

# Newark Unified School District



Spanish

Dual Language Immersion Program

Master Plan

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# Chapter 1

## NUSD Mission, Vision and Core Values Statement

Newark Unified School District focuses on meeting the needs of each child through a variety of programs and choices so all students have a plan for college and career upon graduation.

### MISSION STATEMENT

Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful, productive citizens.

### VISION STATEMENT

Newark schools, in partnership with the community, will be a model of world-class education that develops the unique abilities of every student.

### CORE VALUES STATEMENT

- Academic Excellence and Equity for All Students
- Student Centered Learning
- Diversity
- Embracing Innovation
- Shared Accountability
- Teamwork and Partnership
- Transparency

As part of ongoing strategic planning, the Newark Unified School District Board of Education developed the following strategic imperatives:

- Newark Unified School District will provide academic excellence via equity and opportunities for all students.
- Newark Unified School District will establish financial stability and fiscal solvency in order to drive continuous improvement.
- Newark Unified School District will increase our enrollment.

## Chapter 2

### Spanish DLI Program Purpose, Goals and Components

Newark is launching a K-6th Spanish Dual Language Immersion (DLI) program in the 2021-2022 school year at A. L. Schilling Elementary. The program will start with K-1 grade level instruction and will add grade levels at each continuing year by one grade level. By the 2026-2027 school year, instruction in both languages will be provided in all grade levels.

#### PROGRAM PURPOSE

The NUSD Spanish Dual Language Immersion program is designed to prepare students to become bilingual and bi-literate in order to maximize their potential and achieve in a multicultural and diverse society.

#### PROGRAM GOALS

Students participating in the Spanish DLI Program will:

- Develop fluency and literacy in both English and Spanish.
- Achieve academically in all subjects as per district and state guidelines in both English and Spanish.
- Foster and inspire an appreciation and understanding of other cultures.

#### PROGRAM COMPONENTS

Immersion education is an alternative educational model designed to challenge students to develop fluency and literacy in two languages. Successful models consist of the following guiding principles which NUSD is committed to observe and follow in its implementation of the first Spanish DLI program:

- Program Design
- Curriculum and Instruction
- Assessment and Accountability
- Staffing and Professional Development
- Families and Community
- Support and Resources

For the purpose of establishing a solid and effective DLI program, NUSD will continue to explore different programs/models proven to be effective while observing research-based practices per the following guidelines:

Program Structure Principles:

Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Principle 2: The program ensures equity for all immersed student groups.

Principle 3: The program has strong, effective and knowledgeable leadership.

## Chapter 3

### Dual Language Program Model

There are a variety of dual language program models, also known as two-way immersion, that support proficiency of two languages for both native English speakers and native speakers of another language. The program model selected by Newark is the two-way immersion model where two populations of students are developing dual language proficiency.

#### TEACHER COMPOSITION / PROGRAM MODEL

Teacher composition refers to the number of teachers sharing the language instruction responsibility. NUSD has chosen to implement a Two-Teacher (50/50) Model.

- Teacher A teaches core content in English
- Teacher B teaches core content in Spanish
- Teacher A and B provide instruction in their assigned language to same group of students
- There is ongoing collaboration between Teacher A and B to ensure all students have meaningful access to full standards-based and relevant curriculum, as well as develop proficiency in both languages.

#### CLASSROOM COMPOSITION MODEL

Classroom Composition refers to the student groups participating in the dual language program. The preferred composition of a DLI classroom consists of 50% ELs of the target language and 50% of English Only (EO), bilingual English/Spanish, and speakers of other languages. When the preferred ratio is not possible, it is recommended that the composition of each language group be  $\frac{1}{3}$  of the total classroom population (see table below). This will ensure there are sufficient second language students (in both languages) to secure the language.

<b>Preferred Ratio</b>	<b>Recommended ratio (if preferred ratio not possible)</b>
50% ELs of the target language (Spanish)	33% ELs of the target language (Spanish)
50% English Only, or English and a language other than Spanish	33% English Only or English and a language other than Spanish
	33% English/Spanish bilingual

## LANGUAGE ALLOCATION

Language allocation refers to the amount of time allocated for instruction in both English and the targeted language. The NUSD Dual Language Immersion model of choice is a 50/50 model. This means that 50% instruction will be in Spanish, and 50% in English. Both languages are used equally beginning in kindergarten for instruction. Note: NUSD explored and investigated different models including a 90/10 and 70/30 model. See below for each model. Ultimately, it identified the 50/50 model as being the one most appropriate for the student population and available resources.

### Language Allocation Models:

- 90/10 = 90 percent instruction in the target language and 10 percent instruction in English in kindergarten. Each year more English is added until 50 percent target language and 50 percent English instruction is reached by fourth grade.
- 70/30 = 70 percent instruction in the target language, 30 percent instruction in English in kindergarten. Each year more English is added until 50 percent target language and 50 percent English is reached by fourth grade.
- 50/50 = 50 percent instruction in the target language and 50 percent instruction in English. English and the target language are used equally for instruction beginning in kindergarten.

English Learner students (ELs) participating in the program must receive Designated English Language Development (D-ELD) instruction. It is a state and federal requirement that Local Education Agencies (LEAs) ensure ELs receive both designated and integrated ELD until they achieve reclassification. The research shows that typically ELs participating in a DLI program continue in such a program option after attaining proficiency in English. For NUSD, this means that students who choose this option will remain in the program through grade 6.

### Program Structure Principles:

Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade- level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Principle 2: The program ensures equity for all groups.

Principle 3: The program has strong, effective and knowledgeable leadership.

# Chapter 4

## Curriculum, Instruction, and Assessment

It is important to note that when it comes to curriculum and instruction within the scope of a Dual Language Immersion program, maintaining the goals of the program is critical as most curricula are not designed for dual language programs.

<b>CURRICULUM</b>
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It is critical to have the necessary materials and especially curriculum in both languages. It is also necessary that the curriculum be analyzed and modified as needed so that it is aligned to the program goals. It should provide a scope and sequence for initial literacy development in the partner language (Spanish) as well as individual biliteracy development for both languages.

DLI Curriculum Principles:

Principle 1: The DLI program has a process for developing and revising high-quality curriculum.

Principle 2: The curriculum is standards-based and promotes attainment of the three core goals of dual education.

Principle 3: The curriculum effectively incorporates technology to enhance the available instructional resource in both languages.

District Adopted Curriculum and Language of Instruction by Subject

Grade	Spanish Language Arts (SLA)	Math	Science	Social Studies	English/ Language Arts / ELD
K	<b>Spanish</b> Fountas & Pinnell Lucy Calkins Reading & Writing Workshop	<b>Spanish</b> Big Ideas Math	<b>Spanish</b> None	<b>Spanish</b> Studies Weekly	<b>Spanish</b> None
	<b>English</b> None	<b>English</b> None	<b>English</b> California Science FOSS Kits	<b>English</b> none	<b>English</b> Fountas & Pinnell Lucy Calkins Reading & Writing Workshop



Grade	Spanish Language Arts (SLA)	Math	Science	Social Studies	English/ Language Arts / ELD
1 <sup>st</sup>	<b>Spanish</b> Fountas & Pinnell Lucy Calkins Reading & Writing Workshop	<b>Spanish</b> Big Ideas Math	<b>Spanish</b> None	<b>Spanish</b> Studies Weekly	<b>Spanish</b> None
	<b>English</b> None	<b>English</b> None	<b>English</b> California Science FOSS Kits	<b>English</b> none	<b>English</b> Fountas & Pinnell Lucy Calkins Reading & Writing Workshop

## INSTRUCTION

Regardless of the educational model, student achievement correlates to effective instruction. We also know that quality teaching affects students in a variety of ways and can have long term impact. Furthermore, effective instruction looks and feels very similar to students regardless of language classification. Yet, when speaking of instruction in the area of Dual Language programs, it is noticeably complicated because it must address the goals of the program: biliteracy/bilingualism, academic achievement in both languages, and social cultural proficiency.

Pedagogy in second language development has changed over the past decade. The changes came from a better understanding of: bilingualism, effective academic language instruction practices, and the complexity of teaching and learning language in general. Bilingual methodologies have evolved on the premise that students learn language when being exposed to and interacting with it in meaningful ways.

### DLI Instruction Principles:

Principle 1: Instructional methods are derived from research-based principles of dual language education and fidelity to the model.

Principle 2: Instructional strategies support the attainment of the three core goals of dual language education.

Principle 3: Instruction is student-centered.

Principle 4: Instructional staff effectively integrate technology to deepen and enhance the learning process.

In addition, DLI teachers will also pay close attention to the following instructional practices:

- Language Input

- Oral Language Development and Instruction
- Literacy Development and Instruction
- Language of Instruction
- Grouping Practices

## ASSESSMENT

Assessment is key in any program; nonetheless in a DLI program, the use of student achievement data is important in the monitoring and/or shaping of the program overall. It is also important to assess in both languages as it is the only way we can measure language proficiency progression. In addition, assessing in both languages demonstrates alignment with the program goals. Thus, in identifying assessment tools, NUSD will consider the following:

### DLI Assessment Principles:

- Principle 1: The program creates and maintains an infrastructure that supports an assessment and accountability process.
- Principle 2: Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
- Principle 3: Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
- Principle 4: Student progress toward program goals and state achievement objectives is systematically measured and reported.

In addition to the principles and at the a micro-level, teachers will take into consideration:

- Formative Assessments: Need to predict reading performance for both EO and EL students
- Assessments in Dual Language: Need to address and assess all focus areas of DL programs: biliteracy, academic achievement, multicultural understanding
- Infrastructure - Need for a data management system/infrastructure to track student progress over time.

Local and State Standardized Tests

Measurement Tool	Name and Grade Levels
State Standardized Assessments	<ul style="list-style-type: none"> <li>● Smarter Balanced (SBAC) English and Mathematics               <ul style="list-style-type: none"> <li>○ Grades 3-8</li> </ul> </li> <li>● California Spanish Assessment (SDI Only)               <ul style="list-style-type: none"> <li>○ Grades 3, Grade 4, Grade 6, and Grade 8</li> </ul> </li> <li>● California Science Test (CAST)               <ul style="list-style-type: none"> <li>○ Grade 5 and Grade 8</li> </ul> </li> <li>● English Language Proficiency Assessments for California (ELPAC) annually for English Learners</li> </ul>
District-Wide Assessments	<ul style="list-style-type: none"> <li>● Mathematics Mid-Year Assessments -Teacher assigned (English &amp; Spanish)</li> <li>● English Language Arts Mid-Year Assessments -Teacher assigned (English &amp; Spanish)</li> <li>● Teacher observations - (English &amp; Spanish)</li> <li>● Common formative assessments</li> <li>● I Ready (English, 3x's per year)</li> <li>● I Station (Spanish, 3x's per year)</li> <li>● DRA (English &amp; Spanish)</li> </ul>
Assessments in the target language	<ul style="list-style-type: none"> <li>● Standards-Based Measurement of Proficiency (Grades 3-6)</li> <li>● Benchmark Adelante assessments (Spanish) (Grades K-3)</li> <li>● Teacher created assessments (Spanish) (Grades K-6)</li> <li>● Teacher observations</li> <li>● Common formative assessments</li> <li>● Oral Language Assessment (OLA)</li> </ul>
Report Cards	<ul style="list-style-type: none"> <li>● Progress reports</li> <li>● District report cards</li> <li>● Spanish and English report card</li> </ul>
English Learner Language Acquisition	<ul style="list-style-type: none"> <li>● Annual ELPAC for all English Learners (EL)</li> <li>● Teacher observations</li> <li>● Common formative assessments</li> <li>● ELD components of the core English instructional program</li> <li>● ELD progress reports</li> <li>● Oral Language Assessment (OLA)</li> </ul>

## Chapter 5

### Staffing and Professional Development

The quality of teachers and paraprofessionals is a critical component of any educational program. This is especially true for Dual Language Immersion teachers as their goal is to support and ensure students achieve the program's goals and become biliterate/bilingual individuals. DLI staff must not only demonstrate knowledge of content, curriculum, instruction and assessment, they must also be advocates of bilingualism, promote equity, share student responsibility, and foster a culture of community and acceptance.

#### STAFFING

NUSD is committed to employing highly qualified staff: teachers and paraprofessionals. It is the district's policy to recruit and hire teachers that are highly qualified and possess the required credential(s) for their respective teaching assignment. The same is true for the hiring of paraprofessionals. Per Board policy and as specified by law, they must demonstrate knowledge of content, and have the ability to support both teachers and students in the classroom. This includes reading, writing, mathematics and instruction.

#### Teachers

In addition to the above mentioned, dual language teachers must not only possess authorization to teach ELs, they must also possess one of the following authorizations to teach in a bilingual setting:

- Bilingual Authorization (BA)
- Bilingual Cross-cultural Language and Academic Development (BCLAD)
- Bilingual Certificate of Competence (BCC)

To support and ensure students in the DLI program have access to highly qualified and appropriately credential teachers, NUSD will continue to work with local institutions of higher education to identify and recruit new teachers. It will continue to operate the Newark Teacher Induction program and support teachers to obtain their clear credential along with their EL authorization. The NUSD personnel department will also continue to provide all staff information on teachers' qualifications, credentialing programs, and bilingual authorization opportunities in efforts to increase the number of bilingual teachers in the district authorized to teach in a DLI program. NUSD will continue partnerships with organizations like SEAL, as well as consider applying for grants in support of providing pathways for teachers interested in obtaining a bilingual authorization.

## Paraprofessionals

Bilingual paraprofessionals working in a DLI program support both the teachers and the students. Thus, it is critical that they too possess additional qualifications. In addition to the minimum requirements set by the state and local Board policy, bilingual paraprofessionals must also be fluent in the targeted language and have the ability to support all classroom activities in both languages: reading, writing, mathematics, etc.:

In support of bilingualism, training on topics such as cultural awareness, management of small groups, supporting a teacher during instruction, etc. may be offered if/when needed and/or for the purpose of ensuring high quality instruction and support for the DLI students. Such training may be in conjunction with training for teachers, or when possible, specifically for paraprofessionals.

## PROFESSIONAL DEVELOPMENT

Professional development (PD), in order for it to be effective, must align to the program's goals as well as the needs of the staff receiving the training. For DLI programs, it is important that professional development include language education pedagogy as well as curriculum, assessment, materials and resources. In addition, DLI teachers need professional development focused on equity and access. To effectively teach and support students in a DLI program, it is important for DLI staff to have a clear understanding of linguistic demands and possess strategies and techniques necessary to teach the partner language.

NUSD is committed to establishing a professional development (PD) plan for its DLI staff that aligns to both the program and district goals, incorporates language/linguistic and culture awareness, while also taking into consideration staff needs. The PD plan will be created collaboratively by the DLI site principal and the Educational Services Department.

For guidance in the areas of recruiting, hiring and training staff, NUSD will consider the following:

### Staffing and Professional Development Principles:

- Principle 1: The program recruits and retains high quality dual language staff.
- Principle 2: The program provides high quality professional development that is tailored to the needs of dual language educators and support staff.
- Principle 3: The program collaborates with other groups and institutions to ensure staff Quality.

Potential topics/series for professional development:

- Adopted curriculum training
- Equity and inclusion training
- California State Standards and English Language Development (ELD) Standards
- ELD strategies
- Literacy development across all content areas
- Assessments and data analysis
- Differentiated Instruction
- Guided Language Acquisition Design (GLAD) training
- Dual Sobrato Early Academic Language (SEAL)
- Grade level collaboration meetings
- Professional development specifically for immersion teachers
- California Association of Bilingual Education (CABE), Association of Two-Way
- Professional Learning Communities (PLC)
- Social-cultural competence

## Chapter 6

### Family and Community

NUSD recognizes that effective parent engagement and involvement are critical components of the successful education of their children. Parents must be well-informed of all site and district activities, procedures, and policies that directly impact their children. NUSD also understands that families are a child's first teachers and are truly assets in the achievement of their child's education. To that end, NUSD is committed to establishing and maintaining positive and strong relationships with families and community members.

#### LANGUAGE AND CULTURE

In alignment with the California EL Roadmap, NUSD believes and operates with the understanding that the languages and cultures students bring to school are important contributors to their own education. These experiences are viewed as valuable assets which are then built upon in the curriculum, instruction and overall school culture. Believing in and operating with an assets-oriented mindset, school climate is affirming, inclusive and safe for all members of the school community. It also allows for schools to build positive and strong partnerships with families. Furthermore, understanding, engaging and crossing cultures is what is also needed to achieve bilingualism. Thus, in order for students to learn to foster and inspire an appreciation for different cultures, socio-culture understanding must be embedded in the language instruction empowering a cross-cultural classroom community.

#### Ongoing Family Engagement Practices:

- Establish Parent Advisory Committees
- Provide parent orientations on the program goals, curriculum, instruction, etc:
- Collaborate with other site and district levels committees as necessary
- Provide a welcoming environment
- Give parents guidance on how to navigate the school system
- Show respect for parents' linguistic and cultural customs
- Recognize and share the languages and cultures of different families
- Use multiple means of communication to reach parents

## The SEAL Model - Families and School Partnerships

Schilling Elementary, among three other elementary schools in the NUSD, is implementing the Sobrato Early Academic Language (SEAL) model. It is important to note this, as SEAL rests on four pillars, one of which is building strong partnerships between families and schools. Built into the SEAL professional development training that teachers receive is a module focused on engaging families. What is different about SEAL's approach to family engagement is that it focuses on engaging parents/families in the content learning of their children. It does more than encourage and promote parent participation in school activities. Through the parent engagement module, teachers learn research-based strategies that effectively engage and bring families into the classroom. In addition, teachers have access to workshops they can use with their own parents and families, as well as schoolwide. Workshop topics include and are not limited to: Grade Level Literacy Night, Raising Bilingual Children, and Telling Our Stories. The workshops are designed to embrace language and culture among all members of the family and school community.

To further inform and ensure a strong partnership is fostered between district/school and parents/families, NUSD will observe the following:

### Family and Community Principles:

Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and community.

Principle 2: The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.

Principle 3: The program views and involves families and community members as strategic partners.



## Chapter 7

### Student Enrollment

All NUSD enrolled elementary school students are eligible to apply for the Dual Language Immersion Program. For students new to the district, they must complete the NUSD enrollment process as well as complete and submit an application for the DLI program. A wait list will be generated if there are more students than space available at any grade.

#### STUDENT DEMOGRAPHICS

It is important to take into consideration the demographics of a DLI classroom composition for the purpose of establishing and maintaining equity in both the educational and linguistic environment. To ensure the bilingual aspect and goal of the program is met, interaction between native and non-native English speakers is critical. To that end, the most desirable ratio of a DLI classroom composition is the most desirable ratio is 50% English speakers to 50% partner language speakers. The guidelines on the composition, as per research, indicates that the class composition may be modified as long as one language is no more than two thirds of the class.

NUSD will implement its first Dual Language Immersion Program at Schilling Elementary fall of 2021. Its goal is to start with four classes: two kindergarten and two first grade. The classroom composition model will consist of:  $\frac{1}{3}$  English Learners (Native Spanish speakers),  $\frac{1}{3}$  English Only (Native English speakers), and  $\frac{1}{3}$  Bilingual (English and Spanish).

#### ENROLLMENT AND APPLICATION

##### Kindergarten and First Grade:

Students entering the program at this grade level will not be required to take an assessment. However, they will participate in an interview to verify their language proficiency. This will also support the balancing of the classroom composition.

##### Second through Sixth Grades:

As the program grows to accommodate second through sixth grade, evaluation and verification of language skills will be necessary for any new and interested student. Students not previously enrolled in the program will need to be assessed in both English and Spanish prior to enrolling in the program. Additional documentation such as a copy of the student's grades in English language arts along with work samples demonstrating the student's proficiency in English and the target language will be required. Note: Kinder and first grade students currently enrolled in the program will continue to be enrolled to the next grade level without additional verification.

### Key Enrollment Aspects:

All families interested in participating in the K - 6th Spanish DLI program must:

- Enroll their child in the NUSD, **AND**
- Apply for the DLI program by submitting an application to the District Office located at 5715 Musick Ave, Newark
- The application is available online at [www.newarkunified.org](http://www.newarkunified.org).

### Eligibility and Student Selection Process:

The following will be taken into consideration when identifying and selecting students:

- Application submission date
- Primary language indicated on the application
- Grade level
- Interview - verification of language proficiency

### Parent Notification and Enrollment:

Upon completion of the interview process, and once the class composition is met for each grade level, NUSD will finalize the list of students to be enrolled in the program. In the case there are more eligible students than spaces available, a waitlist will be established. Parents will be notified whether their child was accepted to the program or will be placed on the waitlist by the end of April. Students accepted will automatically be enrolled to attend Schilling Elementary.

## Chapter 8

### Evaluation and Accountability

The School Plan for Student Achievement (SPSA) is the document that outlines goals and objectives set for the school. It is developed by the School Site Council (SSC) with input from school committees such as the English Learner Advisory Committee (ELAC) and parents, teachers and staff. It includes DLI program goals and is aligned to the District's Local Control Accountability Plan (LCAP). The SPSA is revised annually to meet the needs of all students and to focus on meeting academic growth targets.

#### PROGRAM EVALUATION

The DLI program will be evaluated annually using multiple measurements that address the current stage of implementation. Multiple measures may include and are not limited to: local and state assessments, formative teacher generated assessments, and surveys. Annually, staff, parents and students will complete the Spanish DLI Program Survey as a means of monitoring the effectiveness of the program as per the program goals. Feedback will be utilized for continuous improvement of the programs. Information on the Immersion Program will be shared with the Board of Trustees.

#### ACCOUNTABILITY

The Department of Special Projects oversees the Spanish Dual Immersion Program under the direction of the Assistant Superintendent of Educational Services. The implementation, monitoring and evaluation of the DLI program is a collaborative effort of all members of the Educational (Ed.) Services Department. The Ed. Services staff may help with support regarding the DLI program in general. The principal is the contact for any direct services to students in the DLI program.

#### **Educational Services Accountability/Implementation Structures**

<b>Position</b>	<b>DLI Responsibilities</b>
Director of Special Projects	Oversee the DLI Program <ul style="list-style-type: none"><li>• Consult with SEAL - Dual Language Immersion partner</li><li>• Coordinate district and site collaboration and support services</li><li>• Monitor and support the implementation of the 50/50 model</li><li>• Monitor and support implementation of curriculum and assessments</li></ul>

	<ul style="list-style-type: none"> <li>• Monitor and support professional development for teachers, staff, and administrators</li> <li>• Monitor and support application and enrollment process</li> <li>• Coordinate and execute program evaluation process</li> <li>• Support immersion principal</li> <li>• Address parent/family concerns regarding program</li> </ul>
Sobrato Early Academic Language (SEAL) Facilitator/Coach	<ul style="list-style-type: none"> <li>• Support teachers with implementation, curriculum, instruction, scheduling, grouping, etc.</li> </ul>
Director of Teaching and Learning	<ul style="list-style-type: none"> <li>• Coordinate curriculum selection and adoption process</li> <li>• Coordinate local and state standardized assessments</li> <li>• Support Principal with Professional Learning Community (PLC) implementation</li> <li>• Coordinate data analysis and review for evaluation purposes</li> </ul>
Coordinator of Student Services	<ul style="list-style-type: none"> <li>• Coordinate recruitment and parent outreach</li> <li>• Coordinates application and enrollment process</li> <li>• Address parent concerns regarding enrollment process</li> </ul>
Manager of Parent Engagement and Health Services	<ul style="list-style-type: none"> <li>• Provide information to prospective families</li> <li>• Manage recruitment and parent outreach activities</li> <li>• Support site level parent/family activities</li> <li>• Support site level community outreach</li> </ul>
Director of Special Education	<ul style="list-style-type: none"> <li>• Support selection of potential immersion students with IEPs</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Participate in the Immersion PLC</li> <li>• Provide support for Immersion teachers</li> <li>• Oversee the implementation of the 50/50 model</li> <li>• Support and monitor their instructional staff to ensure high quality instruction for all students</li> <li>• Support families engaged in the DLI program</li> </ul>
Assistant Superintendent of Education Services	<ul style="list-style-type: none"> <li>• Secure funding</li> <li>• Oversee district level program support</li> <li>• Oversee program evaluation</li> </ul>

## Chapter 9

### Support and Resources

Support and resources, as with anything else, are key to the success of a DLI program. It is the type of support, and from whom, that influences funding and staffing decisions. These two play a major role when it comes to other decisions in the areas of resources, materials, curriculum, professional development, program model, and parent engagement. All of these ultimately influence student achievement.

#### SYSTEMIC SUPPORT

Administrative support is important for any and all educational programs. For dual language programs, however, it is important that strong leadership comes from district administration, local Board and of course state policies. It is important that the NUSD local Board establish the necessary policies in support of the Spanish DLI program and that they align to those of the state. It is as crucial for district administration to establish systems of support that align to the policy. Ultimately, it is the responsibility of NUSD to ensure proper implementation, monitoring and evaluation of the Spanish DLI program and hence the success of the students.

#### Support and Resources Principles:

- Principle 1: The program is supported by all key stakeholders.
- Principle 2: The program is equitably and adequately funded to meet program goals.
- Principle 3: The program advocates for support.

#### FUNDING SOURCE

The Local Control Funding Formula (LCFF) is the primary means of support for students in the immersion program. These funds are used to provide the resources necessary and required as per the state priorities that include and are not limited to: qualified staff (teachers and paraprofessionals), curriculum, facilities and professional development. Additional LCFF Supplemental, and when eligible, Concentration Grant funds may be applied for the following supports:

- Supplemental materials/supplies
- ELD Specialist/Intervention Teacher
- Bilingual Paraprofessional
- Parent/Community Liaison

- Translation Services
- Professional Development
- Curriculum Support (Teacher Collaboration)

NUSD also receives Title III (Federal) funds. These funds are to provide direct and supplemental services to English Learner students. Supplemental means that the services are above and beyond the core program. They are not to supplant the District's general fund. Currently, Title III funds account for the implementation of the SEAL Program at four of the elementary schools including Schilling Elementary.

## SITE LEVEL SUPPORT

At the site level, a principal/administrator that is knowledgeable and an advocate for bilingual education is key to the success of the program. After all, such a person is the site leader and must be a role model for students, parents and staff. The site administrator must understand, value and display support in all aspects of Bilingual Education:

A strong site leader:

- Fully understands the program model
- Has engaged in professional development to learn how to best implement and support the program
- Supports the goals of the program
- Shows respect, support and concern for its teachers, students and families
- Engages in the recruitment and hiring of teachers and staff with guidance from the Human Resource Department
- Knows the research behind student achievement of immersed students and can explain the trends in student achievement
- Engages in the development and monitoring of the program budget