members of his/her community and a new social support network.
*Based on research by Cummins, 1986, Thomas & Collier, 2000 & 2002, Genesee & Lindholm-Leary, 2009, & ACTFL 2006	

CHAPTER 4: FOUNDATIONAL RESEARCH IN TWO-WAY/DUAL LANGUAGE EDUCATION

Madera Unified School District's 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 in both languages.

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. Madera schools are working to stave off the loss of the linguistic capital that families and students possess. Students who participate in DLI programs will be able to develop skills throughout their K-12 experience that will serve them well throughout their lives.

There are four different Dual Language program designs that are additive bilingual programs: (1) Heritage Language, (2) Developmental, (3) Two-Way Bilingual Immersion (or Dual Language Immersion) and (4) One-Way Immersion Programs. Madera Unified School District will adhere to the principles of the Dual Language Immersion programming to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages in their K-12 academic program.

Research Review

The first Two-Way Bilingual Immersion programs, also known as Dual Language Immersion (DLI), 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/DLI Programs in the United States has grown to over 1850 programs. As of May 2016, forty-seven states in the United States have Dual Language programs. More than 95% of these programs throughout the United States have Spanish as the target language.

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

- 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 90% to 50%).
- The program involves daily periods of instruction during which only one language is used i.e., no translation or language mixing by classroom teachers.
- Linguistically balanced classrooms made up of Spanish Speakers (NSS), Bilingual (BSS), and native English Speakers (NES) are developed and maintained through the grade levels.
- The students are integrated for most or all instruction acting as peer models of the language for each other.

Research Findings

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

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

The most pertinent research for MUSD focuses on three areas:

- Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)
- Variances between 50/50 and 90/10 DLI models
- 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 DLI 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 DLI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

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

B. VARIANCES IN THE 50/50 AND 90/10 MODELS

The primary distinction between a 50/50 DLI model and a 90/10 DLI model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the

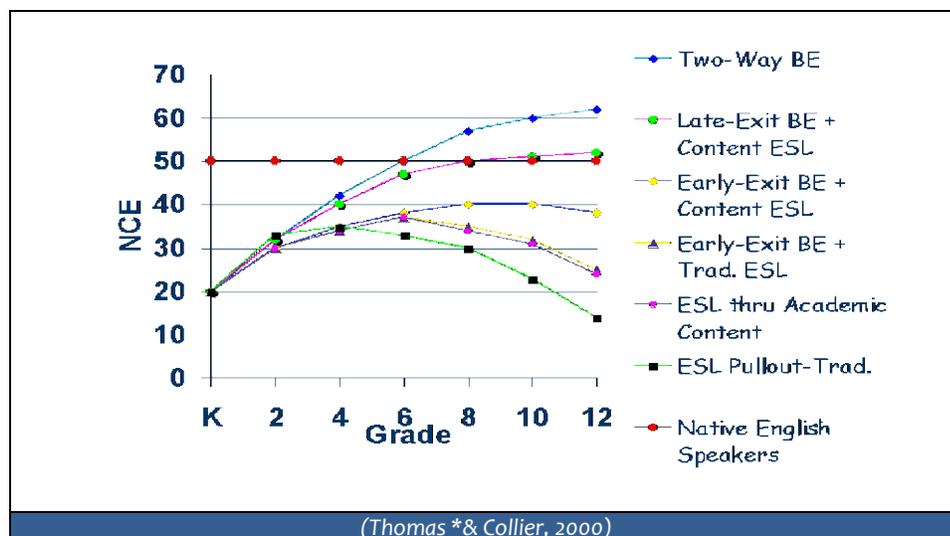
ratio reaching 50/50 generally by 4 through 6th grades. In the United States, more than 70% of DLI programs implement a 90/10 model.

The findings of these students show that both TWBI/DLI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not necessarily at the same time or to the same levels. Both are viable models for second language study. All 90/10 DLI program models engage in a sequential literacy development while 50/50 programs engage in a simultaneous literacy effort. The primary difference in these programmatic variances is the development and literacy level of students in the second language. The 90/10 programs produce stronger proficiencies in the target language by the intermediate grades than do 50/50 programs. (Dr. Kathryn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) “Language Development & Academic Achievement in Two Way Immersion Programs”)

C. ACADEMIC ACHIEVEMENT

Thomas and Collier (1997, 2002) analyzed 800,000 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 academic effect that is apparent by late high school. The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed students to close the gap between their test scores and those of their English Speaking peers. They also found that in the long-term data, fewer high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in the nation in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in DLI programs, 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 DLI programs also tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs. (English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas * & Collier, 2000, 2010 and 2014)

Table 2
English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



CHAPTER 5: PROGRAMMATIC ELEMENTS OF DUAL LANGUAGE IMMERSION

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

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

- Students start second language learning during their kindergarten (transitional) or first grade years through an “early” Instruction process.
- A K-8 DLI program sequence will be developed and continue through middle school into high school.
- Students will continue to study advanced coursework at the high school level and apply for the CA Seal of Biliteracy on their high school diploma.
- Teachers provide instruction based on additive bilingualism and language separation in clearly delineated language blocks.
- Staff works to create a positive and respectful climate for second language learning while promoting the “target language” and its speakers.
- Program administrators and teachers foster home-school collaboration at the elementary, middle and high school.
- The District has a plan to attract and retain high quality program personnel who are able to deliver the academic and linguistic program.



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

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

1. PROGRAM DESIGN

The program plan includes a written statement of philosophy, goals, and standards appropriate to the needs and abilities of second-language learners and is consistent with federal, state, and District requirements. Clear structures, policies, and processes are aligned with program vision, mission, and goals. These are based upon a solid philosophical and empirical foundation.

2. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

The program systematically collects and analyzes data to ensure compliance, assess program outcomes and measure students' academic achievement, second language proficiency, and multicultural understanding. These data are communicated to all stakeholders and used for program planning and improvement.

3. CURRICULUM AND INSTRUCTION

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

4. STAFFING AND PROFESSIONAL DEVELOPMENT

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

5. LEADERSHIP, SUPPORT, AND RESOURCES

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

6. FAMILIES AND COMMUNITY INVOLVEMENT

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

Table 3
MUSD Dual Language Immersion Program Pathways



Grades Kindergarten-6

- 90/10 Model (Spanish/English)
 - K-2 Foundational Literacy instruction in Spanish (SLA- Spanish Language Arts)
 - 3-6 English Language Arts and Spanish Language Arts
 - Cross Cultural Awareness
 - Mastery of grade level content in all grade levels
- Certificate of Participation- End of Kindergarten
- **Biliteracy Award:** End of 6th grade



Grades 7-8

- Academic course offerings in both Spanish and English
 - Spanish Language Arts in 7th & 8th grade
 - Core content course in Spanish
 - Cross Cultural Awareness
 - Mastery of grade level content in all grade levels
- **Certificate of Biliteracy:** end of 8th Grade



Grades 9-12

- Academic course offerings in both Spanish and English
- Spanish Language Arts Courses
 - Advanced Placement Spanish Courses (with college credit & AP Spanish Test)
 - Language & Literacy
- **California State Seal of Biliteracy:** Grades 10-12 (criteria required)

CHAPTER 6: RATIONALE & BENEFITS

Madera Unified School District (MUSD) is engaged in the implementation of its Dual Language Immersion (DLI) program in an effort to offer the community a program that will be of mutual benefit to all students that participate. There exists a critical need to prepare students in more than one language for students to be able to navigate the world in the 21st century. A DLI program can be utilized as a transformational educational option for schools that seek research-based programmatic options to improve student performance for Bilingual, English dominant and Spanish-speaking students. The DLI program is designed to provide students equitable opportunities to increase each student's academic success and instill pride in being multicultural and multilingual. The DLI program offers the parents and the community the chance to genuinely engage and invest in their children's education.

4,742 of the 5,183 English Learner students entering MUSD with a language other than English are born in the United States. This indicates that a high percentage of Latino students entering school in MUSD enter with a basic knowledge of the English language. The District seeks to highlight and invest in the cultural and linguistic capital that the students bring to the school community by promoting multilingualism and biliteracy for all students. MUSD wants to ensure the preservation and enrichment of home language for this and future generations. Developing a program option that creates an opportunity for students to cross-learn and share the language with each other will result in the development of higher levels of academic achievement, cognitive development, bilingualism, and biliteracy for both groups of students. Furthermore, students develop multiculturalism, empathy, and a deep understanding of culture that is needed for a global economy.

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

CHAPTER 7: K-12 DUAL LANGUAGE PROGRAM SEQUENCE

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

The overarching goal of the K-5 DLI program is *communication*. A **communication-based instructional model** for second language study outlines the various stages of language learning and focuses on the *Communication Standard* of the World Language Standards. As students progress through the grade levels, they master the literacy and communication skills to become bilingual and biliterate and reach the levels that may allow them to function in a Spanish speaking country.

DLI program students enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) that allows DLI students to enter a **grammar-based instructional model at the secondary level**. Their placement into World Language classes allows students to continue 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.



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

Proposed Elementary School Instruction Pathway

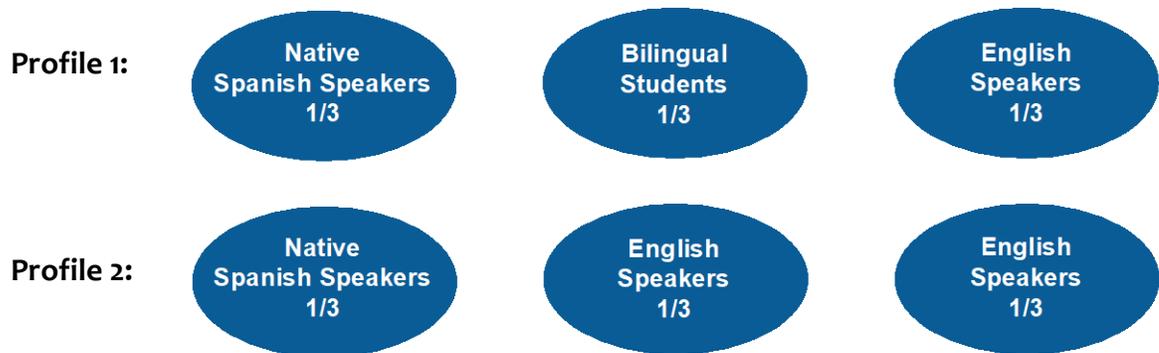
Madera USD will follow a 90/10 DLI model. This model emphasizes the use of Spanish in the early grades to provide a solid foundation for future academics in both languages. In Kindergarten and 1st grade - 90% of classroom instruction is in Spanish and 10% is in English. In 2nd grade, 80% of classroom instruction is in Spanish and 20% is in English. The percentage of English instruction gradually increases at every grade level. By 5th grade, approximately 50% of the instructional day will be in Spanish and 50% in English, which may/may not include the music and P.E. specialists depending on the language of instruction for the students.

Table 4: K - 5th Program Model: Percentages of Time

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

Student Make-Up

The DLI Program classrooms consist of linguistically balanced classrooms where a 1/3 of students are Native-speakers of Spanish, 1/3 of the students are Bilingual, and 1/3 of the students are English speakers. This is the ideal classroom configuration. There may be some years when this linguistic balance is difficult to attain because of the linguistic capabilities of the students who enter any given year. In that case, the classrooms might be 2/3 English Speakers or 2/3 Spanish speakers. A DLI program must have no less than 1/3 of the students of either language. See the two student profiles below:



Native English and Spanish speakers navigate through two curriculums in both Spanish and English. Because many students are learning content in a language, they do not speak natively (Spanish), techniques that make instruction more comprehensible are necessary.

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

- Use of realia to build comprehension in the L2 with students & hands-on activities
- Student interactions in whole group discussions include teacher to student, student to teacher, and student to student language practice
- Slowing down speech to emphasize vocabulary and language usage
- Pantomiming and gesturing by teacher or students
- Thematic units of study which develop a concept in depth over time
- Varied peer interactions and cooperative learning activities
- Presentation followed by a discussion, an experiment, or a field trip
- SDAIE strategies: increased wait time, negotiation of meaning, sensory activities, varied grouping with native speakers, build on students’ prior knowledge, support students’ culture and incorporate it into the units of study
- Oral presentations at all grade levels by students
- High levels of student oral practices: choral response, repetition activities, expanding student responses, and grouping

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

**Table 5
Dual Language Program Content Area by Grade Level**

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

Proposed Middle and High School Spanish Instruction Pathway

Students from the DLI program will advance into middle school and continue taking language courses at the Middle School level within the DLI program core programming. Parents will be informed of the DLI program pathway upon their child’s initial enrollment in kindergarten and again in 8th Grade. DLI teachers and administrators will promote the completion of the program pathway through eighth grade in order for students to meet the goals set out by the DLI Program.

Two courses will make up the Dual Language Immersion core. The first course is a Spanish Language Arts course and will have four elements: literature studies, writing, oral presentations and grammar. The grammatical component of the Spanish Language Arts course will incorporate the elements of the high school equivalent Spanish language course for Spanish 1 (6th grade), Spanish 2 (7th grade) and Spanish 3 (8th grade) in order to prepare students for the end of course test in 8th Grade. The coursework in the second content areas can be in the content areas of science or social studies. Either course will be taught exclusively in Spanish in order to ensure that students are receiving additional instruction in an academic course that will continue to advance their Spanish language literacy.

**Table 6
Dual Language Content in Middle School**

40/60	7th Grade Instruction Core	8th Grade Instruction Core
Spanish	Spanish Language Arts	Spanish Language Arts
Spanish	Spanish Social Studies or Science	Spanish Social Studies or Science
English	English Language Arts	English Language Arts
English	English Mathematics*	English Mathematics*
English or Spanish	Elective/Tech**	Elective/Tech**
English	English P.E.	English P.E.

Please note that the subject area of Mathematics might be taught in Spanish if the school is able to hire a credentialed teacher with the appropriate credentials and language capabilities to teach math in Spanish for those grade levels.

End of Course 8th Grade Placement Test into High School

Dual Language students will take an end-of-course placement test during their 8th grade year to be placed appropriately for their World Language coursework in high school. The middle school DLI teachers will work with the high school World Language program team to develop their local assessment to ensure that students have met their requisites. The test will consist of an oral language interview, an on-demand writing component, reading/comprehension sample and a section to test grammar. The middle school 8th grade Dual Language Immersion program team will work with the receiving high school administrators to inform parents/students of their test results and their recommendation for placement at the high school level during the spring of the students' eighth grade year.

Upon completion of the middle school DLI program and meeting the conditions set forth by MUSD, the DLI students will be awarded the second Seal of Biliteracy Pathway Award - **Recognition of Biliteracy Award**.

High School Placement into the World Language Pathway

The high schools receiving the DLI students will review the results, confer with the 8th grade teachers and work with parents by scheduling students based on the results of their placement or end of course test at 8th grade. No student will be required to take more than one advanced placement test to meet the requisites for the CA Seal of Biliteracy. The high schools will review their program offerings for students who complete the World Language pathway and offer students advanced programmatic options that might include concurrent university coursework in Spanish, certificates in legal/medical translation courses, a-g coursework in Spanish that gives students high school credit, or allow students work opportunities or internships where their Spanish language will provide a service. The following programmatic sequence is designed for students who enter high school at different levels of language proficiency and have test results that allows them to be placed in the following course sequence:

**Table 7
Dual Language Content in High School**

9 th Grade Option 1	10 th Grade Option 1	11 th Grade Option 1	12 th Grade Option 1
Spanish 4	AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; College Course
9 th Grade Option 2	10 th Grade Option 2	11 th Grade Option 2	12 th Grade Option 2
AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; 3 rd Foreign Language 1	Spanish for Special Purposes; 3 rd Foreign Language 2
9 th Grade Option 3	10 th Grade Option 3	11 th Grade Option 3	12 th Grade Option 3
AP Spanish Literature (for SS who passed AP Sp in 8 th grade)	Spanish for Special Purposes; 3 rd Foreign Language 1	Spanish for Special Purposes; 3 rd Foreign Language 2	Spanish for Special Purposes; 3 rd Foreign Language

CHAPTER 8: ACCOUNTABILITY & ASSESSMENT

Monitoring student progress in both languages is key to ensuring that all students are progressing academically, linguistically and attitudinally. This requires assessments that are closely aligned to the students' development in both languages: oral language, reading and writing, and speaking development. All programs must incorporate the California state standards as a guide to their instruction but organize learning tasks that should be aligned to a teacher's instruction. These assessments should be both formative and summative.

Summative state tests include the California Assessment of State Standards, the English Learner Proficiency Assessments for California (ELPAC), as well as, a district-identified Spanish language summative test for all students in the program. These assessments are not optional. Most DLI programs utilize an entry language assessment for the incoming Kindergarten students upon entry into the program. These assessments are used for the sole purpose of identifying a child's language proficiency levels in both languages to determine their starting point. It is imperative that these assessments not be utilized as a tool to screen students out of the program.

Students' writing and oral language proficiencies in both languages require careful monitoring as the DLI teachers provide instruction in both languages and seek evidence of the linguistic and academic language growth for all students. Teachers who seek authentic and aligned progress monitoring tools may utilize this chart of suggested assessments in an effort to align their instruction with student development.



Madera Unified School District			
2018-2019 Dual Language Instruction Assessment Matrix			
Grade	Spanish Assessments	Administration/Frequency	English Assessments
Pre-enrollment	IPT- Oral	Annually	IPT-Oral
K (90/10)	Sistema de Evaluación de Lectura (SEL) ESGI SLA ESGI matemáticas Estrellitas (sonidos iniciales) IPT- Oral IPT- Writing	(2) times a year Q2 & Q4 Quarterly Quarterly Ongoing End of the year End of the year	Initial ELPAC (if not taken in TK) Summative ELPAC (if applicable- EL students only) IPT- Oral
1st (90/10)	Sistema de Evaluación de Lectura (SEL) Estrellitas NWEA Matemáticas IPT- Oral IPT- Writing	(3) times a year As needed (2) Q3 & Q4 End of the year End of the year	Summative ELPAC (if applicable- EL students only) Oral Language Assessment
2nd (80/20)	EDL2 Oral Language Assessment Field Writing	Annually Annually	Summative ELPAC (if applicable- EL students only) Oral Language Assessment NWEA- Mathematics
3rd (70/30) 2020-2021	SBAC en español- CSA EDL2 Oral Language Assessment Field Writing	Annually Annually Annually	Summative ELPAC (if applicable- EL students only) Oral Language Assessment SBAC NWEA SRI
4th (50/50) 2021-2022	SBAC en español- CSA Oral Language Assessment Field Writing	Annually Annually	Summative ELPAC (if applicable- EL students only) Oral Language Assessment SBAC NWEA SRI
5th (50/50) 2022-2023	SBAC en español- CSA Oral Language Assessment Field Writing	Annually Annually	Summative ELPAC (if applicable- EL students only) Oral Language Assessment SBAC NWEA SRI
6th (50/50) 2023-2024	SBAC en español- CSA Oral Language Assessment Field Writing	Annually Annually	Summative ELPAC (if applicable- EL students only) Oral Language Assessment SBAC NWEA SRI

CHAPTER 9: CALIFORNIA STATE SEAL OF BILITERACY

The State Seal of Biliteracy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each school district or direct-funded charter school that confers the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in foreign language may be given to students who receive the SSB and pass the Advanced Placement exam at a level of 4 or higher.



School districts in California offering Dual Language Immersion or Two-Way Instruction 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. The pathway awards can be presented after both 6th and 8th grade as the student’s work to meet the criteria set for each award (L. Olsen 2010) and is a precursor for the CA High School Seal of Biliteracy Award. The progression of awards extends into the secondary level. The first award is presented after sixth grade, the next after 8th grade, and the final upon meeting the requisites for the California State Seal of Biliteracy.

- Basic or Above on Smarter Balanced ELA assessments
- Personal Project and essays on how bilingualism has shaped their lives or the world written in the target language.
- Redesignated fluent status on the ELPAC (proficient on the ELPAC or Successor Test)
- “Logramo”’s test score of 80% or above in Reading/Language Arts or comparable Spanish assessment to check comprehension, vocabulary, grammar level competencies

CHAPTER 10: DUAL LANGUAGE IMMERSION PROGRAM POLICIES

Enrollment Policies

The Dual Language Immersion Program is open to all students entering Kindergarten. Students must be five (5) years old on or before September 1st of their Kindergarten year to qualify for enrollment. All Madera Unified School District families interested in their child participating in the DLI program must complete and submit a Dual Language Immersion Program Application to be considered in the student placement process. When the application window opens in December of the year prior to the start of the new school year, DLI Program Applications will be available at the following locations: 1) All elementary school administration offices, 2) Madera Unified School District Office and 3) on the MUSD webpage www.madera.k12.ca.us for downloading and printing. Once completed, all DLI Program Applications must be submitted directly to the MUSD Office located at 1902 Howard Road for consideration. This is the first phase of enrollment to begin the student placement process.

In mid-February, the preliminary application window will close and candidates will begin to receive their official program acceptance letters to inform parents of their child's placement in the DLI program or placement on a waiting list. Program applications will continue to be accepted in the event that there is still space available and parent letters will continue to be sent accordingly thereafter until the program is full.

Maintaining an equal balance of both English speaking and Spanish speaking students is an essential factor in determining DLI program placement. Bilingual students can also be included in the program, making up a third language group to factor into the equation. Careful attention will be given to ensure that each class has no less than one third ($\frac{1}{3}$) of a given language group necessary to fully implement the program. This is a program of choice and space is limited.

All families are also required to complete and sign a Home Language Survey (HLS), included in the application, indicating the language(s) spoken in the home based on a standardized set of three questions required by the state of California. The responses on this survey are recorded and a copy of this original document is maintained in the child's student cumulative record. Students who receive an acceptance letter into the program will be required to take a short oral language assessment in both English and Spanish to determine their level of proficiency in each language and establish baseline language data for the program. The results of this assessment will also be used to form classes balanced in the following way: equal percentages of native Spanish speakers, native English dominant students and bilingual speakers.

Enrollment Priority groups have been established and are in order from greatest to least as follows:

1. Siblings
2. Neighborhood School DLI program residents
3. Date and time of DLI Program Application submission

District Guidelines for Recruitment & Enrollment of Students into the DLI Program

I. Application and Admittance

A. Application for Enrollment Admission

The official DLI Program Application window opens in December and closes in mid-February annually for the upcoming beginning of the school year. Applications will be available at all Elementary school sites in MUSD, at the district office and online. The deadline for submitting completed applications will be a date in mid-February each year. Completed applications will be accepted at the Madera Unified School District office.

1. Application Packets

Application packets will include the following required forms for completion:

- a. MUSD DLI Parent Information and Contact sheet (for parents to keep)
- b. DLI Program Application Form
- c. DLI Program Goals and Parent Commitment Form
- d. DLI Program Transportation Request Form
- e. MUSD Home Language Survey

2. Siblings - Application Required

In an effort to keep families together, siblings of DLI program participants will be given the highest priority for DLI enrollment during the application process. Maintaining an equal balance of native English speakers to native Spanish speakers when placing students within the program will continue to be a focus as well.

3. Neighborhood School - Application Required

For students attending a neighborhood school with a DLI program:

- a. The DLI program is a *Program of Choice*; therefore, parents will have the option to complete a Dual Language Immersion Program Application should they desire that their child participate in the program.
- b. All neighborhood kindergarten-age children whose parents do not complete a program application and/or do not have a desire for their children to participate in the program will be assigned to another predetermined elementary school.
- c. Students living in the DLI School's neighborhood will have priority for enrollment over the non-neighborhood school applicants. Program applications must be submitted during the application window.

4. Non-Neighborhood School - Application Required

The DLI program is considered a *School of Choice*. Consequently, when the program application window opens each year, beginning in December, and until the program enrollment is filled, parents may submit a Dual Language Immersion Program Application. Applications received after the program is filled at the *School of Choice* will be placed on a waiting list. Prospective parents of students applying to the DLI Program must complete the program application to be considered.

5. Additional Selection Factors

Student selection is based on the total number of students interested in the program, the language balance necessary for each classroom, and the total number of spaces available. Program acceptance letters will be sent to equal numbers of families based on the languages needed to balance the classrooms. If the number of applications received outnumbers the number of spaces available at a site, the remaining applicants will be placed on a waiting list to be maintained in the event that space becomes available at a later date. The application process will continue until the language balance is met.

6. Notification

An official notification letter will be sent to inform parents of their child's placement in the DLI program or placement on a waiting list. Full enrollment into the DLI program will then be contingent upon the parents completing the following additional requirements:

- a. Complete and submit the Kindergarten Registration packet with all of the required documentation necessary (i.e.: birth certificate, address verification, immunization record, etc.)
- b. Schedule and fulfill the two required oral language testing appointments for your child (If the child does not come or there is no response to the appointment call before the testing window closes, the child's admission will not be finalized)
- c. Attend a DLI Parent Orientation Meeting (date to be provided by the school site)
- d. Submit an Inter-District Attendance Permit for a child **who lives outside the district attendance boundaries.** (If applicable)

7. Ongoing Placements

Additional placements will be made up until the start of the school year (as space allows). Should space become available the designated DLI school office will notify parents by phone and written notification of placement. The school site will work with the district to ensure that the waiting list process is carefully followed.

8. Wait List Placements

Students on the waiting list will be placed into the DLI Program as openings become available. Placement will be offered to those on the list who meet the necessary language proficiency to maintain the linguistic balance in the program. The "wait list" is maintained by the District office. The DLI program school site personnel will have access to the list.

B. Additional Points of Entry

Pending Space Availability	
Kindergarten	New student enrollment accepted throughout the school year: *Candidates selected to fill vacancies will be based on both the necessary language proficiency and the order of placement on the waitlist.
1st grade	New student enrollment accepted until the end of the first semester (December): *Candidates selected to fill vacancies will be based on both the necessary language proficiency and the order of placement on the waitlist. *No new waitlist applicants will be considered after the first semester. The waiting list will become null and void at this point. *After December, new student enrollment will follow the same criteria set forth for students as outlined in the Grades 2-6 points of entry category.
Grades 2-6	New student enrollment at this point will be limited to students meeting one of the following criteria: <ul style="list-style-type: none"> ● Native Spanish Speaker with evidence of schooling ● Dual Language student transfers from another program with evidence of literacy in the target language (based on a designated language screener assessment administered by the DLI site with the vacancy) All of the above new student enrollment candidates into the DLI program will be required to be assessed using a designated bilingual language screener to determine the students level of proficiency in literacy in the target language.

1. Kindergarten

Each year to ensure that classrooms within the Dual Language Program are linguistically balanced, students will be designated as one of the following: native English, bilingual, or native Spanish speaker based on the HLS and the initial oral language assessment results. These designations will be used to place siblings first. Any new applicants will be added to the program based on their language designation.

2. First Grade

New students in the first grade may be enrolled in the Dual Language Program only through December of that school year and will be based on the remaining applicants on the Waiting list. The only exception to this would be in cases where there are no more waiting list candidates who meet the language needs to fill the available space. In this case, and only until the end of the first semester, new student applicants can be considered. After December, new student enrollment will follow the same criteria set forth for students as outlined in the Grades 2-5 points of entry category.

3. Grades 2-6

New incoming students with academic instruction in Spanish may be placed in an age appropriate grade. All students applying to enter the program in Grades 2 – 5 will be required to go through a language screening process. Students shall demonstrate near or at grade-level proficiency in Spanish reading and writing in order to enter the program. There is no minimum English proficiency required for entry into the program.

4. Students beyond Grades 2-6

All students may participate in one of the pathways to biliteracy. Student placement in Spanish courses or other foreign language options available will be offered to all students beginning in middle school.

II. ACCEPTANCE AND ENROLLMENT

A. Notification

All applicants will be notified by written notification within two weeks of the close of the preliminary application window to inform them of acceptance into the Madera Unified School District DLI Program or their placement on the waiting list.

B. Orientation

Parents of students accepted into the program are required to attend an orientation meeting before the end of the school year that further describes the program model and provides question/answer sessions. These orientation sessions will take place at the school site. Parents must attend an orientation meeting in order for their student to enter the program.

Parent Program Commitments:

1. Parents must make a 5-7 year commitment to continue in the program.
2. Both Spanish and English materials will be used in the classroom.
3. Ninety percent (90%) of the instruction will be conducted in Spanish and ten (10%) in English for both Kindergarten and First grades.
4. Parents must support their children in the program by encouraging biliteracy and bilingualism.
5. Consult with teachers and administration for additional strategies to support their child's success in the Dual Language Immersion Program.

C. Students with Special Needs

Students with special education needs will have equal access to the Dual Language Immersion Program within the allowances of a student's Individual Education Plan. Upon enrollment, students will receive the same level of service and support provided to all Madera Unified School District students.

CHAPTER 11: PARENT ENGAGEMENT, MARKETING AND COMMUNITY INVOLVEMENT

Madera Unified School District has an established system for marketing and parent outreach. In addition, it has developed a process for student recruitment, application, and enrollment into the Dual Language program. The DLI program will have ongoing outreach, education and recruitment processes in the community, including the distribution of flyers and presentations at preschools, District elementary schools and local community organizations. The program will expand and improve its communications with both the Spanish-speaking and English-speaking families in the MUSD community at large, to include the sharing of key data and information on the progress and success of DLI programs for their students.

The MUSD Task Force identified outreach, recruitment and marketing opportunities and needs to educate District residents about the District's DLI program at Plan James Madison School. The task force also identified strategies to ensure that DLI students will have access to the Advanced Placement coursework at either the middle or early years of high school. The DLI Master Task Force made advanced placement of DLI students in their appropriate World Language classes upon reaching high school a top priority in its recommendations to the Superintendent and Board of Directors.

Sharing News and Information

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

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

Newsletters, postings on the MUSD website pages, individual school site website pages and email announcements. The DLI program schools fully participate in community events such as the *We Believe Festival* and other special gatherings. The district will continuously recruit families by posting announcements on the movie theater trailers, utilizing Spanish radio and television, updates through the Facebook pages and MUSD website and invitations to visit/tour the school as a means to inform more families about this program opportunity for their children.

Encouraging Active Involvement

The active engagement of DLI program families is especially critical to the success of the Dual Language Immersion program. The DLI 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 in the parent organizations to include the PTC, PTO, ELAC, Booster Club and (4) participating in fund-raising activities. Parents can also support the DLI program by serving on committees, serving as Room Parents, planning special cultural events, translating materials, chaperoning field trips and volunteering for specific classroom activities. There are many opportunities for families from diverse linguistic and cultural backgrounds to participate in the ongoing administration and development of the DLI program at both schools.

It is the expectation of the District that hands-on involvement by families will facilitate communication and provide a better understanding of the DLI's program's development. The principal plans and holds monthly "Second Cup of Coffee" gatherings with the parents to answer their burning questions. In addition, by participating in **Parent Education** evenings and similar language development discussions, families will develop a clearer understanding on how to better assist in their child's linguistic and academic development while gaining a greater appreciation for the development of their child's worldview.

Inviting Input and Ideas

There are structures and processes for stakeholders to become involved in the development and implementation of the DLI program initiatives in cooperation with other parents, teachers and staff. Students and families are encouraged and invited to share their questions, concerns and successes about the DLI program by contacting their child's teacher, school counselor, principal or District administrators. Parents are invited to attend a monthly *Second Cup of Coffee* sessions with the site principal designed to answer burning questions from the families. Program leaders may use surveys or meetings to collect input and feedback from students, parents and staff. This data may be used for decision-making and on-going improvements to the DLI program.

Showcasing Accomplishments

In DLI classrooms, teachers frequently organize events celebrating the Spanish language and culture from many Spanish-speaking countries. Various program-wide events will demonstrate the progress students are making in acquiring the Spanish language and the development of their cross-cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates. Over the years and grade levels, teachers and principals will showcase the students' language development and document in writing and/or videos the successes of the program. Schools will organize events that include Math and Literacy Nights, Cultural Celebrations, Visual and Performing Arts Concerts and the annual Winter Holiday and Spring Programs.

The district and school will utilize social media sites such as Facebook, Instagram, and Twitter to highlight the program, its students and teachers and promote the special honors, events and successes at each of the level of the program.

Parent Education

Over the course of the year, the DLI school will plan 3-4 Parent Education Nights for parents. These sessions might include trainings on how to assist with homework, data chats, and promoting students in the development of the target language, community resources to support bilingualism and biliteracy locally, etc. The DLI schools will utilize the resources from the district level to include the Parent Institute for Quality Education (PIQE) program, Social and Emotional Learning (SEL) speakers and trainers, language classes for the parents and other adults, literacy evenings in both languages for the parents, etc.

Informing the Community

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

Some of these DLI community-wide activities may include:

- Kindergarten information nights
- Multi-cultural Celebrations
- DLI Program Information Meetings for Future Families
- Brochures about the Program
- Newspaper, radio spots and other media articles about the DLI Program
- Updated Website pages at District and all schools

Advancing Students through the Grade Levels

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

ELEMENTARY SCHOOL

- Send out weekly/monthly teacher newsletters
- Include a blurb in the monthly newsletter to families to describe units of study or parent activities
- Send out a school monthly newsletter in both languages
- Keep the Facebook page active and updated in both languages

- Use parent informational system to remind parents of meetings in both languages
- Keep website updated in both languages
- Collaborate with Middle School for 6th grade parent night
 - Discuss DLI program sequence at the Middle School
 - Progress Data/Scores of Students
 - Middle School curriculum
- Have parents sign a Program Memorandum of Understanding (MOU)/Parent Compact at the Kindergarten level
- Give parents information on the Seal of Biliteracy Awards starting in Kindergarten
- Hold a Recognition Award Night for the candidates receiving their first Biliteracy Award after students complete Kindergarten and again after 6th grade
- Begin to code/tag students as DLI program participants in order to track student progress over their K-12 program participation

MIDDLE SCHOOL

- Use an informational system to communicate meetings and student progress with parents in both languages
- Create an email list of DLI parents to advertise meetings and special events
- Write an on-going article in the School/District Newsletter about DLI events, research and program findings
- Have teachers send out quarterly newsletters on the progress of the program and students at the Middle School level
- Create a forum for DLI parents at the Middle School level
- Continue outreach of Spanish-speaking families into the DLI Program (all communications translated and interpreters at all meetings)
- Keep website updated in both languages
- Have parents sign a DLI Program Memorandum of Understanding when students enter at kindergarten and again when students enter 7th grade.
- Hold information nights for parents on the Seal of Biliteracy when students enter 7th grade
- Offer High School information nights for DLI parents of 7th and 8th graders
- Hold a Recognition Award Night for the Seal of Biliteracy Candidates when students complete 8th grade
- Develop a tag in the student Information system that identifies DLI students for high school counselors and teachers.

HIGH SCHOOL

- Provide an annual orientation to the High School World Language offerings and the Seal of Biliteracy to all DLI students starting in 7th grade
- Host 8th grade tours each Spring for students from the DLI Programs
- Use school informational system to communicate meetings with parents in both languages
- Schedule school meetings at times when working parents can attend the meetings
- Give DLI parents and students a full explanation of the Seal of Biliteracy and the process for students to apply for the State 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 DLI students
- Have high school teachers/counselors conduct an 8th grade DLI Student Night in the Spring after students have been tested for placement to explain results, impending placement, criteria used for placement, description of course options
- Continue to develop the school website in both languages with information for DLI Parents/Students
- Have Career and Guidance staff work with the AP teachers to create a program newsletter to inform students and families of the opportunities to:
 - Travel
 - Service learning projects
 - Career and work opportunities
 - Internships
 - Community volunteer opportunities involving Spanish skills
 - On-going info on the Seal of Biliteracy
- Continue to meet as administrators, teachers and lead parents to calendar, prioritize the activities for the school year and continue to collaborate on how to promote and advance their respective DLI in the community.

CHAPTER 12: PROFESSIONAL DEVELOPMENT PLAN

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

It is the expectation of the District that the MUSD DLI program staff members participate in focused professional development, meet continuously as a program team, and form professional learning communities (PLCs) with DLI teachers throughout the district in an effort to build capacity in both the methodology and pedagogical understanding of the students at their respective grade levels. DLI teachers need funding and time to attend professional conferences annually that include the National Two-Way Bilingual Immersion Conference, ACTFL, or La Cosecha Annual Conference, to name a few and become fully engaged in the professional network of Two-Way and Dual Language educators.

The following training structure is designed to keep teachers focused on the specific instructional components that make up an effective TWDL teacher's teaching toolbox of strategies & methodologies:

Tier One:

- Two-Way Bilingual Immersion Theory and Framework- An Overview
- Calibration - overview and training of Spanish language skills
- Curriculum Trainings - New Adoption/curricula
- Using grade level standards for instruction in both languages
- Literacy Development in two languages - Reading and Writing
- Teaching academic ELD in the TWDL classroom
- Data Management Systems - following academic progress in both languages
- Conversational Management Strategies- oral language development

Tier Two:

- Literacy Strategies: Guided Reading, Shared Reading & Writing, Literacy Work Stations, Phonemic Awareness
- Development of Oral Language Proficiencies in both languages
- Using data to inform instruction
- Curriculum Mapping and Unit Planning
- Integration of technology to meet State and District standards in both languages.

Tier Three:

- Sheltered Instruction Observation Protocol (SIOP)
- Standards-based Unit Planning
- Advanced reading and writing strategies in both languages
- Guided Language Acquisition Design (GLAD) or similar effective ELD instructional training model

GLOSSARY OF TERMS

ACHIEVEMENT VS. PROFICIENCY ASSESSMENTS

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

ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS

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

ADDITIVE BILINGUALISM

Additive bilingualism refers to the educational approach in which the first language continues to be developed and the first culture to be valued while the second language is added. This can be contrasted to subtractive bilingualism, in which the second language is added at the expense of the first language and culture, which 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. "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices."

(Levin, Haertel, Kirst, Williams, & Perry, 2006)

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)

The only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. From the development of Proficiency Guidelines, to its leadership role in the

creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

ASSESSMENT TEAMS

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

CALIFORNIA STATE SEAL OF BILITERACY

This state statute allows students to be recognized for reaching academic standards and proficiency levels in both English and other languages. The Seal of Biliteracy is added to a student's HS Diploma after the student meets the proficiency standards laid out by each District and the State. Colleges and universities recognize the Seal as exceeding the foreign language requirements for high school, in addition to, meeting the foreign language requisites for college and university level.

CONTENT-BASED LANGUAGE INSTRUCTION

(ALSO KNOWN AS CONTENT BASED INSTRUCTION, CONTENT- BASED SECOND LANGUAGE INSTRUCTION OR CONTENT-CENTERED LANGUAGE LEARNING)

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

CURRICULUM MAPS

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

INTERVENTIONS

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

LANGUAGE LEARNING CONTINUUM

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

LANGUAGE SEPARATION POLICY

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

LOGRAMOS TEST-3RD EDITION–HMH

www.hmco.com/hmh-assessments/bilingual/logramos-3

A nationally normed test designed to measure the achievement of the students in Spanish. The test will be administered at the end of each school year to 2nd -8th grade students in the TWDL Program. The test is produced by Houghton Mifflin and purchased by the district. Test results are administered to the school site each to monitor the growth and development of the TWDL students in the areas of reading, comprehension, language, grammar, spelling and writing in the Spanish language.

PROFESSIONAL LEARNING COMMUNITIES (PLCS)

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

PROFICIENCY

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

PROFICIENCY PATHWAY

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

STANDARDS-BASED MEASUREMENT OF PROFICIENCY (STAMP)

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

THE ASSOCIATION OF TWO-WAY DUAL LANGUAGE EDUCATION (ATDLE)

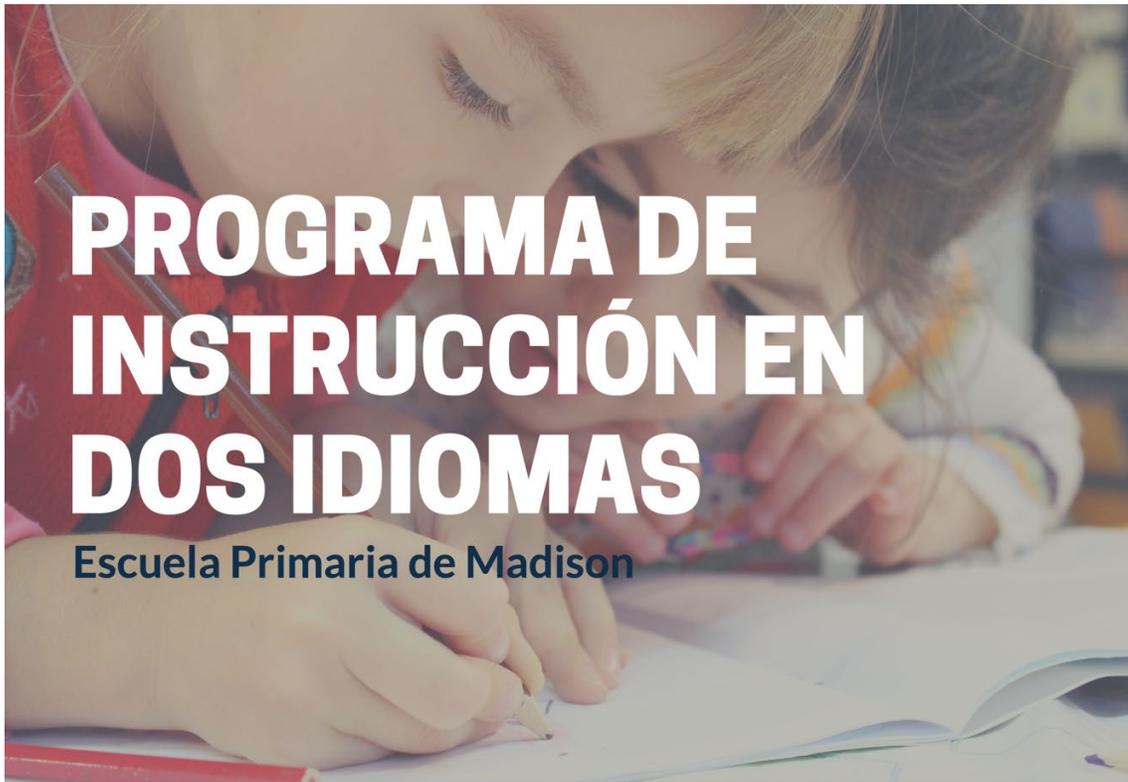
A non-profit educational organization that works with districts, schools and teachers in CA and throughout the United States offering technical assistance and professional development in Two Way Immersion and Dual Language Education.



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Appendix 1: Program Advertisement



ELIJA EL BILINGÜISMO

ESTUDIANTES EN EL PROGRAMA:

- Seran bilingüe en dos idiomas (pensar, comunicarse, leer y escribir) en inglés y español
- Alcanzaran el Sello de Alfabetización de California
- Lograran académicamente en niveles cada vez más altos en inglés y español

¿QUIÉN PUEDE APLICAR?

Cualquier estudiante entrando a kínder puede aplicar para ser parte de este programa de elección. Cada clase estará llena de estudiantes que son hablantes nativos de español y estudiantes que son hablantes nativos de inglés.

¿NECESITA UNA SOLICITUDE ?

Las solicitudes están disponibles en la oficina del distrito escolar o se pueden bajar desde el sitio web del distrito. Las solicitudes deben ser entregadas a la oficina del distrito.

WWW.MADERA.K12.CA.US

Appendix 2: Student Recruitment Brochure: Spanish

Declaración de Nuestra Misión

La misión del Programa de Inmersión de Lenguaje Dual del Distrito Escolar Unificado de Madera (MUSD), por sus siglas en inglés) es de apoyar a que todos los alumnos alcancen altos niveles de logros académico y alfabetización en dos idiomas, en un ambiente de aprendizaje seguro y participativo, que valore el multiculturalismo, mientras valore el multiculturalismo, mientras que prepara a los alumnos para que estén listos para estar en un colegio universitario y en una carrera profesional en una economía global incrementadamente competitivo del siglo 21.

Declaración de Nuestra Visión

El Programa de Inmersión de Lenguaje Dual de MUSD va a ser reconocido ampliamente por todo California para el logro académico estudiantil de alto nivel y alfabetización en dos idiomas que es desarrollada por medio de instrucción rigurosa en español e inglés basada en los estándares que realce la motivación estudiantil y el involucramiento en su aprendizaje.

Participación de Los Padres

La involucración de los padres es un componente importante del Programa de Inmersión de Lenguaje Dual. Los padres se vuelven participantes activos en la educación de sus hijos al prestar su tiempo. Hay bastantes oportunidades para que los padres contribuyan al aprendizaje de su hijo. Los padres pueden ser parte del Comité Consejero para los Aprendices del Inglés (ELAC), Concilio del Sitio Escolar (SSC), Club Padre Maestro (PTC), o pueden ser voluntarios en el salón de clases.

Se espera que los participantes del programa y sus familias hagan un compromiso mínimo de seis años (Kinder - 5to grado) para aprovechar el programa de instrucción de dos idiomas.

Información de Contacto

Distrito Escolar Unificado de Madera
Departamento de lenguaje y programas de alfabetización
1902 Howard Road, Madera, CA 93637
(559) 675-4500 ext. 203
www.madera.k12.ca.us

Inmersión de Lenguaje Dual

**Inmersión de Dos – Idiomas
Español - Inglés
Escuela Primaria de Madison**



**Sirviendo a estudiantes entrando
al Kinder**

WE BELIEVE
MADERA UNIFIED

¿Qué es Inmersión de Lenguaje Dual?

Inmersión en lenguaje dual es un modo de educación donde a los estudiantes les enseñan alfabetización y contenido en dos lenguajes. Esto prepara los estudiantes para el aprendizaje en el siglo 21, como también da oportunidades para la universidad y carreras que llevarán a tener éxito en una economía global. Tenemos maestros alfabetizados en dos idiomas altamente calificados para asegurarnos del éxito del programa.

¿Quién Puede Asistir?

Cualquier estudiante entrando en Kinder puede aplicar para ser parte de este programa de elección. Cada clase se llenará con los estudiantes que son hablantes nativos de español y aquellos que son hablantes nativos de inglés.



Metas

Todos los estudiantes van a:

- Ser alfabetizados en dos idiomas (pensar, comunicar, leer y escribir) en español e inglés
- Alcanzar progresivamente niveles superiores académicamente en español e inglés
- Demostrar altos niveles de motivación y participación en su aprendizaje
- Obtener el Sello de Alfabetización Bilingüe de California

Beneficios de un programa de Inmersión de lenguaje dual

- Alto Logro Académico
- Bilingüismo/Alfabetización en Dos Idiomas
- Provee margen competitivo en oportunidades para la universidad y carreras
- Ofrece ventajas para la admisión a universidades y becas
- En general mejora el desempeño escolar y las habilidades para resolver problemas
- Estructuras de liderazgo y confianza en sí mismo
- Fortalece el desarrollo del cerebro
- Desarrolla fuertes sociedades con la escuela y familia
- Equipa a los estudiantes con habilidades para tener más éxito en una economía global

Currículo

El Programa de Inmersión en Lenguaje Dual (DLI) usa el currículo principal enseñado en ambos, lenguajes al mismo tiempo. El maestro nunca usa ambos lenguajes al mismo tiempo. Los maestros están altamente capacitados para entregar las lecciones que sean entendidas por todos los estudiantes, sin importar el lenguaje en el hogar. Experiencias practicas ayudan a que los estudiantes aprendan el lenguaje y contenido en un ambiente de apoyo.

- Los estándares académicos de California son enseñados en todas las materias temáticas
- Los maestros reciben desarrollo profesional continuo para mejorar la entrega de la instrucción que promueva altos niveles de lenguaje académico y alfabetismo en dos idiomas



Appendix 3: Student Recruitment Brochure: English

Mission Statement

The mission of the Madera Unified School District (MUSD) Dual Language Immersion Program is to support all students to reach high levels of academic achievement and biliteracy, in a safe and engaging learning environment, that values multiculturalism, while preparing students to be college and career ready in an increasingly competitive 21st century global economy.

Mission Statement

The (MUSD) Dual Language Immersion Program will be widely recognized throughout California for students' high levels of academic achievement and biliteracy that is developed through rigorous standards-based instruction in Spanish and English that enhances student motivation and engagement in their learning

Parent Participation

Parent involvement is an important component of the Dual Language Immersion Program. Parents become active participants in the education of their child by volunteering their education of their child by volunteering their time. There are plenty of opportunities for parents to contribute to their children's learning. Parents may be a part of the school English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Club (PTC) or may volunteer in the classroom.

Program participants and their families are expected to make a minimum commitment of six years (Kindergarten – 5th grade to fully benefit from the Two-Way Dual Language Immersion Program.

Contact Information

Madera Unified School District
Department of Language & Literacy Programs
1902 Howard Road, Madera, CA 93637
(559) 675-4500 ext. 203
www.madera.k12.ca.us

DUAL LANGUAGE IMMERSION

Spanish/English Two-Way Immersion

Madison Elementary School



Serving Incoming Kindergarten Students

WE BELIEVE
MADERA UNIFIED

What is Dual Language Immersion?

Dual Language Immersion is a form of education where students are taught literacy and content in two languages. It prepares students for the 21st century learning, as well as college and career opportunities that will lead to success in a global economy. We have highly qualified biliterate teachers to ensure success in the program.

Who May Attend?

Any incoming Kindergarten student may apply to be part of this program of choice. Each class will be filled with students who are native Spanish speakers and those who are native English speakers.



Goals

All students will:

- Become biliterate (think, communicate, read and write) in Spanish and English
- Achieve academically at increasingly higher levels in Spanish and English
- Demonstrate high levels of motivation and engagement in their learning
- Attain the California Seal of Biliteracy

Benefits of a Dual Language Immersion Program

- High Academic Achievement
- Bilingualism/Biliteracy
- Foster cross-cultural relationships
- Provides competitive edge for college and career opportunities
- Affords advantages for college admission and scholarships
- Improves overall school performance and problem solving skills
- Builds leadership and self-confidence
- Strengthens brain development
- Develops strong school and family partnerships
- Equips students with skills to be more successful in a global economy

Curriculum

The Dual Language Immersion (DLI) Program uses core curriculum taught in both Spanish and English. The Teacher never uses both languages at the same time. Teachers are highly trained in delivering lessons that are understood by all students, regardless of home language. Hands-on experiences help students learn the language and content in a supportive environment.

- California Academic Standards are taught in all subject areas.
- Teachers receive continuous professional development to enhance the delivery of Immersion that promotes high levels of academic language and literacy.



Appendix 4: Board-Approved C

Madera Unified School District

Core Instructional Materials List Dual Language Immersion Program K-6

MUSD Board Approved : February 26, 2019

English Language Arts/ELD

Grades K-3:

Benchmark Education Benchmark Adelante

Grades 4-6:

Publisher: McGraw-Hill Lectura Maravillas

Mathematics

Grades K-1:

Houghton Mifflin Harcourt California Math in Focus: Singapore Math, 2012\

Grades 2-5:

McGraw Hill My Math, 2014

Grades 6

Big Ideas Learning Big Ideas Math, 2015 Grade 6 - Course 1

History – Social Science

Grade K

Teachers' Curriculum Institute Social Studies Alive! California Series

Grade 1-3

Pearson California History-Social Science: myWorld Interactive

Grade 4-5

Teachers' Curriculum Institute Social Studies Alive! California Series, 2016

Grade 6

Pearson California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019

Science

Grade K:

Houghton Mifflin California Science, 2007

Grades 1-5:

Macmillan/McGraw-Hill California Science, 2008

Grade 6:

Holt, Rinehart, & Winston California Science: Grade 6: Earth Science 2007

Appendix 5: Application for Admission for Parents – Spanish



Madera Unified School District

Dual Language Instruction Program Application for XXXX-XXXX

Solicitud para el Programa de Instrucción de Lenguaje Dual – Información para padres

Gracias por su interés en inscribir a su hijo en el Programa de Instrucción de Lenguaje Dual (DLI) programado para comenzar el ciclo escolar XXXX-XXXX en la escuela primaria Madison. Las solicitudes están disponibles para todos los estudiantes que ingresan a Kinder. Los estudiantes deben tener 5 años para el 1 de septiembre de XXXX para ser elegibles para ingresar al Kinder.

El lapso para recibir solicitudes es del XX de diciembre de XXXX - XX de febrero de XXXX. El Distrito Escolar Unificado de Madera continuará aceptando solicitudes después de la fecha límite en caso que haya cupo disponible en el programa. Si el cupo en el programa se llena, los interesados estarán en lista de espera.

Es un factor esencial para determinar la colocación dentro del Programa de Instrucción de Lenguaje Dual el mantener el balance de cada grupo, hablantes de inglés, hablantes de español y bilingües. Este es un programa opcional y el espacio es limitado. Favor de revisar la información detenidamente y completar la solicitud adjunta.

- Complete y entregue la solicitud para el Programa de Instrucción de Lenguaje Dual a:

Maria Elizondo
Madera Unified School District Office
1902 Howard Road Madera, CA. 93637

El XX de marzo de XXXX, o antes, se enviará una carta de notificación oficial para informar a los padres sobre la colocación de su hijo en el Programa de Instrucción de Lenguaje Dual o si está en la lista de espera.

Al ser aceptado en el Programa, los siguientes requisitos adicionales deben ser completados para finalizar la admisión. *Información detallada para cada requisito será abordado en la carta de notificación oficial.*

- Asistir a una reunión de orientación del Programa de Instrucción de Lenguaje Dual.
- Traer a su hijo a la cita de evaluación oral de lenguaje. *Si el niño no asiste a la evaluación o no recibimos respuesta mientras haya evaluaciones, la admisión del niño no será finalizada.*
- Completar el paquete de registro con la documentación requerida. (acta de nacimiento, verificación de domicilio y cartilla de vacunación, etc.).
- Entregar un permiso de asistencia interno en el distrito para un niño **que vive fuera de los límites del distrito.** (Si aplica)

Si tiene dudas, favor de contactar a Maria Elizondo al (559) 675-4500 ext. 203.



Madera Unified School District
Dual Language Instruction Program Application for XXXX-XXXX

XXXX-XXXX Sólo Estudiantes de Kinder (Edad elegible: 5 años cumplidos para el 1 de septiembre de XXXX.)
Inscripciones abiertas: XX de diciembre de XXXX - XX de febrero de XXXX o hasta llenar el cupo.

Fecha:		
¿Actualmente tiene un niño inscrito en el programa DLI? ___ Sí ___ No		
Nombre del niño inscrito en programa actualmente _____		
Apellido del niño:	Nombre del niño:	Segundo nombre del niño:
Edad:	Fecha de nacimiento (Mes/Día/Año):	Género (encierre): Femenino Masculino
Nombre del Padre o Tutor		
Apellido: _____ Nombre: _____		
Apellido: _____ Nombre: _____		
Dirección:	Ciudad:	Código postal:
Teléfono de casa:	Teléfono celular:	Teléfono del trabajo:
Correo electrónico:		
Escuela de residencia (Donde vive el estudiante):		
¿Su hijo asistió al preescolar el año pasado? ___ Sí ___ No Nombre de la escuela: _____		
¿Su hijo asistió a Kinder transicional el año pasado? ___ Sí ___ No Nombre de la escuela: _____		

PARA USO OFICIAL:	
Solicitud recibida por: _____	Fecha: _____
Denominación de lenguaje: Inglés _____ Español _____ Bilingüe _____	
Fecha de asignación al Programa DLI: _____	Notificación al padre enviada: _____
Número en lista de espera: _____	Fecha: _____



Madera Unified School District

Dual Language Instruction Program Application for XXXX-XXXX

El modelo del Programa de Instrucción de Lenguaje Dual (DLI) usa dos idiomas consistentemente para la instrucción y comunicación, con un número balanceado de estudiantes de dos grupos de idiomas que son integrados para la instrucción. El programa DLI promueve el entendimiento y aceptación multicultural.

La meta del Programa DLI es el bilingüismo y la alfabetización en dos idiomas para todos sus estudiantes en el contenido apropiado de su nivel (grado). La meta mencionada se alcanza porque:

- La alfabetización y el contenido de la instrucción se ofrecen en ambos idiomas.
- Sólo un idioma es usado para cada periodo de instrucción.
- Igual importancia para ambos idiomas.
- Los estándares del Estado son el enfoque dentro de los salones del Programa DLI.

Entiendo que esta solicitud es parte del proceso de inscripción de mi hijo en el Programa de Instrucción de Lenguaje Dual y que depende de la disponibilidad de espacio. Entiendo y me acepto a lo siguiente:

1. Entiendo mi compromiso de permanecer en el programa de 5-7 años.
* La interrupción en el programa requerirá una reunión con la administración para volver a ingresar o continuar en el programa. **Iniciales** ____
2. Entiendo que utilizarán materiales en inglés y español en el salón.
3. Entiendo que el 90% de la instrucción será llevada en español y 10% en inglés en ambos Kinder y primer grado.
4. Apoyaré el programa motivando la alfabetización en dos idiomas y el bilingüismo.
5. Consultaré con los maestros y administrativos para buscar estrategias adicionales que favorezcan el éxito de mi hijo dentro del Programa de Instrucción de Lenguaje Dual.

TENGA EN CUENTA:

Al ser aceptado en el Programa, los siguientes requisitos adicionales deben ser completados para finalizar la admisión. *Información detallada para cada requisito será abordado en la carta de notificación oficial.*

- ✓ Asistir a una reunión de orientación del Programa de Instrucción de Lenguaje Dual.
- ✓ Traer a su hijo a la cita de evaluación oral de lenguaje. *Si el niño no asiste a la evaluación o no recibimos respuesta mientras haya evaluaciones, la admisión del niño no será finalizada.*
- ✓ Completar el paquete de registro con la documentación requerida. (acta de nacimiento, verificación de domicilio y cartilla de vacunación, etc.).
- ✓ Entregar un permiso de asistencia interno en el distrito para un niño **que vive fuera de los límites del distrito**. (Si aplica)

Mi firma abajo indica que he leído y acepto la información presentada en la solicitud del Programa DLI.

Firma del Padre o Tutor: _____ Fecha _____

Please return this form to:
María Elizondo
Madera Unified School District Office
1902 Howard Road, Madera CA 93637

MADERA UNIFIED SCHOOL District
1902 Howard Road, Madera, California 93637
(559) 675-4500
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Ed McIntyre, President
Ray Seibert, Clerk
Trustees:
Ricardo Arredondo; Brent Fernandes,
Philip Huerta; Ruben Mendoza
Superintendent:
Todd Lile

Programa de Instrucción de Lenguaje Dual
Solicitud para Transportación
XXXX - XXXX

Nombre del Estudiante: _____

Nivel de Grado: _____

¿Necesita que el Distrito Escolar Unificado de Madera proporcione transporte de autobús para su niño/a para que asista al programa de Instrucción de Lenguaje Dual (DLI por sus siglas en ingles) en la Escuela Primaria Madison para el año escolar de XXXX - XXXX?

_____ Sí, Yo solicito transporte de autobús para mi Niño/a.

_____ No, Yo no necesito transporte de autobús para mi Niño/a

Nombre del Padre (escribir en letra de molde): _____

Dirección de Casa (escribir en letra de molde): _____

Escuela del Vecindario (escribir en letra de molde): _____

Firma del Padre: _____ Fecha: _____

Distrito Escolar Unificado de Madera
Información Suplementaria (Favor de Escribir Claramente)

**Do Not Remove Form
 From Cum Folder**

Nombre del Estudiante: _____ Escuela: _____
Apellidos/ Nombres

Grado: _____ Fecha de Nacimiento _____ ID del Estudiante #: _____

La información del estudiante recolectada en este documento debe ser una parte permanente de la carpeta en el archivo acumulativo. La recolección de esta información es exigida por el Gobierno Federal y Estatal.

ENCUESTA DEL LENGUAJE EN EL HOGAR

Por favor conteste todas las siguientes preguntas.

1. ¿Cuál lenguaje aprendió su niño/a cuando empezó a hablar por primera vez? _____
 2. ¿Cuál lenguaje habla más frecuentemente su hijo/a en casa? _____
 3. ¿Cuál lenguaje o dialecto usan ustedes (padres o guardianes) más frecuentemente cuando habla con su hijo/a? _____
- * Si usted contestó cualquier otro lenguaje aparte del Inglés en cualquiera de las preguntas arriba mencionadas, la ley de California requiere examinar la capacidad en Inglés.**
4. Nombre el lenguaje hablado más a menudo por los adultos en casa (padres, guardianes, abuelos, o cualquier otro adulto) _____
 5. ¿Cuándo asistió su hijo/a por primera vez a la escuela (TK-12) en los Estados Unidos? _____
 6. ¿Cuándo asistió su hijo/a por primera vez a la escuela (TK-12) en California? _____

INFORMACIÓN DE ÉTNICIDAD Y RAZA

¿CUÁL ES LA ÉTNICIDAD DE SU HIJO/A? (Por favor marque una)
 Hispánico o Latino (una persona Cubano/a, Mexicano/a, de Puerto Rico, del Sur o Centro América o de otra cultura u origen Español, sin importar la raza)
 No Hispánico o Latino

La parte de arriba del cuestionario es acerca de la etnicidad, no la raza. Sin importar lo que usted seleccionó arriba, por favor continúe y conteste lo siguiente marcando una o más cajas para indicar lo que usted considera es la raza de su hijo/a.

¿CUÁL ES LA RAZA DE SU HIJO/A?
 Indio Americano (Una persona que tiene origen en cualquiera de los habitantes originales de Norte y Sur América, incluyendo América Central y quien tiene afiliación tribal o ataduras a la comunidad)

Asiático: (Una persona que tiene origen en cualquiera de los pueblos originales del Lejano Este, Sureste de Asia o del Subcontinente Indio)
 Chino Japonés Coreano Vietnamita Laosiano/a
 Camboyano Hmong Indio Asiático Filipino Otro Asiático

Hawaiano Nativo o Isleño del Pacífico: (Una persona que tiene origen en cualquiera de los habitantes originales de Hawái, Guam, Samoa, u otras Islas del Pacífico)
 Hawaiano Guam(Chamorro) Samoano Tahitiano Otro Isleño del Pacífico

Negro o Afro Americano (Una persona que tiene origen en cualquiera de los grupos raciales Negros de África. Esto incluye gente que indica su raza como Negra, Afro Americana, Keniana, Nigeriana o Haitiana)

Blanco (Una persona que tiene origen en cualquiera de los habitantes originales de Europa, el Medio Oeste, o África del Norte. Esto incluye gente que indica su raza tal como Irlandés, Alemán, Italiano, Cercano Oriente, Árabe, o Polaco.)

Firma del Padre/Guardián _____ Fecha: _____
 Si no está firmado, por favor ver la firma del padre/guardián en el formulario de matrícula generado cuando se completó la registración en línea, la cual contiene la misma información que este formulario. (Prueba de firma)

Appendix 6: Application for Admission for Parents – English



Madera Unified School District

Dual Language Instruction Program Application for XXXX-XXXX **Dual Language Instruction Program Application – Parent Information**

Thank you for your interest in enrolling your child in the Dual Language Instruction (DLI) Program scheduled to begin in the XXXX-XXXX school year at Madison Elementary School. Applications are open to all students entering Kindergarten. Students must be 5 years old on or before September 1, XXXX to be eligible for Kindergarten.

The application window is December XX, XXXX – February XX, XXXX. Madera Unified School District will continue to accept applications past the deadline in the event there is still space available in the program. If the program is full, applicants will be placed on a waiting list.

Maintaining an equal balance of each language group: English speakers, Spanish speakers, and Bilingual students is an essential factor in determining DLI Program placement. This is a program of choice and space is limited. Please review the information carefully and complete the attached application.

- Complete and submit the MUSD Dual Language Instruction Program Application Form to:
Maria Elizondo
Madera Unified School District Office
1902 Howard Road Madera, CA.

An official notification letter will be sent to inform parents of their child's placement in the Dual Language Instruction Program or placement on a waiting list no later than March XX, XXXX.

Upon placement in the DLI Program, the following additional enrollment requirements will need to be completed to finalize program admission. *Detailed information for each item listed will be outlined in the official notification letter:*

- Attend a DLI Parent Orientation Meeting
- Bring child to his/her oral language testing appointment. *If the child does not come or there is not response to appointment call before the testing window closes, the child's admission will not be finalized.*
- Complete the Kindergarten Registration packet with required documentation (birth certificate, address verification, and immunization record, etc.).
- Submit an Interdistrict Attendance Permit for a child **who lives outside the district attendance boundaries.** (If Applicable)

For questions, please contact Maria Elizondo at (559) 675-4500 ext. 203.



Madera Unified School District
Dual Language Instruction Program Application for XXXX-XXXX

XXXX-XXXX Kindergarten Students Only (Age Eligibility: 5 years old on or before September 1, XXXX)
Application Window: December XX, XXXX - February XX, XXXX or until filled

Date:		
Do you currently have another child enrolled in the DLI program? ___ Yes ___ No		
What is your child currently in the DLI Program's name? _____		
Child's Last Name:	Child's First Name:	Child's Middle Name:
Age:	Date of Birth (MM/DD/YY):	Gender (Circle): Female Male
Parent(s)/Guardian(s) Name(s):		
Last Name: _____ First Name: _____		
Last Name: _____ First Name: _____		
Home Address:	City:	Zip:
Home #:	Cell #:	Work #:
Email Address:		
School of Residence (Where the student lives):		
Did your child attend Preschool last year? ___ Yes ___ No School Name: _____		
Did your child attend TK last year? ___ Yes ___ No School Name: _____		

<p>OFFICE USE ONLY: Application Received by: _____ Date: _____ Language Designation: English _____ Spanish _____ Bilingual _____ DLI Program Assignment Date: _____ Parent Notification Sent: _____ Waiting List Number: _____ Date: _____</p>



Madera Unified School District

Dual Language Instruction Program Application for XXXX-XXXX

The Dual Language Instruction (DLI) Program model consistently uses two languages for instruction and communication, with a balanced number of students from two language groups who are integrated for instruction. The DLI program promotes cross-cultural understanding and acceptance.

The goal of the DLI program is bilingualism and biliteracy for all students in appropriate grade-level content. The outlined goal is achieved because:

- Literacy and content instruction are provided in both languages.
- Only one language is used during each period of instruction.
- Equal status is given to both languages.
- State standards are the focus within the DLI classrooms.

I understand this application is part of the admission process and enrollment of my child in the Dual Language Instruction Program is conditional upon space availability and on my understanding of and commitment to the following:

1. I understand I am making a 5-7 year commitment to continue in the program.
*Interruption in the program will require a meeting with administration to re-enter or continue in the program. **Initials:** _____
2. I understand that both Spanish and English materials will be used in the classroom.
3. I understand that 90% of instruction will be conducted in Spanish and 10% in English in both Kindergarten and First Grade.
4. I will support the program by encouraging biliteracy and bilingualism.
5. I will consult with teachers and administration for additional strategies to support my child's success in the DLI Program.

PLEASE NOTE:

Upon placement in the DLI Program, the following additional enrollment requirements must be completed to finalize program admission. *Detailed information for each item listed will be outlined in the official DLI Program placement notification letter:*

- ✓ Attend one of the DLI Parent Orientation Meetings.
- ✓ Bring child to his/her oral language testing appointment. *If the child does not come or there is no response to appointment calls before the testing window closes, the child's admission will not be finalized.*
- ✓ Complete the Kindergarten Registration packet with required documentation (birth certificate, address verification, and immunization record).
- ✓ Submit an Interdistrict Attendance Permit for a child **who lives outside the district attendance boundaries** (If Applicable).

My signature below indicates that I have read and understand the information provided in the DLI Program Application.

Parent/Guardian Signature: _____ Date _____

*Please return this form to:
María Elizondo
Madera Unified School District Office
1902 Howard Road, Madera CA 93637*

MADERA UNIFIED SCHOOL District
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Philip Huerta; Ruben Mendoza
Superintendent:
Todd Lile

Dual Language Instruction Program
Transportation Request
XXXX - XXXX

Student Name: _____

Grade Level: _____

Do you need Madera Unified School District to provide bus transportation for your child to attend the Dual Language Instruction (DLI) Program at Madison Elementary School for the XXXX - XXXX school year?

_____ Yes, I request bus transportation for my child.

_____ No, I do not need bus transportation for my child.

Parent Name (please print): _____

Home Address (please print): _____

Neighborhood School (please print): _____

Parent Signature: _____ Date: _____

Madera Unified School District
Supplemental Information (Please Print Clearly)

**Do Not Remove Form
From Cum Folder**

Student Name: _____ School: _____
Surname / Last Name, First Given Name

Grade: _____ Birthdate: _____ Student ID#: _____

Student information collected on this form shall be a permanent part of the student's Cumulative Record folder. The collection of this information is mandated by Federal and State Governments.

HOME LANGUAGE SURVEY

Please answer *all* of the following questions.

1. Which language did your child learn when he/she first began to talk? _____
 2. Which language does your child most frequently speak at home? _____
 3. Which language or dialect do you (the parents or guardians) most frequently use when speaking with your child? _____
- * If you answer any language other than English for any of the questions above, California law requires testing for English proficiency.**
4. Name the language most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____
 5. When did your child first attend school (Grades TK-12) in the United States? _____
 6. When did your child first attend a school (Grades TK-12) in California? _____

ETHNICITY AND RACE INFORMATION

WHAT IS YOUR CHILD'S ETHNICITY? (Please check one)
 Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)
 Not Hispanic or Latino

The above part of the questionnaire is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your child's race to be.

WHAT IS YOUR CHILD'S RACE?
 American Indian (A person having origins in any of the original peoples of North and South America including Central America and who has tribal affiliation or community attachment.)
 Asian: (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.)
 Chinese Japanese Korean Vietnamese Laotian
 Cambodian Hmong Asian Indian Filipino Other Asian
 Native Hawaiian or Other Pacific Islander: (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)
 Hawaiian Guamanian Samoan Tahitian Other Pacific Islander
 Black or African American (A person having origins in any of the Black racial groups of Africa. This includes people who indicate their race as Black, African American, Kenyan, Nigerian, or Haitian.)
 White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. This includes people who indicate their race such as Irish, German, Italian, Near Easterner, Arab, or Polish.)

Parent/Guardian Signature _____ Date: _____
If this form is not signed, please refer to the original online registration form where the parent signature verifies the same information.
MUSD Enrollment Form 61 Page 3 – Revised 2/17 ng

Appendix 7: Recruitment Brochure for Teachers

Goals



All students will:

- Become biliterate (think, communicate, read and write) in Spanish and English
- Achieve academically at increasingly higher levels in Spanish and English
- Demonstrate high levels of motivation and engagement in their learning
- Attain the California Seal of Bilingual

Parent Participation

Parent involvement is an important component of the Dual Language Immersion Program. Parents become active participants in the education of their child by volunteering their time. There are plenty of opportunities for parents to contribute to their children's learning. Parents may be a part of the school English Learner Advisory Committee (ELAC), School Site Council, Parent Teacher Club (PTC) or may volunteer in the classroom.

Program participants and their families are expected to make a minimum commitment of six years (Kindergarten-5th grade) to fully benefit from the Two-Way Dual Language Immersion Program.

**SEEKING
Dual Language
Immersion
TEACHERS**

DLI



Curriculum

The Dual Language Immersion (DLI) Program uses core curriculum taught in both Spanish and English. The Teacher never uses both languages at the same time. Teachers are highly trained in delivering lessons that are understood by all students, regardless of home language. Hands-on experiences help students learn the language and content in a supportive environment.

- California Academic Standards are taught in all subject areas
- Teachers receive continuous professional development to enhance the delivery of instruction that promotes high levels of academic language and literacy

For More Information

Please visit our website:

www.madera.k12.ca.us

Or contact us @

Madera Unified School District
1902 Howard Road
Madera, California 93637

(559) 675-4500 Ext. 306

*Changing lives,
one child at a time*

**Biliterate in
Spanish/English**

Serving Incoming
Kindergarten Students

**WE BELIEVE
MADERA UNIFIED**

Mission Statement

The mission of the Madera Unified School District (MUSD) Dual Language Immersion Program is to support all students to reach high levels of academic achievement and biliteracy, in a safe and engaging learning environment, that values multiculturalism, while preparing students to be college and career ready in an increasingly competitive 21st century global economy.

Vision Statement

The (MUSD) Dual Language Immersion Program will be widely recognized throughout California for students' high levels of academic achievement and biliteracy that is developed through rigorous standards-based instruction in Spanish and English that enhances student motivation and engagement in their learning.

Benefits of Working for Madera Unified's DLI Program

Programmatic Benefits

Madera Unified School District School Board and Leadership are committed to:

- 90/10 Program Model
- Schoolwide Implementation
- The expansion of the DLI model districtwide as demand from parents dictate
- DLI staff are provided with ongoing professional learning opportunities from the top experts in the field of Dual Language Immersion
- DLI staff are provided with release time for professional learning and instructional planning
- DLI staff are provided with on site Teacher instructional coaching and support

Employment Benefits

Madera Unified School District School Board and Leadership are committed to:

- A competitive salary scale
- Annual pay stipends for Masters and Doctorate Degrees
- Family Health Benefit packages supported by generous district contribution
- The acceptance of "all years of service credit" earned outside the district
- An Early Retirement Incentive Program with medical insurance coverage
- Collaboration agreements with surrounding universities

Program Components

- Spanish/English
- 90/10 Program Model
- School Wide Implementation
- Five Kindergarten classes opened (2017/2018)
- Five First grade classes opening (2018-2019)



Appendix 8: Sample Daily Instructional Schedule

Sample Daily Kindergarten Schedule

Approximate Time	Content Area	Language of Instruction
30 Minutes	Spanish Language Arts (phonemic awareness)	Spanish
50 Minutes	Writer's Workshop (including Word Work, Dictado)	Spanish
30 Minutes	Academic English Language Development (AELD) Social Studies	English
45 Minutes	Math	Spanish
30 Minutes	Specialists (Media, PE, or Music)	English
25 Minutes	Oral Language Development & Calendar	Spanish
50 Minutes	Guided Reading	Spanish

Sample Daily 1st Grade Schedule

Approximate Time	Content Area	Language of Instruction
100 Minutes	Spanish Language Arts (including Reader's Workshop)	Spanish
60 Minutes	Writer's Workshop	Spanish
30 Minutes	Academic English Language Development (AELD) Social Studies	English
30 Minutes	Specialists (Media, PE, or Music)	English
65 Minutes	Math	Spanish

Sample Daily 2nd Grade Schedule

Approximate Time	Content Area	Language of Instruction
85 Minutes	Spanish Language Arts (including Reader's Workshop)	Spanish
70 Minutes	Math	Spanish
30 Minutes	Specialists (Media, PE, or Music)	English
65 Minutes	Writer's Workshop	Spanish
55 Minutes	Academic English Language Development (AELD) Social Studies	English

Sample Daily 3rd Grade Schedule

Approximate Time	Content Area	Language of Instruction
80 Minutes	Spanish Language Arts (including Reader's & Writer's Workshop, Social Studies, Science)	Spanish
30 Minutes	Specialists (Media, PE, or Music)	English
100 Minutes	Math	Spanish
90 Minutes	English Language Arts (including Reader's & Writer's Workshop, Social Studies, Science)	English

Sample Daily 4th Grade Schedule

Approximate Time	Content Area	Language of Instruction
60 Minutes	Spanish Language Arts (including Reader's Workshop, Social Studies, Science)	Spanish
30 Minutes	Specialists (Media, PE, or Music)	English
100 Minutes	Math	Spanish
110 Minutes	English Language Arts (including Reader's Workshop, Social Studies, Science)	English

Sample Daily 5th Grade Schedule

Approximate Time	Content Area	Language of Instruction
60 Minutes	Spanish Language Arts (including Reader's Workshop, Social Studies, Science)	Spanish
30 Minutes	Specialists (Media, PE, or Music)	English
100 Minutes	Math	Spanish
110 Minutes	English Language Arts (including Reader's Workshop, Social Studies, Science)	English

Appendix 9: Frequently Asked Questions for DLI Programs

MADERA UNIFIED SCHOOL District
1902 Howard Road, Madera, California 93637
(559) 675-4500
FAX: (559) 675-1186
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Philip Huerta; Ruben Mendoza
Superintendent:
Todd Lile

Two-Way Language Immersion Program FAQ - Madera Unified School District Two-Way Bilingual Immersion Programs in California frequently asked questions on two-way instructional approaches and other issues.

What is the 90:10 model?

The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages in grade five. In middle school, students will take on content area in the target language, and will also have the opportunity to continue to take a Spanish language arts class. In high school, students will be able to take AP Spanish classes much earlier than students who are not enrolled in the program or take on .

Why is it okay to immerse English speakers in a language, but not Spanish speakers?

The English speaker is not at risk of losing the English language. English is spoken at home, in the community, and in the media. Two-way bilingual immersion programs are not replacing English with another language, but provide the students the opportunity to acquire a second language. Two-way bilingual immersion programs are additive bilingual programs in that a second language is acquired while maintaining the first language of the students.

Which model is more effective - 50:50 or 90:10?

Regardless of the model implemented, both models have been found to effective in achieving the goals of bilingualism and biliteracy; however, the 90:10 or 80:20 demonstrate higher levels of Spanish Language proficiency. For specific research studies, please consult the [Center for Applied Linguistics](http://Center for Applied Linguistics at cal.org) at cal.org.

What is the best ratio of native English speakers to native Spanish speakers?

The ideal ratio of Spanish speakers to English speakers is 50/50, but most programs have 1/3 Native Speakers of Spanish, 1/3 Bilingual students and 1/3 English Speakers. In staying with the program design, the recommendation of many practitioners is that the ratio should never go below 33 percent for either language group.

What are the criteria for students to be in a dual immersion program?

There are no specific criteria for students except parental choice.

Can students enter the Two-Way Dual Immersion program after first grade?

Usually dual immersion programs do not accept English-only speakers after first grade, and English learners after second grade. In Madera USD, we accept students after first grade that demonstrate the target language proficiency levels that allow them to be integrated with the students at the grade level they wish to enter.

Must you have parallel materials in both languages in the content areas?

No, materials are acquired according to the language of instruction of the content area. The difference is in the language of delivery, not the content.

Does it cost more to implement a dual immersion program?

Not necessarily. However, our program has found that some extra funding is necessary to provide staff development and purchase materials in the target language, especially for library and research materials.

How is a dual immersion program integrated with other programs at a school site?

The TWBI program should not be viewed as a separate program. Our schools that have the TWBI program have a common vision of equity for all students that value the students' language and culture. The same standards-based curriculum is taught in a TWBI program that is taught in other school programs. Staff development is provided for all staff so that the philosophy and program goals are shared. Sufficient time is also allocated to the specific needs of the two-way program staff.

How do we know that the TWBI programs are effective?

Ongoing monitoring of the program is very important. Time is allocated for teachers to meet in grade-level groups and across grades to discuss program design issues and to interpret student data. These sessions are facilitated by an administrator, teacher specialist, or designated lead teacher who is knowledgeable in two-way bilingual immersion program design and instruction.

Do you need two teachers per classroom to implement a two-way bilingual immersion program?

No, one teacher who is proficient in the target language and English can successfully implement a two-way bilingual immersion program in the classroom. It is recommended, however, that teachers team teach for the language blocks of instruction, especially in the primary (kindergarten through second) grades so that students identify with a target language speaking model and an English-speaking model.

It is advantageous that during the first couple of years of the program, particularly during English instruction, teachers who understand the target language are used so that they can communicate with the target language speakers.

Do English Learners (ELs) get enough English instruction in a 90/10 model?

English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90/10 models score as well as or better than their peers in other programs in English tests in well-designed programs. (Lindholm-Leary, (2001) *Dual Language Education*, Multilingual Matters LTD)

During the English part of the day, the English teacher provides both designated English Language Development (ELD) instruction and English Language Arts (E/LA) instruction. The designated ELD

builds into and from the standards in the content areas, such as science and social studies. English Language Arts (ELA) instruction focuses on explicit teaching of skills that don't transfer directly from Spanish to English.

How can students who speak only English learn when they are instructed for up to 90 percent of the day in a language they don't understand?

Understanding or reviewing the research on which these programs are based best answers this question. Dual immersion programs are based on years of research from the foreign language immersion models in Canada designed for English speakers learning French. This model, in which English-speaking students have been instructed in French for up to 100 percent of their day, shows students perform as well as or better on tests of English than their English-speaking peers who have been instructed only in English. Thirty years of results on two-way immersion programs in the US and other countries show similar results.

In MUSD, teachers plan thematic lessons carefully using enriched language materials that are meaningful and academically challenging. They incorporate a variety of instructional mediums, use visual aids and model a wide range of presentation strategies while allowing students to act as mediators and facilitators. Students are successful because they are engaged in direct instruction from their teachers, peer practice with students who speak the target language, and many opportunities to use language in and out of the classroom.

If, as a parent of a child in this program, you continue to have questions about this program design, please make an appointment to speak with a teacher or administrator in the program.

Modified from a list of FAQs on the California Department of Education website:
<http://www.cde.ca.gov/sp/el/ip/faq.asp>

Appendix 10: Board Resolution