



NORWALK - LA MIRADA UNIFIED SCHOOL DISTRICT
Every Student. Future Ready. Our Promise!

Dual Language Programs Handbook



This page intentionally left blank

Table of Contents

Section 1: BACKGROUND & APPROACH	4
Section 2: PROGRAM DESIGN	6
Section 3: CURRICULUM	12
Section 4: INSTRUCTION	14
Section 5: ASSESSMENT & ACCOUNTABILITY	17
Recognition	21
Seal of Biliteracy – High School	21
Biliteracy Pathway Awards - 5th and 8th Grade	22
Section 6: ENROLLMENT	24
Section 7: DUAL LANGUAGE APPRAISAL TEAM (DLAT)	26
A Quick Guide	26
Norwalk-La Mirada USD - D-LAT Meeting Agenda/Minutes	28
DLAT Summary Form Example	29
PARENT INVITATION TO A DUAL LANGUAGE APPRAISAL TEAM (D-LAT) MEETING	30
Chapter 8: SUPPORT & RESOURCES	31
Section 9: COMMUNITY & PARENT INVOLVEMENT	31

This page intentionally left blank

Section 1: BACKGROUND & APPROACH

Mission and Vision

Mission:

NLMUSD's Dual Language Program, in service to the community, provides rigorous, research-based content and instruction to develop bilingual and biliterate 21st Century students.

Vision:

We believe that through bilingualism and biliteracy the students in NLMUSD's cohesive Dual Language Program will develop high-levels of multicultural understanding and academic excellence.

Program Goals

Bilingualism and Biliteracy - Students develop a high level of thinking, listening, speaking, reading, and writing proficiency in the English and the Spanish language.

Academic Excellence - Students strive for academic excellence in all subject areas, meeting or exceeding District and Common Core State Standards.

Multicultural Understanding - Students develop positive attitudes and appreciation toward world languages and cultures in our global society, promoting their involvement in world issues.

The Norwalk-La Mirada Unified School District proudly serves the communities in the cities of Norwalk and La Mirada in California. Our community has long been regarded as a global center of academic, civic and cultural achievement, and that standard drives our efforts to continuously improve the quality of education in our public schools. Norwalk-La Mirada serves approximately 20,208 pre-K to 12th grade students in a 18-square mile area that includes the city of Norwalk and La Mirada in Los Angeles County. It is culturally, economically, and socially diverse with residents that contribute to a vibrant community. The diversity of the community is reflected in the diverse makeup of Norwalk-La Mirada families.

The NLMUSD Dual Language Program will recruit and engage students from TK-8th grade. Students in TK and Kindergarten will be immersed in Spanish language instruction with minimal English instruction with instruction in both languages balancing out to 50:50 in middle elementary. The middle school model will serve students at a 30:60 ratio with English being the dominant language. Biliteracy will be supported at the high school level through the World Languages program.

Background and Research Base

The advantages of literacy and proficiency in languages other than English are many and are recognized by the California State Superintendent of Public Education as well as the State Board of Education. Within the framework for English Language Arts and English Language Development, biliteracy is identified as a ‘precious resource in our state, one that should be encouraged and nurtured’ (California Dept. of Ed., 2014). Superintendent Torlakson has also noted that not only does fluency in a second language prepare students to participate in a global marketplace, but that biliteracy “is a necessary component of a world-class education.”

The leading researchers in two-way immersion education are Dr. Kathryn Lindholm-Leary, Dr. Virginia Collier and Dr. Wayne Thomas. All three have conducted extensive longitudinal research on these programs and are responsible for informing the field about the effectiveness of these programs on the development of both a partner language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies in students engaged in a program.

The first two-way bilingual immersion (TWBI) programs in the U.S. began in the 1960s and were based on well-researched French-English immersion models in Canada. Since the mid-1980s, the number of TWBI programs in the United States has grown to over 500 programs. As of April 2012, there are over 300 programs in California alone.



Additionally, the mission of the [California Department of Education's Global California 2030 Initiative](#) is, “to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.” Furthermore it states, ‘As the world becomes more interconnected, fluency in another language opens up opportunities for people to succeed economically and allows them to take part in diverse cultural activities. A wide body of research shows that the study of languages boosts students’ mental flexibility, enhancing their ability to learn all subjects. It also introduces people to new

cultures and new ways of looking at the world. This broader perspective nourishes innovation and adaptability in all fields and helps to enrich communities economically, culturally, and socially.’

Norwalk-La Mirada unified Dual Literacy Program is based on sound theoretical and pedagogical foundations from research into successful dual immersion programs, target language acquisition and maintenance. The dual language and literacy program incorporates the guidelines from the Center for Applied Linguistics (CAL) Guiding Principles for Dual Language Education (CAL, 2007). The seven strands that guide the planning of the NLMUSD dual language program are:

Strand 1: Assessment and Accountability

Strand 2: Curriculum

Strand 3: Instruction

Strand 4: Staff Quality and Professional Development

Strand 5: Program Structure

Strand 6: Family and Community

Strand 7: Support and Resources

The NLMUSD Dual Language Program Handbook includes the Center for Applied Linguistics: Guiding Principles for Dual Language Educations’ recommended strand content within each chapter.

Overview of Multilingual Programs (From CA Dept of Education)

Multilingual programs prepare students for linguistic and academic proficiency in English and additional languages, and require thoughtful design. Multilingual programs are based on research that demonstrates the program model's effectiveness at leading students toward linguistic fluency and academic achievement in more than one language.

The California Department of Education (CDE) mission is to equip students with world language skills to better appreciate and more fully engage with the diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy. The CDE has set specific goals in the [Global California 2030 Report](#) (PDF). By 2030, half of all kindergarten through grade twelve students will participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. By 2040, three out of four students will be proficient in one or more languages, earning them a [State Seal of Biliteracy](#).

What are the Benefits of Multilingualism?

According to the U.S. Department of Education, multilingualism provides educational, cognitive, sociocultural, and economic benefits for those students who attain fluency in more than one language.

Cognitive Benefits	Educational Benefits	Sociocultural Benefits	Economic Benefits
● Increased executive function: ○ Attentional Control ○ Task switching (mental flexibility) ● May delay the onset of age-related cognitive decline and the onset of illnesses such as Alzheimer's disease ● Increased intellectual flexibility	● Comparable or higher achievement of students in dual language programs as compared to students in English-only programs ● Improved learning outcomes in various subjects ● Associated with increased high school graduation rates among children of immigrants ● Leads to increased levels of creativity ● Promotes higher levels of abstract thought and reasoning ● Engenders enhanced metalinguistic awareness to support the learning of languages in the future	● Greater understanding of other world cultures ● Increased empathy development ● Enhanced connection to heritage cultures ● Promotes global awareness, reduced discrimination, improved self-esteem, and stronger cross-group relationships	● Greater job opportunities in multiple public and private sectors ● Greater business opportunities ● Raises occupational status and earning potential ● Language skills are in high demand for employment with the Federal Government

Section 2: PROGRAM DESIGN

The Dual Language Program (DLP) is designed as a NLMUSD signature program to maximize the benefits of second language learning for student participants, based on the premise that the continued development of a child's primary language supports the greater the likelihood that the child will acquire English faster and become fully proficient in both languages.

A significant body of research has established many benefits for learning a second language. These benefits are cognitive, academic, economic, and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world and an international job market by offering students the opportunity to develop multilingual proficiencies.

Program Design

The DLP not only accommodates students who have Spanish as their primary language and socio-cultural backgrounds, it also promotes the acquisition of a secondary language for English only students. Students are taught the same Common Core State Standards as other students in the district, but DLP students receive their instruction primarily in Spanish in the lower grades, with a gradual increase in English through other content areas in the upper grades.

Serving All Students

Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages (Marcos and Kreeft Peyton, 2000). The DLP not only accommodates students who have Spanish as their primary language and socio-cultural backgrounds, it also promotes the acquisition of a secondary language by students of varying primary languages.

Benefits for All Students

All students benefit from dual language immersion programs. The "additive bilingual" immersion setting allows all students to learn two languages simultaneously without losing one to learn another (Howard, Sugarman, Perdomo and Adger, 2005). In addition, second language course content naturally explores social studies, math, science, and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL, 2006) and second-language learning enhances comprehension of language structures in the native language. Second language learners apply these reading and language analysis skills to their native language for both English-dominant and partner language-dominant students (Thomas and Collier, 2002).

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).

Special Education

All NLMUSD students have an opportunity to enroll in DLP. Students with special needs as identified through IDEA will receive services and accommodations as dictated by their Individualized Education Plan (IEP). Special considerations are addressed on a continual basis as part of the normal operation of the program. If concerns about progress or student achievement arise, parents, teachers, or

administrators may request an IEP or Dual Language Appraisal Team (DLAT) meeting to discuss concerns.

Critical Program Features

The following program characteristics are research-based and critical to the successful implementation of Dual Literacy program and to the development of bilingualism, biliteracy, academic success, and multicultural understanding (Lindholm, et al., 2002). Students need to start learning a second language early. There is a direct correlation between the age of the child and length of study of a second language and the attainable level of proficiency in that language (Hyltenstam, 1992). NLMUSD program administrators have considered both the research and the elements that are described below when designing this NLMUSD Signature program.

1. Language separation – The program involves periods of instruction during which only one language is used; no translation or language mixing is done by classroom teachers (Baker, 2001). The program has a policy of language separation, which means staying in one language rather than mixing English and the partner language during a given period of instruction. Since Spanish proficiency is a learning objective for the program, teachers deliver certain content in Spanish, focusing not only on mastery of content but also on the acquisition of language, including vocabulary and language structure and functions. This is also referred to as Content Based Instruction (CBI). CBI is designed carefully to integrate language and content, to address second language-learner needs and to encourage the transfer of skills, strategies and knowledge across languages (Howard, Sugarman, Perdomo, and Adger, 2005). Research shows that separation of languages for instruction helps to promote communication skills and language development. The way that teachers separate their instruction is shown in the Instructional Minutes per Language of Instruction charts that follow.

2. Student integration – Social interaction between students from both linguistic groups provides optimal second language development; students must be integrated for the majority of the day (including non-instructional time) (Cummins, 2000; Baker, 2001). DLP students must have adequate exposure to English and the Spanish language. In order for students to acquire the English language, students need sufficient exposure to the language structures in formal and informal settings. The type of exposure is as important as the amount of exposure (Krashen, 1981).

3. Parent collaboration – Parents have a significant influence on a child's academic and social performance (Wong-Fillmore, 1983; Cummins, 1986). The DLP Advisory Team is composed of principals, teachers, and parents from each DLP school. The specific charge of the DLP Advisory Team is to provide input and feedback on the draft DLP Master Plan. Once the Master Plan is submitted and approved by the Board of Education, the DLP Advisory Team will be dissolved. Next, the DLP Parent Advisory Council (PAC) will be formed for the purpose of giving input on the development of the program. More information about the opportunities for parent involvement and leadership are detailed in Chapter 7.

4. Length of participation – NLMUSD is committed to providing a K-12 sequence for the DLP. Becoming bilingual takes approximately seven years in an intensive learning environment. Continuous participation through at least the 6th grade is necessary for students to start exhibiting the cognitive, academic, and linguistic benefits of bilingualism (Cummins 1981; Swain, 1984). In order to reap the full linguistic and cognitive advantages of advanced language proficiency, districts should plan their program to continue into high school. Starting in early elementary (if continuously enrolled) can lead to intermediate, pre-advanced or advanced levels of proficiency by the end of high school. Research shows that the more advanced level of proficiency in a second language a

student has, the higher his or her SAT and college placement scores will be (Cooper, Yanosky and Wisenbaker, 2008).

5. Balanced language representation – The program must have a balance of language minority and language majority students; interaction between the students facilitates high levels of second language proficiency (Lindholm-Leary, 2001). The goal is to keep the representation of two languages balanced at 50:50 with half of the students dominant in English and the other half of the students dominant in the partner language. Understanding that enrollment is fluid, the District has identified an acceptable range of language representation that will continue to serve the needs of the community with minimal negative effect on the instructional program (50:50 – 70:30 with up to 70% of the students dominant in English and 30% of the students dominant in the partner language).

6. Additive bilingual approach - All school staff must create additive bilingual approaches for all students and families. An additive bilingual environment means that students maintain and develop oral and written skills in their first language while they simultaneously acquire those skills in a second language.

Program Design

The elementary program is designed to follow a 90:10 dual language model. This model is used by all three schools. Instruction is primarily Spanish with the number of English lessons gradually increasing as students progress through the elementary grades. Students begin kindergarten with 90% of instruction in the partner language (Spanish) and 10% of instruction in English. Each year the amount of instructional time in the partner language decreases 10% until reaching 50% in both languages in fourth grade. As much as possible, the composition of classes will include approximately one-third to one-half partner language dominant speakers.

Grade	Model	Spanish	English	ELD
Kindergarten	90:10	Literacy/Math Science/ Social Studies	Physical Education Visual and Performing Arts	30 minutes ELD Instruction
First Grade	80-20	Literacy/Math	Physical Education Visual and Performing Arts	30 minutes ELD Instruction
Second Grade	70-30	Literacy/Math	Physical Education Visual and Performing Arts	30 minutes ELD Instruction
Third Grade	60-40	Literacy/Math	Physical Education Visual and Performing Arts	30 minutes ELD Instruction
Fourth Grade	50-50	<i>Fourth grade will receive equal amounts in English and Spanish.</i> Literacy/Math	Physical Education Visual and Performing Arts	30 minutes ELD Instruction
Fifth Grade	50-50 Edmondson	<i>Fifth grade will receive equal amounts in English and Spanish.</i> Literacy/Math	Physical Education Visual and Performing Arts	30 minutes ELD Instruction

Sixth Grade - Eighth Grade	30-70	<i>Sixth through eighth grade will receive two periods in Spanish</i>	Physical Education Visual and Performing Arts Math	One period, <i>if necessary</i>
High School	A multilingual pathway that guides students toward attainment of the California State Seal of Biliteracy and add an additional language. Students will take AP Spanish Language and AP Literature and two years of an additional language. By taking the AP courses and passing the AP test students can receive college credit and qualify for the California State Seal of Biliteracy Award.			

SECONDARY PROGRAM – Los Alisos Middle School

The Middle School Dual Literacy Program will be focused on a 30:70 model in which two classes out of the six within a student's day are delivered in Spanish. The program will be offered in grades six through eight.

	6 th Grade	7 th Grade	8 th Grade
Spanish Language Courses	- Language Arts - Social Studies	- social studies - Science	- social studies - Science

SECONDARY PROGRAM – High School Pathway Option

A multilingual pathway that guides students toward attainment of the California State Seal of Biliteracy and adds an additional language.
Students will take AP Spanish Language and AP Literature and two years of an additional language. By taking the AP courses and passing the AP test students can receive college credit.

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Course Sequence	AP Language	AP Literature	Additional world language - Year 1	Additional world language - Year 2

Section 3: CURRICULUM

Teachers in the NLMUSD are trained on the Common Core State Standards in English Language Arts and Mathematics, as well as the California ELD Standards and Next Generation Science Standards. In addition, NLM dual immersion teachers use the "[The Common Core en Español](#)" English Language Arts and Mathematics Standards augmentations to guide Spanish language development in their grade-level context.

As with all teachers, Dual Language teachers in the NLMUSD will utilize curriculum that is based on the adopted standards. Where available, Spanish equivalents of the core curriculum will be utilized by Dual Language Teachers. When not available, teachers will translate curriculum and utilize Spanish Language supplemental materials to ensure that dual language students have equal access to grade level content. To support teachers in this process, they will receive three planning days and a \$1,000 stipend per the NLMUSD Master Agreement. In addition, the NLMUSD Dual Language Network will provide opportunities for teachers to review curriculum options as well as time for grade-level and vertical collaboration around the curriculum.

Elementary Curriculum:

Dual Language Teachers at the Elementary Level will use the following curriculum to instruct students in the Dual Language Programs:

Content Area	Curriculum Used	Spanish Equivalent or Translation Needed?
English Language Arts	Benchmark Advance	N/A
Spanish Language Arts	Benchmark Adelante	Spanish Equivalent
Writing	Lucy Caulkins: Units of Study for Teaching Writing	Translation Needed
ELD	Benchmark Advance - Designated ELD curriculum	N/A
Mathematics	Houghton Mifflin: Math Expressions	Spanish Equivalent
Social Studies	Social Studies Weekly	Spanish equivalent
Science	Mystery Science	Spanish Equivalent

Middle School Curriculum

Content Area	Curriculum Used	Spanish Equivalent or Translation Needed?
6 th Grade Spanish Language Arts	Benchmark Adelante	Spanish Equivalent

6 th Grade History/Social Science	National Geographic Great Civilizations	Spanish Equivalent
7 th Grade Science	Impact Science	Spanish Translation
7 th Grade History/Social Science	National Geographic Great Civilizations	Spanish Equivalent
8 th Grade History/Social Science	National Geographic Great Civilizations	Spanish Equivalent
8 th Grade Science	Impact Science	Spanish Translation

Section 4: INSTRUCTION

As in all NLMUSD programs, the Dual Language Program provides opportunities for students to receive best practices in instruction. Teachers incorporate strategies that integrate language and content across disciplines and provide comprehensible and differentiated instruction as needed.

Teaching Techniques utilized by Dual Language Teachers include the following:

Balanced Literacy (English & Spanish Language Arts):

Balanced literacy is a comprehensive program of language arts acquisition. It contains all of the components necessary for students to master written and oral communication:

Read Aloud:

A shared literacy experiences to which the teacher gathers students together to read aloud from a single copy text that is usually far more challenging than the student's instructional level. The purpose is to support the students in making meaning through conversations and explicit instruction in reading strategies.

Shared Reading:

Shared Reading is an approach to teaching reading in which a teacher and a group of students come together to read, discuss, and learn from about texts. It's an approach that allows students to experience the joy of reading, the richness and variety of language and the stimulation of sharing ideas and information with their peers. As with an act of reading, the prime objective is to make meaning of the text. In shared reading, the teacher stretches learning by showing how expert readers handle texts. The teacher achieves this through implicit and explicit instruction and through quality interactions. In this approach, teachers build on their students' knowledge to help them deepen their thinking, critically evaluate texts, and become metacognitive readers.

Guided Reading:

In Guided Reading, teachers work with a small group of children who are at the same developmental stage of reading. The teacher selects an unknown or unfamiliar book that provides just the right balance of support and challenges so that the children can read most of it independently. The students are reminded to use reading strategies they already know to problem-solve as they read for meaning.

Independent Reading:

The independent reading workshop is a systematic way of supporting and guiding students as they read on their own. Teachers begin with a mini-lesson that targets a reading skill or strategy. Students are then released to silently read books of their own choosing while the teacher confers with individuals. At the closure of each workshop, students share in partnerships or whole group the applied strategies and new learning that has occurred.

Writer's Workshop:

Based on the work of Lucy Calkins, Writer's Workshop is a method of writing instruction that takes students through the writing process in a structured workshop format. The elements of Writer's Workshop include the mini lesson, student writing (with teacher conferring), and a share out. During Writer's Workshop, students gain experience in writing both narrative and expository pieces based on the Common Core State Standards for Writing.

English Language Development (Both Integrated and Designated ELD):

Each English Learner (including students in the NLMUSD Dual Language Programs) receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English (listening, speaking, reading and writing) as rapidly and as effectively as possible. ELD lessons are differentiated to be appropriate for English Learners' varying identified levels of language proficiency. ELD is designed to:

- Provide access to the Common Core English Language Arts curriculum;
- Teach English Learners to understand, speak, read and write English;
- Build academic language proficiency that includes audience, task, and purpose;
- Scaffold content and tap into prior knowledge to make learning accessible for all ELs; and
- Assist ELs in acquiring the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life.

All English Learners receive ELD instruction until they have met the NLMUSD criteria for reclassification. *(See Section 12 of the NLMUSD English Learner Master Plan for more information on ELD instruction).*

Instructional Support for Diverse Learners:

NLMUSD Dual Language Teachers utilize a variety of approaches for meeting both the academic and linguistic needs of their students:

Specially Designed Academic Instruction in English (SDAIE):

Specially Designed Academic Instruction in English (SDAIE) is a systematic way to teach academic language across the content areas. This approach utilizes grade-level content area curricular materials and standards, which are then appropriately, differentiated according to student need and ELD levels. This approach maintains the high standards and rigor expected of native English speakers, with appropriate scaffolds such as graphic organizers, visual support, oral/academic language practice and/or active engagement strategies. *(See Section 13 of the NLMUSD English Learner Master Plan for more information on SDAIE instruction).*

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

Response to Intervention (RtI):

Dual Language Teachers utilize many techniques and resources to meet the needs of students who are not meeting grade level standards. Where available, intervention materials in both English and Spanish are utilized to support students in meeting grade level standards in both languages. The resources utilized by Dual Language teachers to support students are as follows:

Program/Approach	Language of Instruction
iReady	English
Istation	Spanish
Developmental Reading Assessment (DRA or EDL2)	English and Spanish
Small Group Instruction	English and Spanish

Section 5: ASSESSMENT & ACCOUNTABILITY

Assessment:

Students' language and academic progress in the Dual Language Program is assessed through multiple measures. Teachers utilize a variety of formative and summative assessments to track student progress well as to determine program strengths, needs, and next steps.

Assessment in the Dual Language Program is:

- Used to shape and monitor program effectiveness
- Aligned with curriculum and Common Core State Standards
- Aligned with the vision and goals of the program
- Conducted in both of the languages used for instruction
- Used to track the progress of a variety of groups in the program over time using disaggregated data
- A topic for professional development for teachers and administrators
- Interpreted accurately
- Carried out in consistent and systematic ways
- Supported by an appropriate infrastructure and budget
- Disseminated to appropriate audiences

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). Guiding principles for dual language education (2nd ed.). Washington, DC: Center for Applied Linguistics.

The assessments given to students in the Dual Language Program to assess student progress are as follows (*subject to potential revision*):

(Next Page)

NLM College Preparatory Dual Immersion Programs Assessment Matrix						Timeline		
Type	Assessment	Purpose	Students Monitored	Progress Monitored	Language of Assessment	Fall	Winter	Spring
Summative	Smarter Balanced Assessment Consortium (SBAC) Summative Assessment	Large scale standardized Statewide data - high stakes	Students in grades 3-8	Academic- English Language Arts & Mathematics	English			3-8
Summative	English Language Proficiency Assessments for California (ELPAC)	Progress monitoring of English language development for English learners, Statewide - high stakes	English Learners	English Language Proficiency- Listening, Speaking, Reading & Writing	English			K-8
Interim	IReady Diagnostic Test	District progress monitoring on English reading skills (K-2 not using instructional component of the program)	Grades 3-8 (Grade 2 administers the diagnostic during the End-of-Year Window)	Academic- Reading	English	3-8	3-8	2-8
Interim	Developmental Reading Assessment EDL2	Monitors reading development and comprehension within the students zone of proximal development	K-2nd	Academic- Reading	English & Spanish	1-2	1-2	1-2
Summative	STAR	Monitors -Spanish online reading comprehension (adaptable)	3rd - 5th	Spanish Literacy	Spanish	3-5 monthly	3-5 monthly	3-5 monthly
Formative / Diagnostic	AVANT-STAMP 4S, 4SE	AVANT/STAMP-standardized summative language assessment - all four language domains-speaking, listening, reading, writing	6th-8th	Spanish language development	Spanish			
Formative / Summative	Benchmark Advance/Adelante	Unit assessment aligned to curriculum	K-6	Academic- Reading / Writing , Phonics, Phonemic Awareness	Spanish	K-6	K-6	K-6
Interim / formative	iStation español	Assessment, progress monitoring, and supplemental instruction of Spanish language development	All students in the Dual Language Program	Academic Reading	Spanish	K-2 monthly, 3-5 trimester	K-2 monthly, 3-5 trimester	K-2 monthly, 3-5 trimester
Screener	IPT Spanish Oral, Reading & Writing	Initial screening for Spanish language development skills in Kinder and 6th grade (6th for students new to dual)	All students in the Dual Language Program	Oral, Reading and Writing skills	Spanish	At initial enrollment into dual - incoming Kinder and, new/incoming 6th graders in May		
Progress Monitoring	NLM Reading Assessment	Assesses foundational skills	Kinder (2021-2)	Letter sounds, letter names, open syllables	Spanish	K	K	K

	Heggerty Phonemic Awareness Screener, CORE Phonics Survey, NLM Listening Assessment						(progress monitoring)	
--	---	--	--	--	--	--	-----------------------	--

Grade Level Assessment Timeline At-A-Glance

Grade Level	TK	K	1-2	3-5	6-8
IPT (Individual Proficiency Test) Eng/Span	TBD	Summer; before the start of school			
NLM Reading Assessment (Spanish)	• <i>Heggerty Phonemic Awareness Screener</i> • <i>CORE Phonics Survey</i> • <i>NLM Listening Assessment</i> • 2 Assessment windows (mid, end-of-year)	• <i>Heggerty Phonemic Awareness Screener</i> • <i>CORE Phonics Survey</i> • <i>NLM Listening Assessment</i> • 2 Assessment windows (mid, end-of-year)	• <i>Heggerty Phonemic Awareness Screener</i> • <i>CORE Phonics Survey</i> • <i>Oral Reading Fluency</i> • 2 Assessment windows (mid, end-of-year)		
NLM English Skill Transfer Assessment (English)		• <i>CORE Phonics Survey</i> End-of-Year Assessment Window			
i-Ready - ELA			2nd Grade: one assessment- end-of-year	Fall window / March	
CAASPP - SBAC				April-May	
ELPAC - Summative		Feb-May			
Istation - Reading		Monthly Diagnostic and weekly instruction (30-40 minutes per week)			
STAR				Monthly	
STAMP 4S/E				3rd-5th BOY 2023-24	Winter 2022-23

Yellow=English Assessment Blue=Spanish Assessment Green=English/Spanish Assessment

In addition, teachers may also utilize the following resources to gain additional information on student progress:

	Assessment	Progress Monitored	Language of Assessment
	Developmental Reading Assessment (DRA or EDL2)	Academic- Reading	English & Spanish
	Benchmark Advance/Adelante	Academic- Reading / Writing , Phonics, Phonemic Awareness	Spanish
Interim / formative	iStation español	Academic Reading	Spanish
Screeners	IPT Spanish Oral, Reading & Writing	Oral, Reading and Writing skills	Spanish

Grading & Report Cards:

All Dual Language Teachers will report student progress to parents through the NLMUSD Report Card and (if necessary) the NLMUSD Unsatisfactory Progress Report. Dual Language teachers will adhere to the grading and reporting guidelines as indicated in the NLMUSD Report Card & Grading Guide with the following additions:

Grading:

All Dual Language Teachers will report grades that reflect the instruction given to students. If content is taught in both English and Spanish (i.e. Language Arts), grades will be given to reflect progress in each language.

Report Cards: (Elementary Only):

The NLMUSD is currently working on creating an Elementary Dual Language Report Card Template. During the interim, Dual Language Teachers will report grades as follows:

All K-5 Dual Language Teachers will note in the comments section of the report card their instructional percentage (i.e. 90% Spanish instruction, 10% English instruction).

K-3rd Grade: Teachers will use the NLMUSD District Report Card to report grades. Teachers will use the comments section to note the language of instruction for each content area. For content areas that are taught in both languages (i.e. Language Arts), teachers will utilize the comments section to provide grades for instruction provided in the second language.

4th-5th Grade: Teachers will use the NLMUSD District Report Card to report grades. Teachers will also use the "Chavez 6th Grade" Report Card to report grades in English and Spanish (listed as "Dual" next to the subject on the report card). This report card will be attached to the NLMUSD District Report Card and distributed to parents.

Report Card (Secondary):

Secondary Teachers will utilize the NLMUSD Report card to report grades. Courses names on the report card will reflect Dual Language Instruction.

All Dual Language Teachers will provide information to parents at the beginning of each school year with regards to the grading and report cards policies of the Dual Language classroom.

Program Monitoring/Accountability:

The Dual Language Program will be monitored both at the district and site level to ensure that the academic, linguistic, and cultural goals of the program are met. The following will be utilized to facilitate the monitoring process:

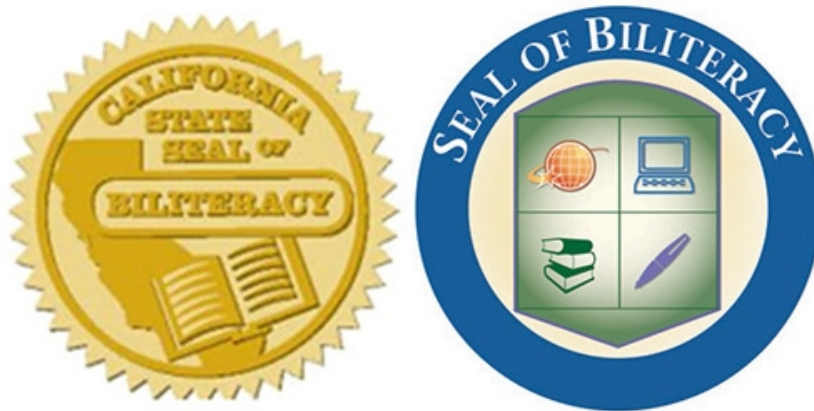
- Academic Achievement data (SBAC, STS, etc.) will be analyzed both as an entire program and disaggregated by school site to determine program and site strengths, needs, and next steps
- English Learner student progress (academic & linguistic) will be monitored annually per Federal guidelines
- Reclassified Fluent English Proficient (RFEP) progress will be monitored annually per Federal guidelines
- Learning Walks will occur to determine program strengths, needs, and next steps
- The NLMUSD English Learner Action Team will be regularly updated on the Dual Language Program and will be consulted regarding any policy changes to the program
- The Dual Language Network will regularly reflect on progress of the program (at the site and program level) to determine program and site strengths, needs, and next steps
- The NLMSUD Dual Language Handbook and the *Guiding Principles for Dual Language Education (Center for Applied Linguistics)* will be utilized as reference points for monitoring program policies and procedures

Recognition

California State Seal of Biliteracy – High School

The NLMUSD Seal of Biliteracy and Pathway Awards are a statement to the community that biliteracy is important. It encourages students to pursue biliteracy, and communicates clearly that mastery of two or more languages is an important skill for participation in a 21st century diverse world and economy. It is a way to honor the skills DLP students attain, and can be attractive to future employers and college admissions offices.

The High School Seal of Biliteracy certifies attainment of a high level of proficiency in two or more languages. Students wishing to receive the Seal of Biliteracy must submit an application form and meet all existing NLMUSD criteria for this recognition.



Eligibility Criteria for a Student Whose Primary Language is English

Each of these three academic requirements shall be fulfilled.

1. Students must have completed all English-language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
2. Students must have passed the Smarter Balanced Assessment Consortium (SBAC) in ELA (administered in grade eleven) at the “Met” or “Exceeds Standard” level.
3. Students must demonstrate proficiency in one or more languages other than English through **one** of the following methods:
 - a) *Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.*
 - b) *Pass an International Baccalaureate examination with a score of four or higher.*
 - c) *Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.*
 - d) *If no AP examination or off-the-shelf language test exists and the district uses its own language examination, the school district must certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign language.*

- e) *If a district offers a language examination in a language in which an AP examination or off-the-shelf examination exists, the district language examination must be approved by the SSPI.*
- f) *Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.*

Eligibility Criteria for a Student Whose Primary Language is not English

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

1. Achieve “Well Developed” proficiency level on the English Language Proficiency Assessments for California (ELPAC)
2. Meet the requirements above as stated in 1, 2, and 3.

NLMUSD Biliteracy Pathway Awards - 5th and 8th Grade

What is a Biliteracy Pathway Award?

The Biliteracy Pathway Award is designed to measure attainment of age-appropriate biliteracy for students who have been in Immersion, Heritage, Foreign Language, Two-Way Bilingual Immersion, Dual Language, or Maintenance Bilingual Programs.

The award serves as a statement by a school system that mastery of two or more languages is important. It encourages students to pursue biliteracy and helps children and their parents feel pride and excitement about mastering two languages.

Who is eligible for the NLMUSD Biliteracy Pathway Award?

Fifth and eighth grade students in the NLMUSD will be eligible to receive the Biliteracy Pathway Award. *(K-4th grades coming soon!)*

What is the process for earning the award?

At the beginning of each school year, fourth grade teachers will inform students about the award, and the process by which they can earn the award. Students will be informed that their SBAC ELA ,iReady Reading & IDEA IPT scores will be used to determine who is eligible for earning the award.

In addition, 5th grade teachers will receive a list of students who have met criteria #1 and #2 in the spring of each school year. These students will be encouraged to complete an application and meet the remaining criterion in order to receive the award at the end of the school year.

How will students receive the awards?

Students will receive the awards at the “End of the Year” awards assemblies at each school site. The award will consist of a certificate and a ribbon.

5th Grade Biliteracy Pathway Awards

Updated 3/2023

To be eligible to receive the District's Biliteracy Pathway Award, a student must:

Demonstrate proficiency in English and Spanish, by fulfilling the following requirements:

1. By the end of the 4th grade year, receive a score of 557 or above on the i-Ready Term 3 Reading Assessment for the 2015-16 school year (from 4th grade) OR By midyear of 5th grade (2019-19 school year) most recent i-Ready Reading Assessment score of 581 or higher.
2. **Meet the NLMUSD reclassification criteria and be reclassified to Fluent English Proficient by the end of 5th grade**
3. **Demonstrate ability to write and speak coherently and with purpose in Spanish by:** writing an argumentative essay on the best benefits of biliteracy and an oral summary to be scored using the district writing rubrics.

* 8th Grade Biliteracy Pathway Awards

Updated 3/2023

To be eligible to receive the District's Biliteracy Pathway Award, a student must:

1. **Demonstrate proficiency in English and Spanish, by fulfilling one of the following requirements:**
 - a. By scoring Met or Exceeded Standard in ELA as measured by the SBAC exam.
 - OR**
 - b. By the end of the 7th grade year, receive a score of 542 or above on the i-Ready Term 3 Reading Assessment for the 2015-16 school year (from 6th grade)
 - OR**
 - By midyear of 8th grade (2016-17 school year) most recent i-Ready Reading Assessment score of 583 or higher.
2. **Meet the NLMUSD reclassification criteria and be reclassified to Fluent English Proficient by the end of 8th grade**
3. **Demonstrate ability to write and speak coherently and with purpose in Spanish using:**
 - a. **An narrative essay** detailing a time in their life where biliteracy was important and include an oral summary. Scored using the district rubrics.

Section 6: ENROLLMENT

Eligibility

- All students residing in the NLMUSD attendance area may enroll in one of the Dual Language Programs (DLP) regardless of language background through the Open Enrollment process.
- Students of varying abilities and needs contribute to the diversity of the community. Any student may enter the program in Kindergarten.
- Students who are enrolled in a Dual Language Pre-Kindergarten class at a school site other than their school of residence must obtain an Open Enrollment permit if they wish to be enrolled in a DLP Kindergarten class upon reaching kindergarten age.
- Students may be considered for the program after Kindergarten, provided they can demonstrate language skills and knowledge necessary to be successful in the program. Fluency in both languages is measured by administration of the (IPT), EPAC and/or an additional empirically validated fluency test. The principal, or designee ultimately determines placement.

Open Enrollment for NLMUSD Residents

- Families fill out a Dual Interest Form from the Dual Language School.
- Priority Enrollment is offered to siblings of students currently enrolled at a DLP school to attend the same school. Parents register and enroll siblings at the school site.
- Families are mailed the results of open enrollment.
- Registration takes place at the school. Please note that if registration is not completed by the last day of open enrollment, students will be dropped from the DLP list.
- More information, including specific dates and deadlines, can be found at the school site or by contacting the Student and Family Services Office.

Enrollment for non-NLMUSD Residents

- Families living outside of NLMUSD must request a release from their home district in order to attend a specialized program not offered in the home district. Some districts will not release students unless they are first accepted into our Dual Language Program.
- Inter-district Transfer Requests are officially accepted during the last month of the school year. Although NLMUSD requires that students be released from their home districts, interested families should still complete an application for the program even if they have not received the official release paperwork.
- Once the Inter-district Transfer is approved, parents will need to register at the DLP school and submit a copy of the Inter-district Transfer approval to the home district.
- The Inter-district Transfer process must be followed annually for continued enrollment at the DLP school.

Late Entrance and Transfers

- From a non-DLP school to a DLP school in NLMUSD: Students enrolled in a traditional English mainstream program can be admitted to a DLP school after Kindergarten following a demonstration of second language proficiency.

- From other Districts to a DLP school in NLMUSD: When space is available, a main consideration for admission shall be an appropriate level of second-language proficiency. The school principal will determine whether students can be accepted as "late entrance" or "transfer" students after a DLP classroom teacher assesses students.

Continued Enrollment in the Program

- Once enrolled in the DLP, students remain enrolled automatically unless disenrolled by the parents or the District.
- Disenrollment of a student will be done in consultation with parents and the principal and may involve other stakeholders.
- Families in the DLP from outside of NLMUSD must annually renew their permits to attend the DLP school.

Section 7: DUAL LANGUAGE APPRAISAL TEAM (DLAT)

Concerns regarding student progress and placement are addressed by the Dual Language Appraisal Team. This team consists of a varied group of stakeholders who meet to discuss the language proficiency of the student in question, evaluate progress and supports, and appraise program placement.

A Quick Guide

What is the purpose of the DLAT?

- ❖ Review & discuss a Dual Language students' language proficiency

Who is a part of the DLAT?

- ❖ The team **MUST** include:
 - Parent
 - Administrator/Designee
 - Dual Language Teacher
 - SEI/ELM Teacher
- ❖ It may also include:
 - ELL representative
 - Case Carrier, Speech Language Pathologist, etc. (if applicable)
 - Others that may have insight into the student's' abilities

When does the DLAT meet?

- ❖ DLAT meetings can be held at any time throughout the year and initiated by teachers or parents.

DLAT Agenda

- ❖ Introductions
- ❖ Purpose of the Meeting
- ❖ Review of Student Data
 - DLAT Summary
 - DLAT Note-taking
- ❖ Discussions
- ❖ DLAT Recommendations
- ❖ Next Steps

DLAT Checklist

1. Fill out the DLAT Student Summary (Form 2)
2. Invite Parent/Guardian to the DLAT Meeting (Form 1)
3. Hold DLAT Meeting. Take notes using the "DLAT Meeting Summary Notes" (Form 3)
4. Place original notes (with signatures) in the student's Cumulative Folder. Make copies to give to:
 - a. Parent/Guardian

Norwalk-La Mirada USD - D-LAT Meeting Agenda/Minutes

Student: _____ ID: _____ Date: _____

School/Program: _____ Grade: _____

I. Introductions

- a. Parents:
- b. Administrator/Designee:
- c. Bilingual Teacher:
- d. SEI Teacher:
- e. Other:
- f. Other:

II. Purpose of the meeting

The purpose of today's meeting is

III. Review of Student Data

(See D-LAT Student Summary (Form 2))

IV. Discussions

V. Recommendations

The D-LAT is making the following recommendations:

Those in attendance at this meeting sign below and indicate whether they are in agreement/disagreement with the D-LAT recommendation:

Name (print)	Title	Signature	Check one	
			Agree	Disagree *

* If one or more persons disagree with the teams' decision, the school Administrator/Designee will forward these forms to the Director of State & Federal Programs to schedule a follow-up meeting.

Norwalk-La Mirada Unified School District
Dual Language Appraisal Team (D-LAT) Student Summary Form

Student Name: _____ ID: _____ Grade: _____
School: _____ D-LAT Meeting Date: _____

I. CELDT/STS:

Overall Language Proficiency Level: _____ / _____

Circle appropriate level for each area:

	California English Language Development Test (CELDT) Year: _____	IDEA Proficiency Test in Spanish (IPT) Year: _____ *DNA = did not administer	
Listening	B EI I EA A	B EI I EA A	DNA
Speaking	B EI I EA A	B EI I EA A	DNA
Reading	B EI I EA A	B EI I EA A	DNA
Writing	B EI I EA A	B EI I EA A	DNA

I. Comments/Concerns

Briefly describe any comments/concerns regarding the student's language proficiency:

I. Classroom Performance

Does the <u>students'</u> language ability allow them to sufficiently <u>access</u> the core instruction in the dominant language of instruction? Language of instruction: _____	Y	N
Does the child have sufficient English to access SEI instruction?	Y	N
Does the child have sufficient Spanish to access the Dual Language instruction?	Y	N
CLASSROOM INTERACTIONS Language student uses in most social situations: _____		

Required Copies: (3) Parent, Teacher, and Yellow Language Folder in the cum

I. Testing

Test	Date Administered	Scale Score	Level	Notes
SBAC-ELA				
CAA-ELA				
iReady – Reading				
DRA/EDL2:				I
Other:				
Other:				

I. Home Language Usage

Student predominantly speaks English at home.
Student predominantly speaks another language at home: _____

Ø Attach a copy of the following:

- Most current report card and/or progress report
- Samples of classroom work
- English Learner Observation Checklist (from San Diego Unified)

Norwalk-La Mirada Unified School District

**PARENT INVITATION TO A DUAL LANGUAGE APPRAISAL TEAM
(D-LAT) MEETING**

Today's Date: _____

To the Parents of _____,

You are invited to a Dual Language Appraisal Team (D-LAT) meeting to discuss the language proficiency of your child. During the Dual Language Appraisal Team (D-LAT) meeting, the team will discuss your child's language development and current classroom placement. Therefore, further language assessment may be necessary. Please check the box below if you give permission for your child's language proficiency to be assessed further.

If you have any concerns regarding your child's language ability, it is then even more imperative that you attend this meeting. In the event that you are not able to attend the meeting, but would like to give input, please contact:

_____.

Please return the lower portion of this letter so that we might know if you are able to attend this meeting and give permission to assess the student's language proficiency.

Sincerely,

Principal

DUAL LANGUAGE APPRAISAL TEAM (D-LAT) MEETING

Student: _____ School: _____

Date: _____ Time: _____

Location: _____

() **Yes**, I will attend this meeting.

() **No**, I cannot attend.

() I give permission to have my child's language proficiency to be assessed using
_____ (name of assessment)

X _____
Parent/Guardian Signature

Chapter 8: SUPPORT & RESOURCES

The NLMUSD is committed to providing adequate support and resources in order to maintain and grow its Dual Language Programs. Support and resources for the Dual Language program come from a variety of sources:

Teacher Support:

NLMUSD Dual Language Teachers are provided support both at the site and district level with regards to Dual Language Pedagogy:

- The Dual Language Network provides an opportunity for teachers from all Dual Language sites to meet three times per year for the purposes of program articulation, monitoring, and planning.
- Beginning with the 2015-2016 school year, professional development will be provided on program design and best practices in Dual Language Education to all NLMUSD Dual Language teachers.
- NLMUSD English Learner TOSAs provide support to Dual Language teachers (on an as needed basis) with regards to lesson design, coaching, and materials support

In addition, per the NLMUSD Master Agreement, Dual Language teachers will receive three release days per year for teacher directed planning and Extra Duty Pay of \$1,000 per year.

Program Funding:

Materials and professional development provided to Dual Language teachers will be provided through the Local Control and Accountability Plan (LCAP).

Community Support:

Support from our community is vital to the success of the Dual Language Programs. There are many ways in which the community is informed about the NLMUSD Dual Language Programs, including the following:

- District and Site Brochures
- District and School site Websites
- Information Booths/Flyers at School Events (Open House, Magnet Faire, etc.)
- Parent information meetings
- Classroom Visitations

Section 9: COMMUNITY & PARENT INVOLVEMENT

The Dual Language Program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents, and the community. The program facilitates ongoing communication and collaboration and encourages the involvement and support of all stakeholders.

Sharing News and Information (example sources)

- Room Parents and email lists
- Class websites
- Connect Ed phone messages
- School websites
- Informational parent meetings at the beginning of the school year

Encouraging Hands-on Involvement

As in all NLMUSD programs, parents can contribute their time and talents to the program. They can do this by assisting with homework, volunteering at the school or at school events, or making financial donations. Parents help give the DLP life by serving on committees and site councils, planning special cultural events, working on fundraising events, applying for grants, translating materials, chaperoning field trips and volunteering for specific classroom activities or teacher needs. Parents who volunteer in the classroom are expected to follow the language separation policy and use the appropriate language of instruction. Additionally, all volunteers must complete the NLMUSD volunteer screening process.

Continued high levels of parent involvement are critical to the success of the DLP in NLMUSD. As in all NLMUSD programs, DLP principals create an environment that encourages the active involvement of parents and family members to help their children be successful in school. The success of the program is a result of collaboration between parent volunteers and DLP affiliated NLMUSD staff; i.e., recruitment efforts, marketing materials, fundraising and ongoing support.

There are several opportunities for parents from all linguistic and cultural backgrounds to participate in the development of the program. All parents can benefit from involvement with the program, as they learn how they can better assist in their child's and their own linguistic skills and gain new multicultural perspectives.

Possible Opportunities for Involvement at the School Level

English Learner Advisory Council
GATE Parent Advisory
School Site Council
Parent Teacher Association
Classroom Volunteer
Individual school initiatives requiring parent volunteers

Possible Opportunities for Involvement at the District Level

District English Learner Advisory Council
GATE Leadership Team
Community Advisory Committee
District Advisory Council