



Spanish Immersion Program Master Plan

Escondido Elementary School • Palo Alto Unified School
District

Updated May 2025

Background

The Spanish Immersion Master Plan both documents and guides the continued development of the Two-Way Bilingual Immersion (TWBI) Program at Escondido School. This document lays the foundation for the future development of what could become a K-12 pathway in Palo Alto schools that allow students to fully develop their bilingualism and literacy in two languages (biliteracy) beyond the elementary school level.

Since 2013, the Escondido School Spanish Immersion staff, both administration and teachers, have been engaged in a realignment of the program in an effort to refocus the curriculum and instructional program and return to its foundational model. The Spanish Immersion team, at Escondido School, is committed to creating a vibrant K-5 learning community where students from diverse backgrounds develop high levels of bilingualism and biliteracy, engage in a powerful curriculum that results in high academic achievement, and acquire international cultural competencies.

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Chapter 1

District Vision and Mission



Escondido School • Palo Alto Unified School District

Palo Alto Unified School District (PAUSD) is proud of its reputation as one of the top districts in the United States. PAUSD fosters a clear focus on continuous improvement in all aspects of its organization. The success of the school district is also based on the unwavering commitment the district maintains for the success of all students. PAUSD believes in maintaining a strong collaboration with the Board of Education, administration, credentialed and classified staff, students, and parents of the Palo Alto community.

In 2019-2020, the PAUSD Promise replaced typical strategic plans to balance organizational goals, student outcomes, and innovative practices. The Board of Education prioritized five areas for the 2024 - 2025 school year:

- (1) Serve and Celebrate Others
- (2) Mental Health and Wellness
- (3) Literacy
- (4) Equity and Excellence
- (5) Innovation

The PAUSD Promise and its five priority areas demonstrate the strength of the community's commitment to educational excellence while keeping students at the center of this work. Within the five priority areas, initiatives and action items have been developed to address the diverse educational needs of the students in PAUSD.

The Spanish Immersion (SI) Program provides an opportunity for all students,

English-speaking and Spanish-speaking, to gain skills necessary to successfully navigate in a global and multilingual society. The Spanish Immersion (SI) Program is one pathway advancing the priority areas outlined in the PAUSD Promise.



Priority Area (1) **Serve and Celebrate Others:**

Priority:

The staff and students of PAUSD will become a community of “Builders” through investing in service and celebrations on behalf of others. We will positively impact peers, colleagues, and the broader community through human interaction and connections free of judgment and full of joy. Programs, groups, and individuals will be routinely celebrated for building people up through their actions, words, and kindness. Our shared commitment to celebrating our “Builders” will allow for multiple layers of people to contribute at every level.

Key Strategies:

1. Increase equitable experiences for all students and sustain a culture of recognition and appreciation across all sites.
2. Create opportunities for an authentic audience for students to showcase their work.
3. Acknowledge and celebrate individuals who make a positive impact by investing in others, and encourage sites and organizations to use innovative ways to model service and honor these contributions. Emphasize service, gratitude, and celebrating others as methods to enhance mental wellness.
4. Commit to building people up through positive interactions and assuming the best intentions.
5. Develop and implement service projects at all sites.
6. Celebrate partnership with Palo Alto City Safe Route work.
7. Expand opportunities for hand-in-hand projects with the broader community and provide students with opportunities to serve and give back to the school and/or the community.
8. Celebrate multicultural diversity and promote a deeper understanding of various cultural backgrounds, including African-American, AAPI, Hispanic/Latino, Jewish, Middle Eastern, North African, and indigenous peoples.

9. Focus on building a community that values service and appreciation over mere recognition.

Additionally, the Spanish Immersion Program responds by:

1. Offering State Biliteracy Pathways Recognitions that may include service projects in our community in target languages.
2. Creating school-wide opportunities for an authentic audience for students to showcase their work during events such as Hispanic Heritage Month, the Día de los Muertos community celebration, Día del niño celebration, and other community events.
3. Awarding Second Step tickets - student recognition in Spanish and English for use of positive social skills related to SEL curriculum.
4. Providing access to bilingual staff, in addition to classroom teachers and teaching aides, committed to building people up through positive interactions in Spanish.
5. Providing additional bilingual support staff including site secretaries, BIC coach, SAFE Coordinator, and school Counselor.
6. Elevating our minority community by offering an engaging and enriching educational option with the goals of bilingualism, biliteracy and multiculturalism.
7. Honoring and building on students' home language to develop a second language.
8. Increasing intellectual flexibility and cognition through second-language learning, which translates into higher achievement in all subject areas (Genesee and Lindholm-Leary, 2009).



Priority Area (2) **Mental Health and Wellness**

Priority:

PAUSD strives to provide for the social, emotional, and physical health needs of all students, staff, and families. Our goal is to cultivate positive, identity-safe school environments that promote high levels of connection, resilience, and overall well-being throughout the school community.

Key Strategies:

Key strategies for Safe and Caring Schools are organized into three general themes: Mental Health, Wellbeing, and Physical Health.

Mental Health - Enhance mental health support and services within the educational environment through comprehensive, integrated, and accessible programs.

Key Performance Indicators (KPIs):

1. Evaluation results for the quality and reach of the School-Based Mental Health (SBMH) program and mental health services for staff.
2. Utilization rates of Tier 1 and 2 supports (e.g. TBH, Employee Assistance programs).
3. Survey feedback on the effectiveness and satisfaction with mental health services.

Strategies:

1. Administer a universal mental health screener to identify and expand Tier 1 supports through the screening process.
2. Define and deliver mental health prevention and intervention services as part of a district-wide Multi-Tiered System of Support, incorporating elements from the SBMH Program.
3. Continuously evaluate and enhance the SBMH Program and outreach efforts to align services across sites and better support students, families, and staff.
4. Develop a mental health webpage for parents and staff, providing essential resources and information on mental health topics.
5. Establish ongoing staff training, leveraging Behavioral Support Teams and Coaches to align MTSS behavioral practices and support students with dysregulated behaviors.

Wellbeing - Foster an environment that reduces academic stress and promotes emotional well-being among students through targeted social-emotional learning and community involvement.

Key Performance Indicators (KPIs):

1. Student perceptions on the reduction of academic stress and improved well-being.

2. Implementation of fidelity and feedback on the Social-Emotional Learning (SEL) curriculum.
3. Measures of student engagement in well-being activities and the effectiveness of resilience strategies.

Strategies:

1. Establish working groups to propose actions for reducing academic stress and promoting student wellbeing.
2. Continue implementation and exploration of a TK-12 SEL framework and curriculum with continuous evaluation and adjustment based on correlated data and feedback.
3. Develop programs to foster resilience, celebrate small victories, and encourage independent decision-making.
4. Support emotional intelligence and problem-solving skills across all grade levels.
5. Administer surveys to calibrate homework and grading practices and hold outreach meetings to engage and educate students, parents, and staff.

Physical Health - Promote student physical health and safety through enhanced services, partnerships, and education.

Key Performance Indicators (KPIs):

1. Analysis of attendance data to identify trends and the impact of interventions on school attendance.
2. Student and community feedback on safety plans, health service accessibility, safety, and emergency preparedness internships and initiatives.
3. Track the utilization rates of health services among students, including appointments for screenings and referrals, to gauge the effectiveness of communication in promoting awareness and engagement.

Strategies:

1. Develop a streamlined communication system for health services that ensures consistent and clear support for students, facilitating easy access to information, resources, and assistance as needed.
2. Enhance safety plans and continue developing gun storage safety and other safety plans by collaborating with safety partners. Continue developing an internship program for students.

3. Implement comprehensive screening protocols that encompass various aspects of physical health, including but not limited to vision, hearing, and dental health.
4. Implement a comprehensive, age-appropriate consent education program across all grade levels, engaging students, parents, and community partners.
5. Work with Nutrition Services to enhance the availability of fresh, wholesome food options in school meals and educate students about healthy eating.

Additionally, the Spanish Immersion Program responds by:

1. Providing SEL instruction in Spanish (SecondStep Curriculum).
2. Offering multi-tiered systems of support in Spanish and English.
3. Providing counseling services, and BIC support, in both target languages.
4. Ensuring classroom calming corners are provided as space for students to calm down, process feelings, refocus, and regulate for learning.
5. Working closely with the Spanish-speaking Student and Family Engagement Specialist (SaFE) to continue fostering and developing community collaborations aimed at empowering students and families.
6. Scheduling opportunities for students to participate in noon time clubs in both English and Spanish, Noon Sports (3-5), Productive Play (K-5), and Student Council (3-5).
7. Committing to the well being of the classroom through the use of Responsive Classroom practices and strategies.

 **Priority Area (3)**
Literacy

Priority:

The Every Student Reads Initiative (ESRI) strives to reach the goal of ALL students reading at grade level by the end of Grade 3. Resources align with an “all in” approach to address early literacy. Students who enter Grade 4 at or above grade level are best prepared for future success. All students reading competently by Grade 4 will change their trajectory. The goal is to enhance reading proficiency and academic achievement within ESRI student groups.

Key Performance Indicators (KPIs):

KPIs will be revised in the fall after the release of California Assessment of Student Performance and Progress (CAASPP) data.

1. ESRI Progress Indicator 1: Smarter Balanced Assessment Consortium (SBAC) Reading: Grade 3 ESRI groups: Black or African American, English Learners 12+ months in US schools, Hispanic or Latino, Hispanic or Latino and Socioeconomically Disadvantaged, Native Hawaiian or Pacific Islander, Socio-Economically Disadvantaged, and Students with Disabilities will demonstrate an increase of 5% from Spring 2024 to Spring 2025 in the percentage of students scoring "Near or Above Standard" in reading, pending Board approval in June 2024.
2. ESRI Progress Indicator 2: SBAC English Language Arts (ELA): Grade 3 ESRI groups: Black or African American, English Learners 12+ months in US schools, Hispanic or Latino, Hispanic or Latino and Socioeconomically Disadvantaged, Native Hawaiian or Pacific Islander, Socio-Economically Disadvantaged, and Students with Disabilities will demonstrate an increase of 5% from Spring 2024 to Spring 2025 in the percentage of students scoring "Met or Exceeded Standard" in ELA, pending Board approval in June 2024.
3. ESRI Progress Indicator 3: The following K-5 ESRI student groups will show a 3% increase in the percentage of students reading "At or Above Grade Level" on the End of Year (EOY) i-Ready Diagnostic Reading assessment from Spring 2024 to Spring 2025 pending Board approval in June 2024.
 - African American or Black
 - Pacific Islander
 - English Learners
 - Hispanic or Latino
 - Hispanic or Latino and Socioeconomically Disadvantaged
 - Socioeconomically Disadvantaged
 - Students with Disabilities

Strategies:

1. Continue intentional teacher, principal, and district-level focus on ESRI groups.
2. Progress monitoring reading growth using multiple measures.

3. Convene principal and teacher meetings to support ESRI students reading below grade-level; review strengths and develop instructional plans to address areas for skills development.
4. Create an individual “Stretch Growth Goal” instructional plan to accelerate students who need more than one year’s growth to reach grade-level reading proficiency.
5. Continue Tier I reading instruction to create a comprehensive, structured literacy program for students in Grades TK-5 using:
 - Orton-Gillingham (OG) Methodology
 - Decodable and authentic texts
 - Morphology
 - Benchmark Advance/Adelante
 - Heggerty Phonemic Awareness
 - Units of Study in Writing
6. Implement an intervention schedule that allows students to access Tier 2 and Tier 3 instruction, without missing core Tier I lessons.
7. Utilize diagnostic dyslexia screener data to provide Tier 1 and Tier 2 instruction and intervention.
8. Regular progress monitoring of healthy attendance, social-emotional learning, and academics using the Panorama Platform.
9. Emphasize interactive and engaging experiences that build background knowledge and increase language and vocabulary development.
10. Monitor, calibrate, and analyze the progress of ESRI groups with TK-12 principals, including discussions regarding literacy leadership practices, guided classroom observations, and i-Ready Diagnostic Reading Assessment data conversations with facilitators.
11. Provide comprehensive professional learning opportunities for TK-12 educators to support curriculum implementation and heighten knowledge around domain-specific reading instruction.
12. Provide specialized training for TK-12 educators to address the nuanced needs of the students making limited progress toward meeting grade-level reading proficiency.

Additionally, the Spanish Immersion Program responds by:

1. Providing RTI time (Tier 2) with a designated Spanish-speaking reading

specialist.

2. Maintaining a Spanish-speaking reading specialist on staff.
3. Administering iStation Spanish Reading diagnostic K-5 to determine students' strengths and areas for instructional growth and tiers of intervention, including ESRI.
4. Hosting monthly Spanish Immersion teacher meetings to ensure articulation of curriculum and academic language focus, K-5.
5. Volunteering Spanish Immersion representatives for all PAUSD curriculum adoption committees.
6. Monitoring and measuring Spanish language development over time to improve language learning outcomes through STAMP assessment (listening, speaking, reading, writing).
7. Committing to District reading initiatives. Currently reading instruction in Spanish Immersion classes includes implementing phonics instruction using Heggerty in Spanish, the Orton-Gillingham (OG) Methodology in Spanish, Benchmark Advance/Adelante, and Units of Study in Writing in Spanish to create a comprehensive, structured literacy program for students in grades TK-5.
8. Monitoring English acquisition over time using the Smarter Balanced Assessment, with additional support from our English Language Support Specialist.
9. Utilizing all District adopted California standards-aligned instructional materials in Spanish and English, as appropriate based on grade level.
10. Providing comprehensive and dynamic professional learning opportunities for all elementary educators, including demonstration lessons with cross-school grade-level collaboration and planning led by curriculum staff developers.



Priority Area (4) **Equity and Excellence**

Priority:

The Systemwide Integrated Framework for Transformation (SWIFT Plan) is a strategy designed to bring about meaningful changes in PAUSD to promote educational equity and prioritize diversity, inclusion, and fairness throughout the entire educational system. This plan supports the success of all students and

staff while placing special emphasis on gathering and analyzing information about outcomes, policies, and practices that may disproportionately affect students of color, those with disabilities, and students from low-income or traditionally underserved backgrounds.

Inclusive and Culturally Responsive Pedagogy - Ensure all student groups have access to high-quality, culturally responsive instruction that meets their individual learning needs.

Key Performance Indicators (KPIs):

1. Decrease the average distance from standard (DFS) on the Smarter Balanced Assessment Consortium (SBAC) for English Language Arts and Math.
2. Increase the percentage of students achieving A-G eligibility/College-Career Readiness.
3. Increase the percentage of students making progress on IEP goals and/or passing coursework with a grade of C- or better.

Strategies:

1. Implement evidence-based grading practices that emphasize mastery of skills across all student demographics.
2. Utilize a principal walkthrough tool specifically designed to identify and promote inclusive and culturally/linguistically responsive teaching practices.
3. Encourage, train, and support educators in the use of high-yield, culturally responsive teaching strategies such as Universal Design for Learning (UDL), differentiation, and inquiry-based learning.
4. Enhance co-teaching models and collaborative planning frameworks to better support educators in diverse and inclusive classroom settings.
5. Conduct annual evaluations of special education programs to ensure high-quality instruction and service delivery.

Positive School Climate and Belonging - Cultivate a positive and inclusive school climate where all student groups feel safe, respected, and valued.

Key Performance Indicators (KPIs):

1. Increase the percentage of students responding favorably to school safety, belongingness, teacher-student relationships, cultural awareness, and diversity and inclusion.

2. Decrease the percentage of students identified as chronically absent.
3. Reduce the suspension rate and disproportionality for minor and nonviolent offenses for students in the focus group who are Black, Hispanic, and students with disabilities

Strategies:

1. Establish and publicize clear and transparent procedures and reporting mechanisms for incidents against protected classes and reported bullying/harassment incidents
2. Equip school leaders with tools and training in restorative practices to effectively address and resolve incidents of bullying and harassment and other offenses.
3. Collect and analyze student feedback on school climate via Panorama Surveys and check-ins
4. Create a resource hub that includes educator resources and training on bullying/harassment, racism, bias, and discrimination (e.g. anti-LGBTQ+, anti-Black, anti-Semitism, Islamophobia, and other forms of hate and discrimination).
5. Develop a personalized outreach and documentation system where school staff regularly communicate with students and their families to understand their specific situations and barriers to attendance.

Tiered Student Supports and Interventions - Ensure equitable access to tiered support systems for all students to address their diverse academic, behavioral, and social-emotional needs.

Key Performance Indicators (KPIs):

1. Increase fidelity of using a tiered intervention system using the adopted MTSS Framework across all school sites.
2. Students with academic, attendance, behavioral, and social-emotional needs will be addressed via the MTSS Framework and/or through the IEP/504/SST, by tracking growth through the Panorama platform.
3. Reduce overidentification in special education aligned with Comprehensive Coordinated Early Intervening Services (CCEIS).

Strategies:

1. Train teams on the foundations of MTSS, data-based decision-making, and documentation of culturally responsive Tier 2 and Tier 3 interventions.
2. Utilize Panorama Student Success to identify students at risk of academic, behavioral, attendance, mental health and wellness, or social-emotional difficulties to shift practices from reactive to prevention and proactive measures.
3. Expand the number of schools implementing an intervention schedule to ensure that students receive Tier 2 and Tier 3 instruction while still engaging in core Tier I lessons without interruption to maximize their access to the Multi-Tiered System of Supports (MTSS) framework.
4. Review data on support service access and outcomes regularly to identify and address disparities. This includes tracking participation rates and success rates across different demographic groups.
5. Train educators on trauma-informed preventative and de-escalation behavioral strategies.

School Community and Family Partnerships and Engagement - Strengthen partnerships and engagement with families and the broader community.

Key Performance Indicators (KPIs):

1. Build partnerships and engagement with families and the broader community to strengthen satisfaction and trust.
2. Increase positive perceptions of the district and/or school as measured by parent surveys and Let's Talk Feedback:
3. Increase diversity on ad hoc committees, steering committees, and other groups that provide feedback to district leadership.

Strategies:

1. Create welcoming signage, multilingual materials, and designated spaces for families to gather and engage with school staff.
2. Utilize multiple communication methods, such as newsletters, Superintendent updates, emails, phone calls, social media, and parent portals to reach families and accommodate diverse preferences,
3. Administer surveys, conduct focus groups, or hold listening sessions to solicit input from families on how the school can better support their involvement.

4. Organize cultural celebrations, workshops, and family nights that honor different cultural traditions and provide opportunities for families to share their heritage.
5. Offer workshops on parenting strategies for accessing and navigating services
6. Recruit diverse stakeholders for ad hoc committees, steering committees, and community and advocacy groups to strengthen internal and external feedback loops.

Additionally, the Spanish Immersion Program responds by:

1. Staffing fully credentialed Spanish-speaking teachers with BCLAD credentials (Bilingual, Cross Cultural, Language and Academic Development), specially qualified to teach language learners using engaging and responsive teaching strategies.
2. Identifying, providing training, and monitoring the use of high yield culturally responsive teaching strategies in Spanish (e.g., UDL, relatable content, getting to know students and families, use of culturally diverse materials, inquiry and/or project based learning and other equity-focused strategies).
3. Providing high-quality professional learning to strengthen the equity literacy of Spanish-speaking staff and foster equity-focused leadership through our 2 SI lead teachers.
4. Increasing family and community partnerships/engagement through school wide cultural events such as Día de muertos, Día del niño, Hispanic Heritage Month, and a partnership with Palo Alto High School students who visit the S.I. kindergarten classes to share their published works written in Spanish.
5. Identifying successes and problem areas in practices and developing action plans in response to needs, using precise and accurate data analysis in Spanish.



Priority Area (5) Innovation

Priority:

PAUSD aims to inspire all PK-12 students to become independent, lifelong learners equipped with the skills, confidence, and self-awareness required for personal growth. We promote an educational approach that prepares students

for a self-sufficient life, thoughtful self-reflection, and heightened social awareness. By focusing on instructional choices, such as curriculum, teaching methods, grading practices, and fostering a sense of belonging, we strive to establish learning environments that encourage students to discover their passions, while nurturing their creativity and innovation through self-guided learning and internal motivation.

Key Strategies

Key strategies are organized in four general themes: Curriculum & Instruction, Enduring Skills, and Partnerships.

Curriculum & Instruction - Enhance curriculum and instruction to Improve student outcomes and future readiness.

Key Performance Indicators (KPIs):

1. Increase the number of students earning industry certification by 3%, as tracked through the College/College Indicator (CCI).
2. Increase the number of certification pathways by 10%.
3. Increase the number of secondary teachers trained in EBG as a pilot team from 32 to 45.
4. Launch the new elementary progress report
5. Establish the number of teachers participating in AI Literacy and new emerging technology professional development at 30%.

Strategies:

1. Increase future student employability through K-12 Career Pathway programs, engaging students from early grades in creativity programs and middle school career exploration, culminating with industry certification for high school.
2. Add additional Evidence-Based Grading pilot groups to the existing core subject (ie English, Math, Science, and Social Science) pilot teams to foster student agency and skill sets.
3. Implement a “Year of Planning” towards NAFTrack Certification for Palo Alto Middle College High School students.
4. Explore additional industry certifications and pathways to post-secondary Associate Degrees for Palo Alto Middle College High School students.

5. Revise the Elementary Progress Report to provide more meaningful evidence of student learning to families and streamline teacher completion.
6. Enrich educational experiences for students through professional development for staff on the use of AI and emerging technologies.
 - AI guidance and policy that supports teaching learning
 - Department and grade-level support

Enduring Skills - Foster comprehensive student development and readiness for post-secondary success.

Key Performance Indicators (KPIs):

1. Award graduating seniors the Seal of Civic Engagement at 85% or above.
2. Increase creativity and enduring skills in elementary students as measured by participation level and usage of Innovation Labs and Creativity Cart Program.
3. Increase performance levels of at-promise students In Palo Alto Middle College High School as measured through holistic measures (e.e Academic, SEL, attendance).

Strategies:

1. Support students in service-learning to promote youth civic participation and build authentic relationships within the school and local community.
2. Expand Innovation Labs at three additional elementary schools, complementing the Creativity Cart Project.
3. Incorporate student voice to inform innovative and equitable educational choices.
4. Expand field trips and interactions with local tech companies, startups, and research institutions to provide students with real-world learning experiences.
5. Implement a continuous feedback loop to regularly assess and improve Palo Alto Middle College High School, with a focus on supporting at-promise students.

Partnerships - Enhance student engagement and success through expanded

real-world learning opportunities and community partnerships.

Key Performance Indicators (KPIs):

1. Increase student Work-Based Learning program participation rate by 3%.
2. Diversify the membership of the Industry Advisory Committee to represent 10 Industry Sectors included in the Career Themed pathways.

Strategies:

1. Promote visibility of processes and outcomes for innovative projects.
2. Build partnerships with local organizations to expand students' opportunities for learning at all grade levels and enrich staff experiences.
3. Cultivate industry partnerships to provide additional real-world experiences for all students, including field trips and access to career speakers.
4. Connect industry experts to classrooms, including Career Technical Education (CTE) pathways, Dual Enrollment courses, and early career exposure at the Elementary level.

Additionally, the Spanish Immersion Program responds by:

1. Inspiring all K-5 students to become independent, lifelong learners equipped with the skills, confidence, and self-awareness required for personal growth as bilingual, biliterate students.
2. Cultivating pride, confidence and leadership opportunities for native Spanish speakers.
3. Recognizing language development K-5, through the Pathway to Biliteracy seal in 5th grade. Which in turn encourages continued language studies and Spanish language acquisition, towards the Seal of Biliteracy in 12th grade.
4. Increasing future employability through K-12 Career Pathway programs by providing a bilingual education.
5. Leveraging technology in both Spanish and English to increase agency in students so they can become future-ready for college, career, and citizenship.
6. Promoting inquiry based growth mindsets over fixed mindsets.
7. Partnering with Stanford professors, students, and parents to provide information, guidance, enrichment and support in Spanish for students' postsecondary careers.
8. Partnering with Spanish speaking Palo Alto High School students to mentor

elementary school students.

9. Creating multiple opportunities for students in Spanish Immersion to share their knowledge and expertise with the greater school community, as well as perform community service on site.

Chapter 2

Program History

The Spanish Immersion Program at PAUSD began in 1995. The first Spanish Immersion kindergarten class was established at Fairmeadow Elementary, and a second Spanish Immersion kindergarten class opened the following year. By fall of 1997, the Spanish Immersion Program was moved to Escondido Elementary and consisted of a K-2 strand within the school. The program continued to grow at Escondido, reaching enrollment of two classes at each grade level K-5. Jordan Middle has been named the feeder middle school for the Spanish Immersion Program and steps are being taken to create a formal 6th - 8th grade pathway through the middle school years.

In January 1998, PAUSD Board of Education designated the Spanish Immersion Program as a “pilot” program with the intent of evaluating its viability and progress. In November 2001, after favorable evaluation, the board assigned the program “on-going” status. As a result of being named as an “on-going” program, the Spanish Immersion (K-5) Program was able to continue to enroll students each year. Currently, the Spanish Immersion Program at Escondido Elementary enrolls about 280 students in grades K-5. There are approximately 44 students per grade level.

The Spanish Immersion Program at PAUSD is a “choice” program, which means that students who meet the PAUSD enrollment criteria may apply to participate. Families must follow the district’s lottery process for enrollment. Additionally, students who are enrolled in PAUSD through the Tinsley Voluntary Transfer Program (VTP) may also choose to be enrolled in Escondido’s Spanish Immersion Program.



Chapter 3

Program Benefits

Benefits of Two-Way Bilingual Immersion Program

The Two-Way Bilingual Immersion Program has been designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient. The program design is evidence-based, and 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 a globally interdependent society.

Benefits for All Students

- The “**additive bilingual**” immersion setting allows all students to learn two languages simultaneously without losing one language to learn another (*Howard, Sugarman, Perdomo and Adder, 2005*).
- **Second-language learning enhances comprehension in the native language.** Second language learners apply these reading and language analysis skills to their native language (*Thomas and Collier, 2002*).
- The mental discipline of learning a second-language system increases **intellectual flexibility and translates into higher achievement in all subject areas.** The longer the exposure to the second language, the more significant the cognitive advantages to the student (*Genesee and Lindholm-Leary, 2009*).
- Knowledge of more than one language enables people to **communicate in a variety of cultures and settings.** A heightened level of multicultural awareness and communication skills fosters intergroup contact and appreciation (*Cummins, 1986; Ager 2005*).
- Second language course content naturally explores social studies, math, science and the arts, **facilitating interdisciplinary perspectives and cross-cultural understanding** (*ACTFL 2006*).
- Proficiency in other languages enables learners to gain direct **access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know** (*ACTFL 2006*).
- Second language study helps **close the achievement gap** between English

Learners and their English-only counterparts. Research shows that English Learners have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures (*Genesee and Lindholm-Leary, 2009*).

- Students studying two languages have a **more positive self-concept and are more likely to remain in school** and attend college than English learners in mainstream English classes (*Thomas and Collier, 2002*).

Benefits for Native Spanish Speakers

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

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

Chapter 4

Program Elements

Program Elements

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

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

- Students start second language learning at the primary level through an “early” immersion process.
- A K-8 TWBI Program sequence continues through middle school.
- Students continue to study advanced coursework at the high school level.
- Teachers provide instruction based on additive bilingualism and language separation.
- Staff works to create a positive and respectful climate for second language learning while promoting the “target language” and its speakers.
- Each school fosters home-school collaboration.

The District has a plan to attract and retain high quality program personnel that are able to deliver the academic and linguistic program.

Dual Language Guiding Principles from the Center for Applied Linguistics

The following principles from the Center for Applied Linguistics guide the development of Dual Language Immersion programs throughout the United States. The success of PAUSD’s TWBI program will stem from the careful implementation of each of these principles:

1. Program Design

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

and goals. These are based upon a solid philosophical and empirical foundation.

2. Standards, Assessment, and Accountability

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

3. Curriculums and Instruction

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

4. Staffing and Professional Development

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

5. Leadership, Support, and Resources

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

6. Families and Community Involvement

Parents, staff, students and community members are actively engaged in developing, implementing, and evaluating programs (expanded version in Chapter 8).



Chapter 5

Research Findings

A TWBI Program is designed to maximize the benefits of second language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient.

Learning other languages encourages students to participate actively in a globally interdependent world. Second language study also prepares students for full participation in the international job market. California schools face rapidly changing demographics and seek to leverage the linguistic capital that families and students possess. Students who participate in Dual Language Education programs will be able to develop skills throughout their K-12 experience that will serve them well in the local area, the nation, and Spanish-speaking countries.

There are four different Dual Language program designs that are additive bilingual programs: (1) Heritage Language, (2) Developmental, (3) Two-Way Bilingual Immersion (TWBI), and (4) One-Way Immersion Programs.

Palo Alto Unified School District will adhere to the principles of the TWBI program model to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages throughout their K-12 educational experience.

Research Review

TWBI programs, also known as Dual Language Immersion (DLI) programs, began in the United States during the 1960s and were based on well-researched French-English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI/DLI programs in the United States has grown to more than 850 programs. As of February 2014, there were more than 350 programs in the State of California, 95% of which incorporate Spanish as the target language.

In order for any program to truly be considered a Two-Way Bilingual Immersion program, it must incorporate the following critical features:

1. The program provides instruction through two languages where the target language (Spanish in this case) is used for a significant portion of the students' instructional day (from 50% to 90%).
2. The program involves periods of instruction during which only one language is used, i.e., no translation or language mixing by classroom teachers.

3. Approximately equal numbers of native Spanish Speakers (NSS) and native English Speakers (NES) are enrolled.
4. The students are integrated for most or all of the instructional day.

Research Findings

The leading researcher in TWBI education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the longitudinal development of the first TWBI programs in California and has the largest research base on the development of TWBI programs, dating back to the mid-1970s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her 2001 book *Dual Language Education (Bilingualism & Bilingual Education)*. Her book continues to serve as the seminal research base for Two-Way Bilingual Immersion & Dual Language Immersion education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted research analysis of TWBI and DLI programs in Maryland, Texas, Washington DC, Houston, and other school districts in the U.S. They are responsible for informing the field about the effectiveness of these programs in the development of both a target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiency in different types of second language programs.

The most pertinent research for PAUSD focuses on three areas:

- (A) Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES).
- (B) Variances between 50/50 and 90/10 TWBI models.
- (C) Academic achievement levels for both groups of students.

A. Oral Language Proficiency Levels of NSS and NES Students

National research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a TWBI program as a kindergartener fluent in English continued to be fluent in English. There is no evidence that participation of an NES in a TWBI program causes delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but they also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In Spanish, oral development was strong but not quite as strong as in English

programs based on the program model. In 50/50 TWBI program models, in first grade, 88% of NSS students tested orally fluent in Spanish. In second grade and above, 100% of the NSS students tested orally fluent in Spanish but only 20% of NES students rated orally fluent in Spanish. By grades 4 and 5, 50% of the NES students rated orally fluent in both languages. By sixth grade, almost 70% of NES students gained Spanish fluency. **In 90/10 model programs, students develop higher levels of bilingual proficiency than students in 50/50 model programs** (Lindholm-Leary 2001).

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

The primary distinction between a 50/50 TWI model and a 90/10 TWI model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the ratio reaching 50/50 generally by 4 through 6th grades. In the United States more than 70% of TWI programs implement a 90/10 model.

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

C. Academic Achievement

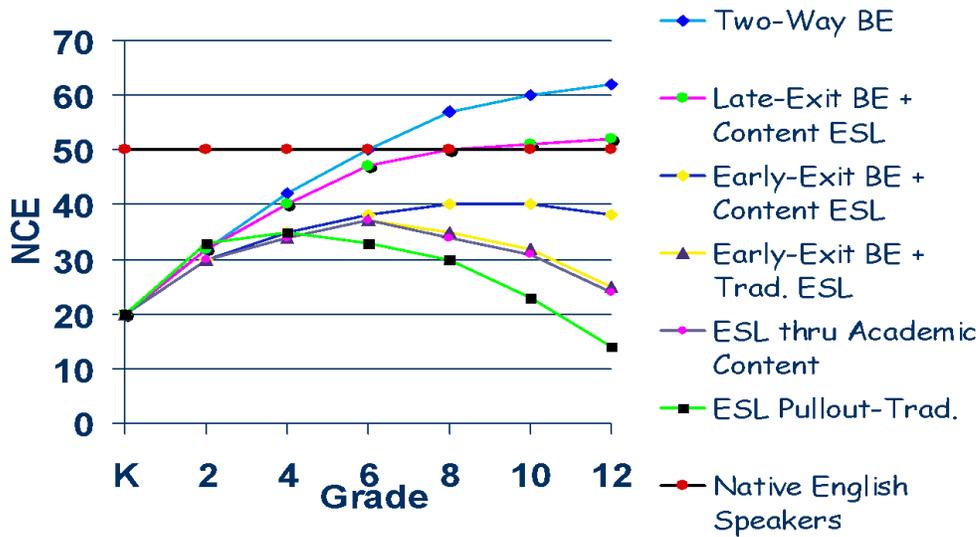
Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long term educational benefit for NSS Students during their K-12 academic years and found that when programs are implemented well, there is a significant effect that is apparent by late high school.

The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed NSS students to close the gap between their test scores and those of their English-speaking peers. They also found that fewer high school dropouts emerged from these programs. This is especially significant for English Learners, whose graduation rate in the nation in English-only programs is about 50% lower than that of white middle class students.

These studies indicate that in TWBI programs, NSS students tend to outperform English Learners in other programs as measured by their scores in Spanish achievement and English oral proficiency measures. English-speakers in TWBI programs also tend to score higher on English achievement tests than their English-only peers in traditional monolingual programs.

Table 1

English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 2000)



Chapter 6

Program Pathways (Elementary, Middle, and High School options)

Elementary Pathway

To provide students with the greatest opportunity for fluency and biliteracy, the TWBI program at Escondido program follows the 90/10 model. In Kindergarten, 90% of instruction is in Spanish and 10% is in English. In grades 1st and 2nd, 80% of instruction is in Spanish and 20% is in English. By 4th and 5th grade, approximately 50% of the instructional day is in Spanish and 50% in English. This balance includes music and P.E. programs that are offered in English to students in each grade level, as well as library classes, in alignment with program requirements.

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

In TWBI programs, native English and Spanish speakers are learning the curriculum in either their first or second language, depending on the grade level and subject area. Because English-speaking students are learning content in a language they do not speak natively (Spanish), techniques that make instruction more comprehensible are necessary. Teachers in the TWBI program use a variety of strategies to “shelter” instruction and make both language and content

comprehensible. In general, these strategies include the following:

- Hands-on activities.
- Student interactions in whole group discussions, including teacher to student, student to teacher, and student to student with the support of sentence frames.
- Slowing down speech.
- Pantomiming and gesturing by teacher or students.
- Thematic units of study, which develop a concept in depth over time.
- Varied peer interactions and cooperative learning activities.
- Presentation, followed by a discussion, an experiment, or a field trip.
- SDAIE strategies: increased wait time, negotiation of meaning, sensory activities, varied grouping with native speakers, build on students' prior knowledge, support students' culture and incorporate it into the units of study
- GLAD strategies
- Student oral presentations at all grade levels.
- 100% of the students respond 100% of the time: choral responses, individual responses, group responses, etc.



Escondido Spanish Immersion Instructional Design K-5

The following table describes in detail the percentage and minute breakdown by grade level for both Spanish and English. Please note that the percentage of English includes both Academic English Language Development (AELD) and English Language Development (ELD). The actual time of AELD/ELA is indicated in bold. The schedule may be modified if the specialist time is altered year by year.

Grade	Spanish	% = minutes	English	% (including specials per day) * breakdown
Kinder	SLA, math, science, and social studies	90 = 180 min.	AELD (listening and speaking); music, P.E., Second Step (S.E.L.), 6 lessons from Jr. Museum (science)	10 = 20 minutes *12 min specials and 8 min AELD
First	SLA, math, science, and some social studies	80 = 240 min.	AELD (listening and speaking) incorporating social studies content and some science content	20 = 60 minutes *12 min. specials and 48 AELD
Second	SLA and math	80 = 240 min.	AELD (listening, speaking, reading, and writing) incorporating social studies content and some science content	20 = 60 minutes *12 min. specials and 48 AELD
Third	SLA and math	70 = 210 min.	ELA, social studies and some science content	30 = 90 minutes *12 min. specials and 78 AELD
Fourth	SLA, math, some social studies and some science	50 = 165 min.	ELA, social studies and science content	50 = 165 minutes *44 min. specials and 120 AELD
Fifth	SLA, math, some social studies and some science	50 = 165 min.	ELA, social studies and science content	50 = 165 minutes *44 min. specials and 120 AELD

** instructional minutes/day = kinder (200 minutes), grades 1-3 (300 minutes); grade 4-5 (330 minutes)

Sample Daily Schedules

Kindergarten Content Area	Minutes	Language
Spanish Language Arts: phonics, guided reading, WWS, word work	110 minutes	Spanish
Math	30 minutes	Spanish
Academic English Language Development (AELD), Second Step (S.E.L) (weekly)	30 minutes	English
Social Studies / Science (alternating)	30 minutes	Spanish
Specials: Art, Library (weekly)	75 minutes	Spanish
Special: PE, Music (weekly)	60 minutes	English

First Grade Content Area	Minutes	Language
Spanish Language Arts: phonics, guided reading, word work	110 minutes	Spanish
Math	60 minutes	Spanish
Writing	55 minutes	Spanish
AELD/ELA incorporating science and social studies	40 minutes	English
Specials: Art, Library	40 minutes	Spanish
Special: PE, Music	60 minutes	English

Second Grade Content Area	Minutes	Language
Spanish Language Arts: phonics, guided reading, word work	110 minutes	Spanish
AELD/ELA incorporating science and social studies	90 minutes	English
Math	60 minutes	Spanish
Writing, Science	55 minutes	Spanish
Specials: Art, Library (weekly)	60 minutes	Spanish
Special: PE, Music (weekly)	60 minutes	English

Sample Daily Schedules Continued

Third Grade Content Area	Minutes	Language
Spanish Language Arts: reading and word work	50 minutes	Spanish
Writing Work	60 minutes	English
Math	60 minutes	Spanish
AELD/ELA incorporating science and social studies	45 minutes	English
Specials: Art, Library (Weekly)	60 minutes	Spanish
Special: PE, Music (Weekly)	60 minutes	English

Fourth Grade Content Area	Minutes	Language
Spanish Language Arts	90 minutes	Spanish
AELD/ELA incorporating social studies and science themes	90 minutes	English
Math	60 minutes	Spanish
Specials: Art, Library (weekly)	50 minutes	Spanish
Special: PE, Music (weekly)	80 minutes	English

Fifth Grade Content Area	Minutes	Language
Spanish Language Arts	90 minutes	Spanish
AELD/ELA incorporating social studies and science themes	90 minutes	English
Math	60 minutes	Spanish
Specials: Art, Library	50 minutes	Spanish
Special: PE, Music	80 minutes	English

Assessments for the Spanish Immersion Program

Escondido School monitors the academic growth and language development of all students in the Spanish Immersion Program. The annual CA and district Assessments are outlined below:

Escondido Elementary

Spanish Immersion Assessment Matrix

**Starting in the 2025 - 2026 school year, iStation assessments will switch to iReady*

Grade	Spanish Assessments	English Assessments
Kinder	BAS, iReady Math, Bridges Math, Modified Orton-Gillingham Assessments, Heggerty, iStation Lectura*, SOLOM, STAMP	ELPAC, iStation Reading*
First	BAS, iReady Math, Bridges Math, Modified Orton-Gillingham Assessments, Heggerty, iStation Lectura*, SOLOM, STAMP	ELPAC (ELLs), iStation Reading*
Second	BAS, iReady Math, Bridges Math, Modified Orton-Gillingham Assessments, Heggerty, iStation Lectura*, Assessments, SOLOM, STAMP	ELPAC (ELLs), iStation Reading*
Third	DRA/BAS, iReady Math, iStation Lectura*, SOLOM, STAMP	iReady Reading, ISME Orton-Gillingham Assessments, ELPAC, CAASPP
Fourth	DRA, iReady Math, iStation Lectura*, SOLOM, STAMP	iReady Reading, ISME Orton-Gillingham Assessments, ELPAC, CAASPP
Fifth	DRA, iReady Math, iStation Lectura*, SOLOM, STAMP	iReady Reading, ISME Orton-Gillingham Assessments, ELPAC, CAASPP, CAST

Proposed Middle School TWBI Pathway

Students from the TWBI program would continue taking language courses at the middle school within TWBI core programming. Parents would be informed of this program pathway upon the initial enrollment of their children in kindergarten. Continuation through and completion of the program pathway through eighth grade would be encouraged so that students meet all of the goals set out by the TWBI program.

Middle school Spanish Language Arts courses will incorporate the elements of high school equivalent Spanish language courses for Spanish I (6th grade), Spanish 2 (7th grade) and Spanish 3 (8th grade). The course sequence for middle school is as follows:

6th Grade Immersion Core	7th Grade Immersion Core	8th Grade Immersion Core
Spanish Language Arts	Spanish Language Arts	Spanish Language Arts
Spanish Social Studies or Science	Spanish Social Studies or Science	Spanish Social Studies or Science
English Language Arts	English Language Arts	English Language Arts
English Mathematics	English Mathematics	English Mathematics
English Elective/Tech	English Elective/Tech	English Elective/Tech
English P.E.	English P.E.	English P.E.

During the spring of the eighth grade year, students will take an end-of-course placement test in order to determine appropriate placement in their high school level courses. The TWBI middle school program team will work with the receiving high school administrators to ensure correct placement. They will also inform students and their parents of the students' assessment results and placement at the high school level.

Upon completion of 8th grade, students will be awarded the Seal of Biliteracy Pathway Award: *Recognition of Biliteracy*.

Proposed High School TWBI Pathway

After middle school, TWBI students may take the Advanced Placement Spanish exam after completing 8th grade in order to enter high school and will have the opportunity to choose from the following high school course sequences.

9 th Grade Option 1	10 th Grade Option 1	11 th Grade Option 1	12 th Grade Option 1
Spanish 3H	Civilization & Culture Honors [Spanish]	AP Language and Culture	AP Spanish Literature
9 th Grade Option 2	10 th Grade Option 2	11 th Grade Option 2	12 th Grade Option 2
Civilization & Culture Honors [Spanish]	Spanish 3H	AP Language and Culture	AP Spanish Literature
9 th Grade Option 3	10 th Grade Option 3	11 th Grade Option 3	12 th Grade Option 3
Spanish 3H	AP Language and Culture	Civilization & Culture Honors [Spanish]	AP Spanish Literature

Chapter 7

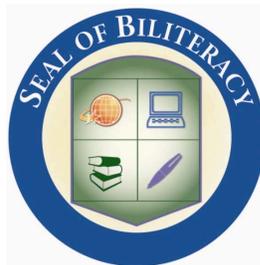
California State Seal of Biliteracy

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

School districts in California offering Dual Language Immersion (DLI) or Two-Way Immersion programs are encouraged to adopt a Seal of Biliteracy Board Resolution that indicates a commitment to the preparation of their Dual Language program students.

As a result of 8-9 years of study in two languages, students will be able to advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during elementary and intermediate school years. Dual Language students may be awarded “biliteracy pathway awards” in accordance with the State Seal of Biliteracy guidelines to motivate students to continue with developing their first and second languages. The awards can be presented after both 5th and 8th grade as the student’s work to meet the criteria set for each award (*L. Olsen 2010*).

The progression of awards extends into the secondary level. The first award is presented after fifth grade. The second award is presented after eighth grade.



Pursuit of Biliteracy Award (5th Grade)

Escondido School will begin recognizing rising sixth grade students who have been enrolled in the Spanish Immersion Program with two pathway awards in the 2026 - 2027 school year: the Biliteracy Program Participation Recognition and the Biliteracy Attainment Recognition.

The Biliteracy Program Participation Recognition will be awarded to all rising sixth graders who have been enrolled in the Spanish Immersion Program. The Biliteracy Attainment Recognition will be awarded to all rising sixth graders, likewise enrolled in the Spanish Immersion Program, who have demonstrated that they are approaching language proficiency in both English and Spanish in the four language domains: listening, speaking, reading and writing. The requirements to obtain the Biliteracy Attainment Recognition, set to pilot in the 2025-2026 school year, are outlined in the table below:

	SPANISH				ENGLISH		
	STAMP4se	iReady	DRA	On-Demand	CAASPP	ELPAC	iReady
READING	X	X	X		X	X	X
WRITING	X			X	X	X	X
LISTENING	X	X				X	
SPEAKING	X		X			X	

* IEPs - Students with IEPs need to meet the language goals on their IEP at the end of 5th grade.

* Score of **“approaching proficiency”** is needed for the attainment pathway. For STAMP 4se, students would have to have a minimum score of 4 across the board, ELPAC **“moderately developed”**.

During the 2025-2026 pilot year, standardized test scores from the end of fourth grade will be considered. If a student does not meet the criteria based on their fourth grade standardized test results they have another opportunity during their fifth grade year to demonstrate they are approaching proficiency in both English and Spanish in the four language domains. Students will also have another opportunity to demonstrate proficiency, in either language, by engaging in a teacher-monitored service project within the Escondido school community.

Chapter 8

Enrollment Policies, Marketing, and Parent Outreach

Enrollment Policies

The initial selection process for the Spanish Immersion (SI) Program is conducted by lottery. The program is open for enrollment to all students registered in the Palo Alto Unified School District (PAUSD). Interested families have to follow the following steps:

1. Parents/Guardians are required to understand the goals of Spanish Immersion

Before submitting the Choice Program Application online, it is **highly recommended** parents attend an informational meeting and one of the scheduled classroom visitation days.

2. All program applicants must be registered in the Palo Alto Unified School District

Enrollment is open to all PAUSD students, including those students participating in the Voluntary Transfer Program (Tinsley).

3. All kindergarten program applicants, including siblings, must complete the online Choice Program Application

The Choice Program Application is available online via the PAUSD registration page. Applications must be submitted online before the deadline, set by the District Office, to be eligible for participation in the lottery held for Palo Alto Choice Programs.

A public lottery is held to select students for all Palo Alto Choice Programs. If there are more applicants than spots available, spots will be offered according to lottery prioritization and language dominance. The percentages of students representing each language category are maintained throughout the lottery process in order to ensure the linguistic balance of the classrooms.

3a. Siblings

Kindergarten siblings of concurrent Escondido SI students have priority. Siblings will have a space in the program as long as all registration requirements (including submitting the online Choice Program Application by the deadline) are met. Spanish-speaking siblings, like all students who are said to speak Spanish, are assessed to determine their oral language proficiency. Based on the results of the assessment, they are placed into one of three program categories.

3b. Spanish/English Percentages

One-third of the spaces are for advanced Spanish speakers, one-third are for limited Spanish speakers, and one-third are for non-Spanish speaking students. Spanish language proficiency is determined by a normed oral language assessment, administered solely in person.

4. Deadlines for Kindergarten

All deadlines are set by PAUSD Registration Services. Choice Program Applications submitted after the closing of the PAUSD deadline will not be entered into the Choice Program lottery. However, students can be added to a waitlist in the event an opening occurs at a future date.

5. Wait List Kindergarten

The lottery process randomly assigns a ranking number to each participant. If a student does not gain entrance to the program based on their ranking number, their information will remain on file at the District Office until the end of kindergarten.

Should an opening during a student's Kindergarten school year, families will be notified in order of priority based on their lottery ranking and language dominance. If a family is offered placement in the program and declines the space the child's name will be removed from the prospective participant pool. If students on the waitlist are not offered a space during the kindergarten year, their names will be dropped from the waitlist at the end of the school year. Families are welcome to reapply for consideration during first through fifth grade.

6. First through fifth grade enrollment

In order to apply for the Spanish Immersion Program in grades 1-5, applicants must submit a Choice Program Application to the District Office. Applications may be submitted at any time during the year. All applications are timestamped, and students are assigned a number for the waitlist based on date of submission. As openings occur, parents will be contacted. All students entering grades 1-5 will be assessed to determine if they are within the acceptable range for the grade entering. Assessments are conducted in Spanish and cover oral proficiency, reading, and writing.

Marketing and Outreach

Marketing and outreach for the Spanish Immersion (SI) Program begins in the fall of each school year and is done with the support of parents, teachers, administrators, and community members. The SI program is promoted through distribution of print materials, an online presence via social media, and community-wide cultural events.

Two parent informational sessions are held each January/February for both Spanish and English speaking families interested in enrolling their children in the Spanish Immersion Program. One of the informational meetings is held in person and one is virtual. It is highly recommended that any family interested in enrolling their child in the Spanish Immersion

Program attend one of the informational meetings.

In addition, there are two school visitation days open to parents interested in enrolling their child in the SI Program. It is recommended that all interested applicants tour the school to get a sense of program structure and expectations. This is an excellent opportunity for parents to experience what it feels and sounds like in an immersion classroom.

Parent Involvement & Commitment

Families interested in enrolling their children in the Spanish Immersion Program are asked to commit to remaining in the program for a minimum of six years, K-5. Parents will be informed about the pathway from elementary to middle school in order to make program decisions for their students leaving the elementary school program. Current bilingual education research states that it can take from seven to nine years to acquire a second language.

1. Enrollment

All families selecting the Spanish Immersion Program are presented with a multi-year commitment to be signed in the form of a Parent Compact in the fall of their child's first year in the program. In addition, families of English Learners who are enrolling their children in Spanish Immersion Program are asked to sign a Parent Exception Waiver, per Ed Code 300, to comply with this State mandate.

2. Hands-on Involvement

All families must be actively engaged in supporting their child's growth and development in both languages. The Spanish Immersion Program encourages parents, guardians and/or other family members to help their children be successful in their schooling in two languages. Families can directly and indirectly contribute their "time and talents" to the SI Program in many ways including (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as PTA and Site Council, and (4) participating in fundraising activities. Parents can also support the Program by serving on committees, serving as Room Parents, planning and helping at special cultural events, working on fund-raising events, translating materials, chaperoning field trips and volunteering for specific classroom activities. There are many opportunities for families from all linguistic and cultural backgrounds to participate in the ongoing administration and development of the Program. Hands-on involvement by families will facilitate communication and provide a better understanding of their child's development in both languages. Families in turn, benefit as their worldview is expanded by fully participating in their child's education.

3. Showcasing Accomplishments

In SI classrooms, teachers organize events celebrating Spanish language and culture. Various program-wide events also demonstrate the ways students are acquiring the language and developing cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

Chapter 9

Professional Development

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

It is the expectation of the District that the PAUSD TWBI program staff members participate in focused professional development annually in an effort to continuously build both methodology and pedagogical understanding of a grade level and an age group within the TWBI program. The following training structure is designed to keep teachers focused on the specific instructional components that make up the TWBI teaching toolbox of strategies & methodologies.

Tier One

- Dual Language/TWBI Program Components – An Overview
- FLOSEM Calibration - overview and training
- Teaching Literacy in the Target Language
- Content Specific Language Training
- Using Grade Level Common Core Standards for instruction in both languages that includes grammar and language functions
- Teaching ELD in a DL Classroom - Introduction
- Spanish & English Writing Strategies - Introduction
- Classroom and Conversational Management Strategies
- Data Management Systems – EduSoft, Illuminate, etc.
- Grade Level Collaboration Training
- Curriculum Trainings – New adoptions/curriculum
- Interventions

Tier Two

- Common Core Inservice – creating units of study
- GLAD – Guided Language Acquisition Design
- Using data to inform instruction / Using Cruncher & Infinite Campus systems to monitor students' acquisition of literacy in both languages

- Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness
- Continued AELD Training
- Development of Oral Language Proficiencies in both languages
- Spanish & English Writing Training – Part II - continuation of Tier I Training
- Grouping Strategies / Cooperative Learning
- Curriculum Mapping

Tier Three

- Writing Training - Part III - Writing for a Purpose; Publishing Writing
- Thinking Maps
- Depth & Complexity
- SLOP Strategies
- Front-loading Strategies



Glossary of Terms

ACTFL Performance Guidelines for K-12 Learners

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

Additive Bilingualism

Additive bilingualism refers to the educational approach in which the first language continues to be developed and the first culture to be valued while the second language is added. This can be contrasted to *subtractive bilingualism*, in which the second language is added at the expense of the first language and culture, which diminishes as a consequence. (Cummins, 1994)

Alignment

Curriculum alignment refers to alignment between curriculum and one or more of the following elements: standards, standardized tests and/or state tests, curriculum--embedded tests, student assignments, lesson plans, textbooks and instruction. Relevance: Research shows that implementing and monitoring an aligned curriculum results in considerable improvement in student achievement. Additionally, it increases communication and collaboration among teachers, among other benefits. (District Administration, 2004) "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices." (Levin, Haertel, Kirst, Williams, & Perry, 2006)

American Council on the Teaching of Foreign Languages (ACTFL)

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

Assessment Teams for the Spanish Language Immersion Program

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

Content-Based Language Instruction (also known as Content Based Instruction, Content-Based Second Language Instruction or Content-Centered Language Learning)

A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989), there needs to be a carefully planned integration of language and content. Content-based instruction and assessment are aligned to standards and, therefore, also referred to as *criterion referenced*.

Language Separation Policy

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

LinguaFolio

Student-centered formative portfolio assessment based on the European Language Portfolio, designed to support individuals in setting and achieving their goals for learning languages as they move along the continuum towards greater proficiency. More information at the National Council of State Supervisors for Languages web site: <http://www.ncssfl.org/links/index.php>

Professional Learning Communities

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

Proficiency

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

Proficiency Pathway

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

Relevance

A content-based assessment system focuses on content most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools that focus solely on individuals and which might be *normed* rather than *criterion referenced*, and therefore disconnected from a comprehensive, standards-aligned curriculum.

Seal of Biliteracy

Outlines the program pathways for the students who participate in second language learning beginning in Kindergarten or First grades and continuing their second-language-learning program through their high school year. The State of California passed the first Seal of Biliteracy in 2011.

Appendix 1: Parent Compact

English

I understand that my child will participate in a Spanish Immersion program in which Spanish and English will be taught in a language-rich environment. I understand that my child will be taught primarily in Spanish beginning in Kindergarten and continuing in the primary grades. I realize that by fifth grade, instructional time will be equally divided between Spanish and English. I am aware that my child will not receive formal reading instruction in English until after first grade.

I understand that current research shows it takes many years to gain the full benefits of an immersion program and that continuous enrollment in the program is necessary to guarantee my child's academic success. I also understand that it is important to maintain an equal balance between Spanish-language dominant students and English-language dominant students for the program to be successful. For these reasons, I realize that it is necessary to make a six-year commitment to the Escondido Spanish Immersion program to ensure full development of my child's language skills in both Spanish and English.

I commit to supporting my child's bi-literacy development and educational success by maintaining a positive attitude regarding my child's second language learning and by staying informed about his/her progress by attending parent/teacher conferences and school meetings about the immersion program. I also commit to supporting my child's second language development outside of the school day. I understand that I am welcome and encouraged to participate in the classroom and Escondido School community and that I will be given training to be able to support the language acquisition process.

I understand the goals and commitments of the program. I understand that the Spanish Immersion program may not be permanently located at Escondido Elementary and may move to another school site. I would like to my child to be entered in the Spanish Immersion Program lottery.

Child's Name (print)

Signature of Parent/Guardian

Date

Spanish

Entiendo que mi hijo/a participará en un programa de Inmersión en Español en el que se enseñará español e inglés en un ambiente de lenguaje enriquecido. Entiendo que a mi hijo le enseñarán principalmente en español comenzando en Kindergarten y continuando en los grados primarios. Entiendo que para quinto grado, el tiempo instructivo será dividido igualmente entre el español e inglés. Estoy consiente de que mi hijo no recibirá instrucción formal en lectura en inglés hasta después del primer grado.

Entiendo que los estudios muestran que toma de 5-7 años para adquirir un segundo idioma, y que la participación continua en el programa es necesaria para garantizar el éxito académico de mi hijo. También entiendo que es importante mantener un balance equitativo entre los estudiantes que dominan el idioma español y los estudiantes que dominan el idioma inglés para que el programa sea exitoso. Por estas razones, entiendo que es necesario tener un compromiso de seis años con el programa de Inmersión en Español de Escondido para asegurar el desarrollo completo de las habilidades de lenguaje de mi hijo en español e inglés.

Me comprometo a apoyar el desarrollo de la bi-alfabetización y éxito académico de mi hijo al mantener una actitud positiva con respecto al aprendizaje de lenguaje de mi hijo y al mantenerme informado/a sobre su progreso al asistir a las conferencias entre padres/maestros y las reuniones escolares sobre el programa de inmersión. También me comprometo a apoyar el desarrollo del segundo idioma de mi hijo fuera del día escolar. Entiendo que soy bienvenido y animado a participar en el salón y en la comunidad escolar de Escondido, y que me darán entrenamiento para poder apoyar el proceso de adquisición de lenguaje.

Entiendo las metas y compromisos del Programa. Entiendo que el Programa no está ubicado permanente en la Escuela Primaria Escondido y se puede mudar a otra escuela. Me gustaría que mi hijo/a entre a la lotería del Programa de Inmersión en Español.

Nombre del Niño (escriba)

Firma del Padre/Apoderado

Fecha

Appendix 2: SI Program Brochures

Interested?
Scan the QR Code below.
Click on "Application Process" under "Elementary Choice Programs".

What is the Spanish Immersion Program?
The PAUSD Spanish Immersion Program at Escondido is a Two-Way Bilingual Immersion (TWBI) Program that follows the 90/10 model. The program integrates both fluent Spanish speaking and fluent English speaking students in the same classroom. Students are taught content and literacy in Spanish and English.

Escondido Elementary School
SPANISH IMMERSION PROGRAM

PALO ALTO
UNIFIED SCHOOL DISTRICT

Program Goals

Bilingualism
For students to develop high levels of oral proficiency in Spanish and English.

Biliteracy
For students to achieve high levels of literacy in Spanish and English.

Multiculturalism
To promote positive cross-cultural attitudes, an augmented understanding of cultural differences, and an enhanced self-concept.

Program Design
TWBI 90/10 MODEL

Student Benefits

academic
Language immersion programs, like TWBI, prepare students to become global citizens in a multilingual/multicultural world.

social

cognitive

Things to Consider

- ★ It takes 5-7 years to acquire a second language.
- ★ Language acquisition depends on many factors: motivation, personality, disposition, parental support, and consistency.

Expectations for Family Involvement

Family involvement and commitment are essential to the success of students in the TWBI Program. It is expected that families will:

- ★ Maintain continuous enrollment kindergarten through fifth grade.
- ★ Support daily reading at home in Spanish, as well as other academic endeavors.
- ★ Seek out cultural events and authentic opportunities for students to engage with the Spanish-speaking community.
- ★ Participate in all parent meetings and attend school functions.



¿Qué es el programa de inmersión en español?

El programa de inmersión en español del PAUSD es un programa de inmersión dual (TWBI por sus siglas en inglés) que sigue el modelo 90/10. El programa integra en la clase tanto a estudiantes que hablan inglés con fluidez como a estudiantes que dominan el español. A los estudiantes se les imparte el contenido y se les alfabetiza en español y en inglés.



¿Le interesa?

Escanee el código QR a continuación. Haga clic en "Application Process" bajo "Elementary Choice Programs".






Escuela

Primaria

Escondido

PROGRAMA DE INMERSIÓN EN ESPAÑOL

Objetivos del programa

Bilingüismo
Que los estudiantes desarrollen un gran dominio oral en español y en inglés.

Bialfabetización
Que los estudiantes alcancen altos niveles de alfabetización en español y en inglés.

Multiculturalismo
Promover actitudes positivas entre culturas, una mayor comprensión de las diferencias culturales y aumentar la autoestima.



Diseño del programa
El modelo TWBI 90/10

Beneficios para los estudiantes

académicos



sociales



cognitivos



Los programas de inmersión lingüística, como el TWBI, preparan a los estudiantes a convertirse en ciudadanos globales en un mundo multicultural/multilingüe.

Aspectos a tener en cuenta

- ★ Se requieren 5-7 años para adquirir un segundo idioma.
- ★ La adquisición del lenguaje depende de muchos factores: motivación, personalidad, disposición, apoyo de los padres y regularidad.

Las expectativas para las familias

La implicación y compromiso de las familias es esencial para lograr el éxito del Programa TWBI. Se espera que las familias:

- ★ Se comprometan a participar en el programa de forma continua, desde kindergarten hasta 5to grado.
- ★ Apoyen la lectura diaria en casa, conjuntamente con otras tareas académicas.
- ★ Se interesen por los eventos culturales y oportunidades auténticas para que los estudiantes usen el español y se impliquen con la comunidad.
- ★ Participen en todas las reuniones de padres y en los actos escolares.

Appendix 3: Instructional Program Design K-5

The following table describes the percentage and minute breakdown by grade level for both Spanish and English. Please note that the percentages of English includes both AELD/ELA and Specials. The actual time to AELD is indicated in bold.

Grade	Spanish	% = minutes	English	% (including specials per day) * breakdown
Kinder	SLA, math, science, and social studies	90 = 180 min.	AELD (listening and speaking); music, P.E., Second Step (S.E.L.), 6 lessons from Jr. Museum (science)	10 = 20 minutes *12 min specials and 8 min AELD
First	SLA, math, science, and some social studies	80 = 240 min.	AELD (listening and speaking) incorporating social studies content and some science content	20 = 60 minutes *12 min. specials and 48 AELD
Second	SLA and math	80 = 240 min.	AELD (listening, speaking, reading, and writing) incorporating social studies content and some science content	20 = 60 minutes *12 min. specials and 48 AELD
Third	SLA and math	70 = 210 min.	ELA, social studies and some science content	30 = 90 minutes *12 min. specials and 78 AELD
Fourth	SLA, math, some social studies and some science	50 = 165 min.	ELA, social studies and science content	50 = 165 minutes *44 min. specials and 120 AELD
Fifth	SLA, math, some social studies and some science	50 = 165 min.	ELA, social studies and science content	50 = 165 minutes *44 min. specials and 120 AELD

** instructional minutes/day = kinder (200 minutes), grades 1-3 (300 minutes); grade 4-5 (330 minutes)

Sample Daily Schedules K-5

Kindergarten Content Area	Minutes	Language
Spanish Language Arts: phonics, guided reading, WWS, word work	110 minutes	Spanish
Math	30 minutes	Spanish
Academic English Language Development (AELD), Second Step (S.E.L) (weekly)	30 minutes	English
Social Studies / Science (alternating)	30 minutes	Spanish
Specials: Art, Library (weekly)	75 minutes	Spanish
Special: PE, Music (weekly)	60 minutes	English

First Grade Content Area	Minutes	Language
Spanish Language Arts: phonics, guided reading, word work	110 minutes	Spanish
Math	60 minutes	Spanish
Writing	55 minutes	Spanish
AELD/ELA incorporating science and social studies	40 minutes	English
Specials: Art, Library	40 minutes	Spanish
Special: PE, Music	60 minutes	English

Second Grade Content Area	Minutes	Language
Spanish Language Arts: phonics, guided reading, word work	110 minutes	Spanish
AELD/ELA incorporating science and social studies	90 minutes	English
Math	60 minutes	Spanish
Writing, Science	55 minutes	Spanish
Specials: Art, Library (weekly)	60 minutes	Spanish
Special: PE, Music (weekly)	60 minutes	English

Third Grade Content Area	Minutes	Language
Spanish Language Arts: reading and word work	50 minutes	Spanish
Writing Work	60 minutes	English
Math	60 minutes	Spanish
AELD/ELA incorporating science and social studies	45 minutes	English
Specials: Art, Library (Weekly)	60 minutes	Spanish
Special: PE, Music (Weekly)	60 minutes	English

Fourth Grade Content Area	Minutes	Language
Spanish Language Arts	90 minutes	Spanish
AELD/ELA incorporating social studies and science themes	90 minutes	English
Math	60 minutes	Spanish
Specials: Art, Library (weekly)	50 minutes	Spanish
Special: PE, Music (weekly)	80 minutes	English

Fifth Grade Content Area	Minutes	Language
Spanish Language Arts	90 minutes	Spanish
AELD/ELA incorporating social studies and science themes	90 minutes	English
Math	60 minutes	Spanish
Specials: Art, Library	50 minutes	Spanish
Special: PE, Music	80 minutes	English

Appendix 4: Seal of Biliteracy Resolution

BOARD OF EDUCATION

Attachment: Consent

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 11.13.12

TO: Kevin Skelly, Superintendent

FROM: Charles Young, Associate Superintendent - Educational Services

PREPARED BY: Judy Argumedo, Coordinator for Academic Success

SUBJECT: Adoption of California's Seal of Biliteracy

STRATEGIC PLAN INITIATIVE

Academic Excellence and Learning

BACKGROUND

The State Seal of Biliteracy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

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 California Standards Test (CST) in ELA (administered in grade eleven) at the “proficient” 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 Early Advanced proficiency level on the California English Language Development Test (CELDT), which may be administered an additional time, as necessary.
2. Meet the requirements above as stated in 1, 2, and 3.

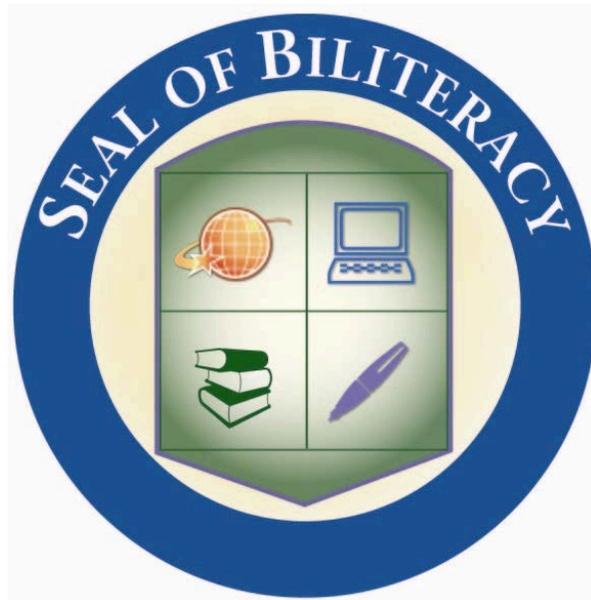
After the Coordinator of Academic success has identified graduating high school students who qualify for the SSB, he/she will complete and submit one Insignia Request Form.

INFORMATION

The District English Language Advisory Committee (DELAC) discussed this topic in 2011-12 and came to the agreement that it would be put forth as a consent board item. Judy Argumedo has presented this information to the following steering committees and groups: Secondary Records, Secondary Principals, Assistant Principals, World Languages Committee, Counselors.

RECOMMENDATION

It is recommended from the District English Language Advisory Committee (DELAC) that the Board approve the State Seal of Biliteracy for the 2013-14 school year.



Appendix 5: Board Action for SI Program

1994 -1997

Brief History Spanish Immersion Program

- 1994 USEFL (United Supporters of Early Foreign Language) Final Report recommends to the Board of Education one immersion language program and the availability of a FLES (daily or weekly) program at the elementary level.
- 1994 Elementary Foreign Language Task Force - a district committee to look at foreign language in PAUSD.
- Feb 1995 Parent-conducted survey at kindergarten registration assessing interest in foreign language instruction.
- May 1995 A group of parents ask the administration to open an immersion classroom. The Superintendent said, "This is a good opportunity to get such a program started within the district." Pat Einfalt said, "Enough interest from residents in the southern part of Palo Alto for a Spanish immersion kindergarten class prompted the creation of this class." The staff [was] trying to start the program with overflow students from the south part. Class will be supported through 5th grade provided there is adequate enrollment.
- Sept 1995 Spanish Immersion kindergarten starts at Fairmeadow.
- Oct 1995 Language Immersion Program Committee (principal, teacher, and representatives from the district office and from parents) convenes to address program needs. Becomes an on-going planning committee over the next two years.
- Dec 1995 Information meeting for possible 1996-97 kindergarten is attended by 60+ parents.
- Feb 1996 Immersion program registration and lottery system created patterned on Hoover and Ohlone models.
- May 1996 Board of Education approves 2nd kindergarten to begin Fall 1996. Both classes to remain at Fairmeadow at least one more year. Class will be supported through 5th grade provided there is adequate enrollment.
- Fall 1996 Committee works on long term program alternatives to present to the Board.
- Dec 1996 Information meeting for possible 1997-98 kindergarten is attended by 60+ parents.
- Feb 1997 Board of Education approves 3rd immersion class to begin Fall 1997. Immersion classes must move from Fairmeadow due to class size reduction and lack of space.
- Apr 1997 Board temporarily places 1st and 2nd grades at Escondido and the kindergarten at Fairmeadow. Asks to review Immersion again by mid-December.
- June 1997 Board moves kindergarten to Escondido due to district space and enrollment needs.
- Sept 1997 Kindergarten, 1st and 2nd grades begin at Escondido.
- Fall 1997 Program plan in process.

Spanish Immersion Program 9/29/97

January 28, 1997

BOARD OF EDUCATION

ATTACHMENT: Discussion 9

PALO ALTO UNIFIED SCHOOL DISTRICT

DATE: 1 - 28 - 97

TO: George Plumleigh, Interim Superintendent

FROM: Immersion Education Long-Range Planning Committee
Irvin G. Rollins, Jr., Ed.D., Committee Chair

SUBJECT: IMMERSION EDUCATION - LONG-RANGE PLAN

This memorandum is to provide background information for the community regarding a long-range plan for Immersion Education and to address the following questions posed by the Board of Education:

- What are the space issues?
- What are the cost implications?
- What are the decisions the Board needs to make?
- Will enrollment projections support the creation of the Language Immersion Alternative School?

BACKGROUND INFORMATION

The Spanish Immersion program is in its second year, with Fairmeadow School hosting a kindergarten and two first grade classrooms (as required by the recent class size reductions agreements). Each class is fully enrolled. Parents do not need to be bilingual for their children to succeed in learning the second language. Parents are encouraged to support their student's second language learning efforts and to provide reading materials in two languages at home.

Two-way immersion programs bring together Spanish- and English-speaking students with the goals to develop bilingual literacy and proficiency in both languages. University evaluations of immersion programs show a very high rate of success in achieving academic proficiency for both Spanish- and English-speaking children.

Immersion education provides an opportunity for parents to prepare their children to compete and be leaders in the global community of the 21st century. Early exposure to second languages allows both Spanish- and English-speaking students to attain native-like fluency and to appreciate a multicultural environment long before stereotypes and prejudices have had a chance to form.

There are nearly 200 two-way immersion programs in the United States with a clear majority of them being Spanish/English Instruction. Immersion programs are frequently strands within a school, as can be found in the schools of Cabrillo Unified School District-Half Moon Bay or are complete immersion magnet schools, such as Fiesta Gardens in San Mateo County, River Glen in San José Unified and Windsor Unified in Sonoma County. Other Bay Area immersion programs are located in Mountain View, Redwood City, San Francisco and Davis. Menlo Park and Cupertino are also in the process of exploring immersion programs.

The Palo Alto Spanish Immersion Program currently has 53 students in kindergarten and 1st grade. Parent interest is again very strong for a fall 1997 kindergarten—lottery cards to easily fill one class have already been received and kindergarten registration is still a few weeks

away. The Program is very successful, has an excellent teaching staff and a very active and dedicated parent group (SIPAPA - Spanish Immersion Parent Association of Palo Alto). Students for the Spanish Immersion Program have been selected by lottery, with the exception of siblings having preference. There have been two lotteries, one for native Spanish or bilingual speakers and one for native English speakers.

The Spanish Immersion Program satisfies the State of California bilingual education requirement. It is anticipated that the Palo Alto Spanish Immersion Program will significantly increase native Spanish speakers' literacy and overall academic achievement when compared to current PAUSD native Spanish speakers' test scores.

ENROLLMENT PROJECTIONS

Enrollment projections (provided by *Lapkoﬀ & Gobalet Demographic Research* last December) reported that "There are no large enrollment changes expected during the next few years." Districtwide elementary enrollment is projected to move from the 1996 enrollment figure of 4,484 to 4,413 by the year 2001--an enrollment decline of 51 students. This finding supports the notion that enrollment will remain stable over the next few years, thereby ensuring an adequate number of student candidates for participation in the Spanish Immersion Program.

PROGRAM LOCATION

The first Spanish Immersion kindergarten was placed at Fairmeadow in the fall of 1995 as an overflow kindergarten. Last year, the Fairmeadow Site Council invited the Program to grow by one new kindergarten for fall 1996. This year, the Fairmeadow Site Council confirmed that there is inadequate room at Fairmeadow for the Program to remain there next year. Portable classrooms would have to be installed. The Fairmeadow site is small at 5.0 acres and is not recommended for additional portables. Fairmeadow also exceeds State guideline enrollments for its campus by approximately 50 students.

Ideally, the long-term goal for the Spanish Immersion Program would be as an alternative school such as Hoover or Ohlone, but as an immersion school. Because of the Building for Excellence activity and general budget considerations, this does not seem to be a realistic goal at this time. Therefore, the program goal is a single K-5 strand (approximately 27 students per grade level) within a neighborhood school.

Assuming the implementation of class size reduction in grades 1 through 3 and that the Board approves a new kindergarten for fall 1997, the Spanish Immersion Program will need four classrooms for the 1997-98 school year—a kindergarten (27 students), a 1st grade (18 students), a 1st/2nd grade combination class (18 students), and a 2nd grade (18 students). From an instructional standpoint, it is possible to add new students to the program in kindergarten and first grade. If a kindergarten class is approved for each upcoming year, the Program will need a total of seven classrooms to host a kindergarten through 5th grade strand with class size reduction in grades 1-3. See the attached chart (Table 1) Spanish Immersion Program Kindergarten through 5th Grade.

Kathleen G. Wood, Program Manager-Building for Excellence, has identified three school sites within the District that could accommodate the regular neighborhood school and one Spanish Immersion K-5 strand. These sites are Escondido, Hoover (Barron Park site), and Ohlone. Each school has sufficient acreage to host a larger school population and expanded building facilities. The JLS buildings will be used as a transition site for 1200 elementary school students and adding any additional students to the "Educational Park" will only exacerbate transportation and traffic challenges. The attached chart (Table 2) entitled *School Logistics* lists site acres, enrollment numbers, and other information for these three schools.

Ms. Wood provides the following critique of each site:

Escondido

The Escondido site is the recommended site for the Spanish Immersion program from a facilities perspective. The renovations planned for the site will not require that the site be vacated. The shape of the property would allow portable classrooms to be added to the "back lot" at any time. The site is also large enough to add enough portables to accommodate a full strand K-5.

Hoover

The Hoover site is large enough to accommodate a full strand K-5 of Spanish Immersion classrooms, but only after the renovations to the site are complete. The renovations are scheduled to start in June 1999 and be completed by December 1999. Thus, the growth of the Spanish Immersion program would need to be postponed until spring 2000.

Ohlone

The Ohlone site is large enough to accommodate a full strand K-5 of Spanish Immersion classrooms, but would require the use of classrooms planned for the Ohlone program. The new school to be designed for the Ohlone site will be a large elementary to take full advantage of the size of the site and relieve crowding in the south. The Ohlone program was expecting to grow to fill the planned new classrooms. If the Spanish Immersion program were to be placed at Ohlone, then the Ohlone program would remain the same size, and Spanish Immersion would fill the additional classrooms. Because Ohlone will be a new school (construction scheduled for the school year 1998-99) the site must be vacated while construction occurs. The Spanish Immersion program would not be able to move to Ohlone until the school year 1999-00.

COST IMPLICATIONS

Time and again, reports on Immersion programs (confirmed by consultation with San Mateo City and San Jose Unified School Districts) indicate that after initial start-up costs, immersion program costs are comparable to regular education programs. What are these initial costs?

1. Instructional Materials-Additional cost to PAUSD Annual Budget: None from District Sources

- Textbooks, audio tapes, teaching-aids, software in Spanish covered by standard textbook allocations for English texts, except purchase them in Spanish
- Supplemented by SIPAPA funds (\$1,500 for 1995-96; \$1,250 for 1996-97)
- PAFE grant for \$750 for 1995-96

2. Library of Books in Spanish-Additional cost to PAUSD Annual Budget: None from District Sources

- Books for emerging readers and reference materials are purchased with the funds the District provides for English printed information
- SIPAPA's 1996-97 target is to raise \$10,000 for kindergarten through 2nd grade books. So far this year, \$1,500 has been raised and a major fundraising campaign is being planned called *Amigos de Libros*. SIPAPA is also applying for grants to supplement library book purchases

3. Teacher Recruitment-Additional cost to PAUSD Annual Budget: None from District Sources

- A SIPAPA parent donated funds to run an ad in the *San Jose Mercury News* last fall

4. Staff Development-Additional cost to PAUSD Annual Budget: None from District Sources

- Current staff and community members are resources
- Usual District allocated funds

5. Classrooms-Additional cost to PAUSD Annual Budget: None from District Sources

- Building for Excellence covers cost of portable classrooms and class size reduction requirements for grades 1-3

When the number of classes and students increase at a school site, there is a proportionate increase in other resources such as clerical staff, special needs and enrichment programs. This would be true for immersion classes as well. Potential school sites must have assurances from the Board and administration that the existing school's way of life/culture will be maintained.

PROPOSED TIMELINES

The Immersion Education Long-Range Planning Committee presents the following timelines for consideration by the Board:

- *January 28, 1997:* Discuss the establishment of a Spanish Immersion kindergarten classroom for the school year 1997-98.
- *February 4, 1997:* The Long-Range Immersion Education Planning Committee will urge the administration to recommend Board approval for the addition of one kindergarten for the school year 1997-98.
- *January 28, 1997 through March 4, 1997 for Community Input:* Immersion Education Long-Range Planning Committee will continue meeting with school communities of sites identified as a possible location for the Spanish Immersion Program. A summary of these dialogues will be presented to the Board for consideration at the March 4, 1997 meeting.
- *February 18, 1997:* Discussion of the possible school site locations for the Spanish Immersion Program.
- *March 4, 1997:* The Immersion Education Long-Range Planning Committee anticipates recommending that the administration urge the Board of Education to approve the development of a single strand (grades kindergarten through five) Spanish Immersion Program to either Escondido, Hoover, or Ohlone site beginning with the school year 1997-98 and to approve the maintenance of this K-5 program by authorizing continued growth by one kindergarten per year.

RECOMMENDATION

It is anticipated that the Immersion Education Long-Range Planning Committee will urge the administration to recommend the addition of one kindergarten for the school year 1997-98 at the February 4, 1997 Board meeting.

Attachments

→ What do we
do for excellence
Aid students

January 20, 1998

BOARD OF EDUCATION

ATTACHMENT: Action

PALO ALTO UNIFIED SCHOOL DISTRICT

DATE: 1-20-98

As Amended by Board of Education 1-20-98

TO: Donald Phillips, Ed.D., Superintendent

FROM: Irvin G. Rollins, Jr., Ed.D., Assistant Superintendent - Student Services

SUBJECT: K - 5 SPANISH IMMERSION PROGRAM

INTRODUCTION

Over the past two and a half years, the administration has reviewed and presented the merits of assigning the Spanish Immersion Program longer term status as an option within an elementary school. The impact of an alternative program upon an elementary school is unique within PAUSD, though not in districts with larger elementary schools. Furthermore, demographers forecast a Districtwide enrollment growth of at least 150 elementary school-age students by the 2001-02 school year, not including the potential growth from the Stanford West Housing Project and the state of the economy. The nature and impact of these variables are prospective and require additional time for in-depth understanding.

While the staff continues to believe the educational merits of the Spanish Immersion Program are considerable, the impact (both potentially positive or negative) of a choice program with as many as 185 students upon the host elementary school requires further consideration. The Spanish Immersion Program and its impact upon the host site(s) could be more meaningfully assessed when one kindergarten through fifth grade educational cycle is completed. Until these data are generated and evaluated, it would be premature to recommend long-term status for the Spanish Immersion Program.

BACKGROUND

Palo Alto Unified School District has a long tradition of providing parents with opportunities to select schools and programs for their children. Choices include open enrollment options, the Hoover and Ohlone Programs, the Theme Team at Paly, Middle College and others.

The Spanish Immersion Program was established in the same spirit. While not specifically designated as a pilot program, discussions following the implementation of the kindergarten, first and second grade classes make it clear that long-range support will require that the program (1) costs be similar to regular education classes, (2) maintain sufficient enrollment and (3) be evaluated to determine the impact of sharing space in an elementary school. Additionally, the staff recognizes that there are basic one-time start-up costs associated with the implementation of this and all new programs.

After two years at Fairmeadow, Principal June Schiller reported that the Spanish Immersion Program had a positive effect on the school after an initial period of skepticism and adjustment, indicating that *...many Fairmeadow parents and teachers felt the loss when the program left our school...*. Preliminary impressions seem to confirm a similar evolution at Escondido Elementary School with respect to recognition of educational benefits, impact upon the school and support of the program.

Enrollment is remaining stable, indicating that parents of the Spanish Immersion students are highly satisfied. So far over fifty parents have expressed an interest in having their children enrolled in a 1998-99 Spanish Immersion kindergarten if authorized by the Board. Furthermore, the parents of the Spanish Immersion students are committed to raising supplementary funds for the purchase of Spanish-language library materials, a common practice in immersion programs.

As yet to be determined, is the long-term impact on the host school; long-term enrollment sustainability and the effects on student achievement, which cannot be meaningfully assessed until the end of the fifth grade.

If for any reason the Pilot Spanish Immersion Program is not maintained and enrollment remains comparable with other elementary schools, students enrolled in the classes would be permitted to continue with their Spanish/English immersion experience through the fifth grade.

November 28, 2000

BOARD OF EDUCATION
PALO ALTO UNIFIED SCHOOL DISTRICT

ATTACHMENT:

Action 12

DATE:

11-28-00

COPY

TO: Donald A. Phillips, Ed.D., Superintendent
FROM: Irvin G. Rollins, Jr., Ed.D., Assistant Superintendent-Student Services
SUBJECT: SPANISH IMMERSION PILOT PROGRAM

INTRODUCTION

The Elementary School Spanish Immersion Pilot Program is currently being implemented at Escondido Elementary School. The purpose of this memorandum is to provide summary program information for the Board of Education as it considers the long-term status of the program for the 2001-02 school year.

Spanish Immersion is a K-5 alternative program that (since inception) continues to attract 55-65 applicants for 30 kindergarten openings. Palo Alto Unified School District (PAUSD) has a long tradition of providing parents with opportunities to select schools and programs for their children. Current Board Policy states:

The Board of Education supports alternative ("choice") programs that are educationally sound and consistent with the PAUSD mission of addressing diverse educational needs of children. Programs of choice must be approved by the Board of Education and will be administered by the district in compliance with all district policies, unless explicitly exempted. Such programs must be fiscally sound within existing financial resources, and similar to the cost of other school programs. Enrollment in alternative programs will be on a non-discriminatory basis. The Board acknowledges that groups of teachers and/or parents may have concerns with programs of choice within a school, because of possible effects on the culture of the school, and therefore expects reasonable care to address these considerations.

In late 1994, the Board of Education responded to the recommendations of two committees studying foreign language education programs by encouraging individual schools to pursue opportunities for foreign language study. In response to a community request, the Board authorized the creation of the Spanish Immersion Program, which began as a kindergarten class in fall 1995 at Fairmeadow Elementary School. In fall 1997, the program was relocated to Escondido Elementary School and assigned pilot status.

The Board assigned *pilot status* to the program, providing for continued program growth by adding a new kindergarten class each year through the pilot period, which concludes in the 2000-2001 school year. In authorizing the Spanish Immersion Pilot Program, the Board stipulated that students in the program:

- Develop bilingual proficiency and literacy in Spanish and English.
- Acquire knowledge in all academic subjects as outlined in the District's Curriculum Standards.
- Achieve academic proficiency at or above grade level in English and Spanish.

At the time *pilot status* was assigned to the Spanish Immersion Program, the Board directed the administration to include the following data in the final report to ensure full compliance with Board Policy: (a) Programmatic Impact, including costs, student services and school climate; (b) Enrollment Summary, with data for native English and Spanish-speakers; and (c) Academic performance. These areas are summarized for your review.

STUDENT ACHIEVEMENT

During the Spring 2000 Semester the Escondido School Site Council formed a sub-committee to analyze STAR Test results. The goal of this analysis was to gain insight into the performance of students participating in the Spanish Immersion Pilot Program in the areas of Reading, Math and Language (Attachment A). Results revealed that the students enrolled in the Spanish Immersion Pilot were at or above the grade level in math and language. These students appear to *catch up* to (and even exceed) District averages in reading by the 3rd grade, which is due in some measure to the fact that English-language is not the primary mode of instruction until at least the second semester of the third grade.

The *Aprenda*, a standardized Spanish-language measure, has been administered annually to students beginning with 1st grade. This instrument assesses Spanish-language proficiency in reading, math, language and oral language development. Composite percentiles for each grade level indicate that students are achieving at or above the 50th percentile (Attachment B-Table 1).

Attachment B-Table 2 identifies summary Escondido Elementary School student achievement data. The SAT 9 data reveals that Escondido students are achieving on average within the top quarter of students nationally. In calculating the percentage for the 26 students Spanish Immersion students in the 4th grade, it should be noted that the total number is so small that each student's score represents between 3 and 5 percentage points of the total.

Information based upon student observations, and parent interviews, as well as a review of multiple measures of achievement affirm the opinion that VTP students are doing at least as well as, if not better than, their counterparts in the District. Teacher and administrative observations also confirm that Spanish-speaking VTP students in the Pilot Program appear to have an easier transition into school and report higher feelings of competence and confidence than those VTP Spanish-speaking students in English-only classrooms.

Anecdotally, it is interesting to note that a seriously disabled native Spanish-speaking VTP student has demonstrated significantly higher levels of achievement than anticipated. In fact, this student may not require specially designed instruction (special education) for his intermediate elementary and secondary school experiences. Furthermore, the professional staff feels that the Spanish-speaking parents can easily communicate with teachers, underscoring the belief and importance of access and related opportunities for parent involvement. As research validates for all students, this increased level of parent involvement has further contributed to the academic achievement levels of their children.

SCHOOL CLIMATE-TRANSITION COMMITTEES

At the time the Spanish Immersion Pilot Program was placed at Escondido School, the Board directed the administration to establish a Transition Committee. This group provided advice to the principal and District administration regarding the dual challenges of facilitating community acceptance and resolving any challenges that might potentially compromise the integrity of the Spanish Immersion Pilot Program. The committee also advised the School Site Council as it developed positive integration activities for the School Site Plan.

In the second year of the pilot program, a Spanish Immersion Program Advisory Committee (SIPAC) met regularly with the principal/School Site Council representative to oversee the integration activities and related issues of school climate brought to their attention. The third year of the pilot saw a continuance of the SIPAC and their meetings with the School Site Council representative at least quarterly to review issues related to school climate and program acceptance. After a challenging first year at Escondido, the Spanish Immersion Pilot has been largely assimilated into the school community. However, the principal has continued to meet with the SIPAC as issues of school climate largely shifted to teaching and learning.

Key elements have been central to the positive incorporation and acceptance of the Spanish Immersion Pilot Program at Escondido School:

- The active participation of parents of students enrolled in the Spanish Immersion Pilot program
- Principal and Staff
- Escondido PTA
- The School Site Council

The leadership provided by these groups has significantly contributed to the overall acceptance of the Spanish Immersion Pilot at Escondido School.

SCHOOL CLIMATE – AIR SURVEY

The placement of the Spanish Immersion Pilot Program at Escondido School raised concerns about the impact of the presence of an alternative program on the climate of the neighborhood school. The American Institute of Research (AIR) volunteered to facilitate a District survey. The annual survey summarizes the climate at mid-year. In short, the survey indicates the views of non-immersion parents at Escondido became slightly more favorable toward the presence of the Spanish Immersion Pilot from the first year to the next, and teachers became significantly more accepting of the program. In part, the shift in view can be attributed to increased opportunities for immersion/non-immersion teachers to work together across the curriculum and immersion/non-immersion parent participation in PTA, School Site Council, school committees and other activities. For example, there is a new tradition of holding an annual Passport Day, in which each class learns about the

history, food and culture of a specific country. Escondido's parents, who come from many countries, help the teachers in preparing for the day. With PTA assistance, all students gain cultural experiences as they travel from country to country (classroom to classroom), collecting stamps in their passports and carrying away souvenirs in their suitcases. The complete AIR survey is available from the Student Services Office. Summary results of the first two surveys are found in Attachment C.

ENROLLMENT SUMMARY

Successful implementation of Two-Way Immersion Programs is achieved with enrollment requirements. At least one-third to one-half of each class must be a native speaker of either the target language (i.e., Spanish) or English. To support this requirement, the lottery used for student selection is divided in order to select one-third native Spanish-speakers, and two-thirds native English-speakers, a balance that is reflected in the demographics of the Spanish Immersion Pilot.

Additionally, there must be sufficient enrollment in the early grades in order to maintain the District-mandated class size averages throughout the grades. It becomes increasingly difficult to identify candidates with appropriate Spanish and English reading and writing skills to enter the program in grades 2-5, making normal attrition a factor that must be carefully monitored. In order for class size requirements to be met, the entering kindergarten class must be 30 or more students in order to accommodate for the usual changes in enrollment over time; i.e., students moving from and/or within the District. The primary cause of any decline in enrollment within the Spanish Immersion Pilot has been because the student moved out of the District. To date, District class size average requirements have been met, with higher than average in grades K-3 and average in grades 4-5.

The cumulative enrollment in the Spanish Immersion Pilot, grades K-5 in the 2000-01 school year, is 168 students. The Two-Way Immersion Program requirements have been met, with approximately one-third (47 students) of the students being native Spanish-speakers (includes mono- and bilingual speakers) and approximately two-thirds being native English-speakers (121 students). (Attachment D.)

Spanish Immersion Pilot Program students come from throughout the District, including the Voluntary Transfer Program, and are distributed by original neighborhood schools (Attachment E). Enrollment in the Spanish Immersion Pilot Program consists of: children of employees (5), East Palo Alto-VTP students (35) and 12 elementary school neighborhoods (128). This ethnically diverse student body also includes Free and/or Reduced Lunch recipients, English Language Learners, disabled and GATE students.

FISCAL IMPACT – STUDENT SERVICES

The Spanish Immersion Pilot Program has not negatively impacted Special Education, school psychology or library programs/services. All students at Escondido are provided the same continuum of services as any other site with a similar enrollment. The allocation of Special Education and school psychology services is based upon multiple factors, such as staffing formulas, the total school enrollment, location of Special Day Classes and Individual Educational Program (IEP) caseloads. The total school enrollment determines the level of library services assigned to an elementary school.

To illustrate, it is the District's goal to have one (1.0) full-time equivalent (FTE) Resource Specialist, 0.4 FTE Language/Speech Specialist and 0.4 FTE School Psychologist at each elementary school where two or more Special Day Classes are located. Furthermore, Escondido is one of four elementary schools currently receiving 0.8 FTE School Librarian services, the maximum library staffing level based on enrollment) provided by the District.

The Spanish Immersion Pilot Program has not been a factor in the allocation of Special Education, School Psychology and Librarian Services at Escondido School, except to the measure that the total school enrollment (Spanish Immersion plus neighborhood residents) and the location of Special Day Classes influence the assignment of these ancillary staff.

FISCAL IMPACT – PARENT CONTRIBUTIONS/SIPAPA

When the Spanish Immersion Pilot was established in 1995, the parents of students in the Spanish Immersion Pilot assumed the responsibility to raise funds for Spanish-language books and educational materials. The parents organized the Spanish Immersion Parent Association of Palo Alto (SIPAPA), and its fundraising activities have been similar to those of PTAs and booster clubs, grants, direct appeals and a few small fundraising events. SIPAPA raised funds to purchase approximately 1,670 books for a Spanish-language and bilingual library. Nearly half of these funds were from grants; fundraising events contributed about \$2,000, with direct appeals accounting

for the remainder. By the end of the current school year, these funds will have purchased a minimally complete Spanish-language library. A similar amount has been raised and spent on classroom books and materials, largely from direct appeals.

FISCAL IMPACT – SCHOOL BUDGET

When the Spanish Immersion Program was placed at Escondido School in 1997, the District enhanced the site budget, which is consistent with Districtwide new classroom practice of \$5000 per class, for a total of \$20,000. These funds were used to purchase items such as furniture, computers, printers, materials and instructional aide time for the four new classrooms. An additional \$5,000 to equip each new classroom coming on line as the program becomes a K-5 sequence.

During the spring of 1997, the School Site Council reviewed the preliminary budget for the 1997-98 school year, to determine if the Spanish Immersion Pilot Program was having a negative effect upon the discretionary income allocated to Escondido. The School Site Council concluded that the income generated by the Pilot Program enrollment paid for all program-related expenditures. Attachment F-Table 1 identifies the income generated for use by Escondido to underwrite Spanish Immersion Pilot Program costs.

The number of students in the Spanish Immersion Pilot Program represents 37% of the total Escondido enrollment and generated 39% of the total 2000-01 school budget.

FISCAL IMPACT – ADDITIONAL CENTRALIZED COSTS

Since the Board of Education assigned Pilot status to the Spanish Immersion Program (1997-98 school year), the District has either allocated or encumbered \$3,276 for program costs. This expense does not include administrative, secretarial and/or consultation time of District administrative staff, representing approximately 4-5 full days per school year. District-funded costs have decreased as the site-based discretionary budget has increased in proportion to enrollment growth. To illustrate, the annual California Department of Education's allocation of School Improvement Program (SIP) funds increases each year in proportion to enrollment, as has the *base allotment* funds allocated by the District. Attachment F-Table 2 summarizes expenditures charged to the District General Fund since the Board assigned pilot status to the Spanish Immersion Program (1997-98) through the 2000-01 school year. Should the Board grant continuing status to the Spanish Immersion Program, the site where the program is located will assume the annual program evaluation and all registration expenditures.

Additional allocations (\$405) are budgeted for the balance of this school year for Testing (\$150), AIR Survey (\$175-printing) and Annual Parent Orientation & Notification (\$80-printing) expenditures. The total allocation to be charged to the General Fund through the 2000-01 school year is \$3,276.00.

SUMMARY FINDINGS

When the Board placed the Spanish Immersion Program at Fairmeadow and Escondido Schools, the response of the community was mixed. There was considerable concern that the choice program would result in a loss of resources (fiscal and human) for the host school and that the program would compromise the school's climate. The combined efforts of (then) Fairmeadow Principal June Schiller and (present) Escondido Principal Gary Prehn, parents of the Spanish Immersion students and parents of resident students resulted in a majority of parents at each school ultimately viewing the program as an asset to their communities.

Student selection is by lottery, resources have not diminished and awareness and respect for linguistic and cultural differences has enhanced the total school environment. Most importantly, students have become bilingual/biliterate in English and Spanish, successfully achieving curriculum standards and, on average, scoring 50% or better on standardized testing measures. The academic progress of disabled students in the Spanish Immersion Pilot Program appears to parallel that of similarly disabled English-only peers. The composition of the class is ethnically and linguistically diverse. Finally, enrollment has remained stable, but will require monitoring in order to ensure that the 5th grade is within an acceptable range for District required class size averages.

RECOMMENDATION

The Superintendent recommends that the Board of Education assign *on-going status* to the Elementary Spanish Immersion Choice Program with the placement to remain at Escondido Elementary School for the time being.

Attachments

Appendix 6: Curriculum Matrix 2022 - 2023

**Orton-Gillingham methodology adapted to PAUSD Phonics & Grammar Progression Based on CCSS*

	Kinder	First	Second	Third	Fourth	Fifth
Spanish Phonics, Phonemic Awareness, Spelling, Grammar	Estrellita, Cancionero, Orton-Gillingham*, Heggerty	Estrellita, Cancionero, Orton-Gillingham*, Heggerty	Orton-Gillingham* Benchmark Adelante	Orton-Gillingham* Benchmark Adelante	Guerra, Larousse, Benchmark Adelante	Guerra, Larousse, Benchmark Adelante
Spanish Reading	Benchmark Adelante	Benchmark Adelante	Benchmark Adelante	Benchmark Adelante	Benchmark Adelante	Benchmark Adelante
Spanish Writing	Teachers' College Units of Study in Writing	Teachers' College Units of Study in Writing	Teachers' College Units of Study in Writing	Teachers' College Units of Study in Writing	Teachers' College Units of Study in Writing	Teachers' College Units of Study in Writing
Spanish Math	Bridges	Bridges	Bridges	Bridges Eureka	Eureka Bridges	Bridges
Social Studies	TCI (English)	TCI (English)	TCI (English)	TCI (English)	TCI (English/Spanish)	TCI (English/Spanish)
Science	Twig (English)	Twig (English)	Twig (English)	Twig (English)	Twig (English/Spanish)	Twig (English/Spanish)
English Social Emotional Learning	Second Step	Second Step	Second Step	Second Step	Second Step	Second Step
English Reading				Benchmark Advance	Benchmark Advance	Benchmark Advance
English Writing				Teachers' College Units of Study in Writing	Teachers' College Units of Study in Writing	Teachers' College Units of Study in Writing
English Language Dev.				Orton-Gillingham - Phonics	Orton-Gillingham - Morphology; Academic Vocabulary Toolkit by Kate Kinsella	Orton-Gillingham - Morphology; Academic Vocabulary Toolkit by Kate Kinsella

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