

DELAC, LCAP & DUAL IMMERSION DELAC, LCAP Y INMERSIÓN DOBLE

Hamilton elementary school
November 2



Agenda

- DELAC
- LCAP Goals
- Dual Immersion Update
- Expert - Dr. Esther Larocco
- Break out Session
- Next Steps



Hamilton Unified 2016-2017 Annual Assessment CELDT

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Advanced		3 (14.0%)	2 (8.0%)	1 (5.0%)	2 (13.0%)	3 (17.0%)	3 (50.0%)	2 (29.0%)	***	***	(0.0%)	(0.0%)	***	17 (13.0%)	
Early Advanced		12 (57.0%)	7 (29.0%)	7 (33.0%)	5 (33.0%)	7 (39.0%)	1 (17.0%)	1 (14.0%)	***	***	2 (25.0%)	2 (33.0%)	***	47 (35.0%)	
Intermediate		1 (20.0%)	6 (29.0%)	12 (50.0%)	8 (38.0%)	6 (40.0%)	5 (28.0%)	1 (17.0%)	2 (29.0%)	***	***	4 (50.0%)	3 (50.0%)	***	48 (35.0%)
Early Intermediate		2 (40.0%)	(0.0%)	2 (8.0%)	4 (19.0%)	2 (13.0%)	2 (11.0%)	(0.0%)	1 (14.0%)	***	***	(0.0%)	1 (17.0%)	***	14 (10.0%)
Beginning		2 (40.0%)	(0.0%)	1 (4.0%)	1 (5.0%)	(0.0%)	1 (6.0%)	1 (17.0%)	1 (14.0%)	***	***	2 (25.0%)	(0.0%)	***	10 (7.0%)
Number Tested		5 (100.0%)	21 (100.0%)	24 (100.0%)	21 (100.0%)	15 (100.0%)	18 (100.0%)	6 (100.0%)	7 (100.0%)	2 (100.0%)	1 (100.0%)	8 (100.0%)	6 (100.0%)	2 (100.0%)	136 (100.0%)

Dataquest

DELAC

- Reclassification 206-17
- Hamilton High school -
7 students reclassified
16 students tested
44%
- Hamilton Elementary School -
41 students reclassified
119 students tested
34%





LCAP GOALS

District sets LCAP goals related the 3 State Categories

LCAP Goals must address the 8 State LCFF Priorities

LCFF priorities each have multiple measurable outcomes



LCAP GOALS

Goal 1 Conditions of Learning: *Provide highly qualified instructors, books/ supplies/ materials and district infrastructure to promote college and career readiness to help all students succeed.*



LCAP GOALS

Goal 2 Pupil Outcomes: *All students will demonstrate proficiency on local and state assessments to ensure they are achieving college and career readiness status. In order to reach college and career readiness status, those students who are second language learners or those students with special needs, may require additional resources and supports.*



LCAP GOALS

Goal 3 Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.

Dual Immersion Inmersión Doble





SURVEY RESULTS RESULTADOS DE LA ENCUESTA


152 Responded October 12 & 13

- 4% are not in favor of a Dual Immersion Program
- 36% support the 50:50 Model
- 53% support the 90:10 Model

DUAL LANGUAGE PROGRAMS PROGRAMAS DE LENGUAJE DUAL

- Includes two different linguistic groups in the classroom English Learners and English Only students.
- Incluye dos grupos lingüísticos diferentes en el salón Estudiantes aprendiendo inglés y sólo inglés parlantes.



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- A critical feature of a dual language program is monolingual instruction where only one language is used at a time.
 - Una característica fundamental de un programa de lenguaje dual (doble inmersión) es la instrucción monolingüe donde solo se usa un idioma a la vez.
 - This establishes motivation for student language use.
 - Esto establece la motivación para el uso del lenguaje (del estudiante).



Sample PROGRAM MODEL 90:10

Grade	%	Spanish	%	English
K & 1	90	Reading/LA Math Social Science Science PE	10	English Language Development Music
2 nd	80	Reading/Language Arts Math Social Science PE	20	English Language Development Science Mid Year initial reading instruction Music



Sample PROGRAM MODEL

Grade	%	Spanish	%	English
3 rd	70	Reading/LA Math Social Science PE	30	Reading/LA ELD Science Music
4 th	60	Reading/LA Math Social Science	40	Reading/LA ELD Science, Music, PE
5 th	50	Reading/LA Math Social Science	50	Reading/LA ELD, Science, Music, PE



IMPLEMENTATION MODEL MODELO DE IMPLEMENTACIÓN

Whole School OR Strand within a School?

Hamilton Elementary School	
Neighborhood	Dual Immersion
Kindergarten	Kindergarten 90:10
1st Grade	1st 80:20
2 nd Grade	2 nd 70:30
3 rd Grade	3 rd 60:40
4 th Grade	4 th 50:50
5 th Grade	5 th 50:50
6 th – 8 th Grades Spanish 1	6 th – 8 th Spanish Literature



STRAND WITHIN A SCHOOL

Advantages	Disadvantages
Families have a choice of which program to enroll their child in.	The program may come to be dominated by English because of high stakes testing in English.
Monolingual English teachers can find a role in the school more easily.	DL programs may be isolated or misunderstood by the rest of the school.

- **Focus on making all students regardless of the program they participate in feel like they are all a part of the larger school family.**



STRAND WITHIN A SCHOOL

Ventajas	Desventajas
Las familias pueden elegir el programa para inscribir a sus hijos.	El programa puede llegar a estar dominado por el inglés debido a las pruebas de alto nivel en inglés.
Los maestros monolingües de inglés pueden encontrar un papel en la escuela más fácilmente.	Los programas de DL pueden ser aislados o incomprendidos por el resto de la escuela.

- **Concéntrese en hacer que todos los estudiantes, independientemente del programa en el que participen, se sientan parte de la gran familia escolar.**

Initial Implementation Implementación inicial

- Initial Implementation
 - Kindergarten and First Grade?
- Classroom Composition
(Ideal 50% English Speakers & 50% Spanish)
- Goal will be to recruit
 - 33% Native English Speakers
 - 33% Native Spanish Speakers
 - 34% Heritage Spanish Speakers





We value _____ for all students

- Bilingual/biliteracy
- confidence
- high achievement
- academic rigor
- cultural understanding and appreciation
- college & career readiness
- Seal of Biliteracy pathway

How can we make this available to all?



Valoramos ____ para todos los estudiantes

- Bilingüe/bialfabetismo (lectoescritura)
- confianza
- alto logro
- rigor académico
- comprensión y apreciación cultural
- preparación universitaria y profesional
- Vía del Sello de Biliteracy

¿Cómo podemos hacer que esto esté disponible para todos los estudiantes?

Questions/Preguntas

90/10 in kindergarten and 1st grade?

90/10 en kinder y 1er grado?

What subjects should be taught in Spanish?

¿Qué materias deberían enseñarse en español?

Questions/Preguntas

How do we overcome the disadvantages of the strand within a school implementation model?

¿Cómo superamos las desventajas del capítulo dentro de un modelo de implementación escolar?

- overcrowded classes/clases superpobladas
- isolation of program/aislamiento del programa
- special needs students/estudiantes con necesidades especiales
- keep all current staff/mantener todo el personal actual

Questions/Preguntas

Do we start with one or two Kindergarten classes?

¿Comenzamos con una o dos clases de Kindergarten?

How many students in each class?

¿Cuántos estudiantes en cada clase?

Combo classes in both DI and neighborhood program?

¿Clases de combinación en los dos programas?



Questions/Preguntas

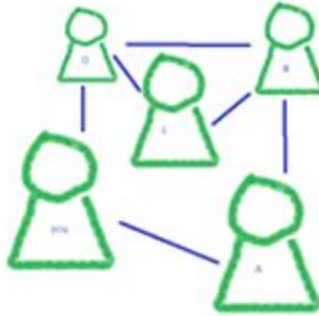
How do we allocate percentage of minutes? By day or weekly average?

¿Cómo asignamos el porcentaje de minutos? Por día o promedio semanal?

What is our transfer policy and enrollment priorities?

¿Cuál es nuestra política de transferencia y prioridades de inscripción?

Small Group Breakout Sesión de Grupo Pequeños





Next Steps/Proximos Pasos

- Meeting with all teachers
- Visit other schools
- Preschool meetings
- All day DI leadership meeting
- Board Meeting December 13



THANK YOU

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR
DANKSCHEEN
TASHAKKUR ATU
YAQHANYELAY
SUKSAMA
MEHRBANI
GRAZIE
BOLZIN
MERCİ
BIYAN
SHUKRIA