



TWO-WAY BILINGUAL IMMERSION PROGRAM MASTER PLAN

FIESTA GARDENS INTERNATIONAL SCHOOL



SAN MATEO, CA



MAY 2020

IN COLLABORATION WITH
THE ASSOCIATION OF TWO-WAY &
DUAL LANGUAGE EDUCATION (ATDLE)



SAN MATEO-
FOSTER CITY
SCHOOL DISTRICT

TABLE OF CONTENTS

Background	3
Acknowledgement	3
Chapter 1: San Mateo-Foster City School District Vision and Mission Statements	4
Chapter 2: Program History and Rationale for the Dual Language Immersion Program at FGIS	6
Chapter 3: Benefits of Dual Language Programs	10
Chapter 4: Research Base for Two-Way Bilingual Immersion Education	13
Chapter 5: TWBI Program Components	17
Chapter 6: Instructional Program Design Tk-8th Grades	20
Chapter 7: California State Seal of Biliteracy	24
Chapter 8: Program Policies	26
Chapter 9: Marketing and Parent Engagement	31
Chapter 10: DLI Professional Training Plan	34
Glossary of Terms	35
Appendices	38

BACKGROUND & ACKNOWLEDGEMENTS

In January of 2020, San Mateo-Foster City District sanctioned the formation of a Dual Language Immersion (DLI) Program District Task Force in an effort to re-align its current program at Fiesta Gardens International School. This work took place over a series of meetings and via Zoom (COVID-19 outbreak interrupted the meeting schedule) and the task force continued to work to complete this effort and document the components and realign its present day program. The task force also discussed a need to strengthen its programmatic pathway into the middle school and ultimately, high school levels for program participants and thus continue the formal study of two or more languages during the course of the students' K-12 schooling.

The DLI Program Task Force, consisting of parents, teachers and administrators, and community representatives, met for a period of six months to review TWBI researched best practices, analyze programmatic components, identify program strengths and benefits and give input to the design and implementation components of the Dual Language program in place in the district. Please note that as with any other district program, actions taken through the implementation of this plan that results in a significant fiscal impact on the district's funding shall be analyzed, reviewed and approved by the District.

At this time, the program at Fiesta Gardens International School supports a vibrant K-5 learning community in which students from diverse backgrounds work to become bilingual and bi-literate in Spanish and English. Students and their families fully participate in school events as part of their education in both languages. Students from FGIS are able to continue their DLI Program at Abbott Middle School.

This document, which is aligned to the *Guiding Principles of Dual Language Education*, CAL.org, 2018, that will continue to serve as the guide for the on-going planning and implementation of the Dual Language Immersion San Mateo-Foster City School and the staff and administration at Fiesta Gardens International School wishes to thank the following individuals for their collaboration and input in the design of this Dual Language Program Master Plan. We greatly appreciate the direction set by Superintendent Joan Rosas and the Board of Trustees who, over the years, have supported the community in its efforts to offer the community a program of excellence in two languages. Thank you to Rosa G. Molina from the Association of Two-Way & Dual Language Education (ATDLE) for facilitating the meetings, discussions with parents and for sharing their expertise with the task force.

District Administrator

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CHAPTER 1

SAN MATEO-FOSTER CITY SCHOOL DISTRICT VISION AND MISSION STATEMENTS



VISION STATEMENT:

“The San Mateo-Foster City School District educates, inspires and empowers every students in every school every day to live, lead and learn with integrity and joy”

MISSION STATEMENT:

The San Mateo-Foster City School District provides rigorous, high quality and equitable education while partnering with our families and community to support all students to achieve their full academic, social and emotional potential.

The Dual Language Immersion Program at Fiesta Gardens International School responds to these statements in its full implementation of a viable and successful program that fosters bilingualism, bi-literacy and promotes the development of

multicultural competencies for all students in its program. The program elements below outline the efforts by staff and administration in creating a program of excellence closely aligned to the vision and mission of SMFCSD.

Therefore: The Dual Language Immersion Program at Fiesta Gardens International School (FGIS) and Abbott Middle School ...

- Supports all English Learners in the program by promoting a more positive self-concept, making students more likely to remain in school and attend college (Thomas and Collier, 2002)
- Presents opportunities for native English speakers to develop near-native fluency in a second language, while continuing to develop high levels of achievement in English
- Aligns California State Standards to the Two-Way Language Immersion program (also referred to the Dual Language Immersion) program design, curriculum, and instruction in the FGIS classrooms
- Presents curriculum that is academically challenging and integrates higher-order thinking, creativity and communication in both the target language and English
- Is committed to closing the achievement and opportunity gap between English Learners and their English-only counterparts by providing maximum access to the curriculum and the opportunity to develop literacy and academic skills in two languages in an instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009)

- Organizes and provides educational opportunities for students, in Spanish and English that promote key developmental assets such as positive identity, social competency, commitment to learning, and empowerment
- Creates leadership opportunities for all students to foster personal development, self-determination and pride
- Establishes and maintains high expectations for achievement for all students in the program
- Works to create designated quality teacher collaboration time to plan the program as it develops K- 12
- Attempts to limit student interventions from removing students from core instruction in either language in a focused effort to move all students to grade level proficiency in both languages
- Includes cultural development and understanding through the incorporation of the arts that include music, art and dance from throughout the Spanish-speaking world
- Ensures that the teaching of the arts: dance, music and song in both languages are also planned as literacy events for all students
- In 2020-21, the school will formalize the California State Seal of Biliteracy awards for the students at grades Kindergarten, 5th and 8th to keep the students focused on the attainment of the CA State Seal of Biliteracy when students enter high school
- Ensures that students from the program enter high school at the most advanced levels of second language proficiency and literacy possible
- Provides teachers, staff and administrators with focused Professional Development opportunities to support their planning and the development of high quality instructional and programmatic opportunities for students in both English and Spanish
- Promotes the development of an expansive worldview in all students that results in the development of positive attitudes and appreciation of languages, traditions and cultures that differ from the child's own
- Provides a safe, caring and equitable learning environment for all students and families by creating a language enclave that protects and promotes bilingualism and biliteracy for the entire school community
- FGIS is committed to providing students with access to the latest technologies and resources in full support of the development of both languages



CHAPTER 2

PROGRAM HISTORY AND RATIONALE FOR THE DUAL LANGUAGE IMMERSION PROGRAM AT FGIS

FOUNDING OF THE DUAL LANGUAGE IMMERSION PROGRAM AT FIESTA GARDENS INTERNATIONAL SCHOOL

Fiesta Gardens International School opened up the first Dual Language Immersion Program in San Mateo-Foster City School District in California in September 1993 with the desire to implement a program that would teach students to be multilingual in both Spanish and English. The program at Fiesta Gardens began the implementation of its Dual Immersion under the direction of Principal Joan Lau (known today as Dr. Joan Rosas, Superintendent) and seven teachers who worked to bring the community a program that they knew would both bring this important resources to the families and students of the community and offer a program that was both unique and exciting as students engaged in formal study of two languages.

The Dual Immersion School at Fiesta Gardens began with two grades: three Kindergarten and two First grade classrooms. The program was started as a program strand in a school that housed an English Only program that was phased out after five years. The teacher to student ratios were 25:1 in some classes and 30:1 in the upper grades. The following staff members were the original teachers

in the Dual Immersion program strand in 1993 and all members of the teaching staff and personnel at the school collaborated to ensure that the initial years of implementation were well received by the community and the students.

Dual Immersion Program Personnel Included the following founding members:

Preschool: Miroslava Salmeron, Colleen Makasini

Kindergarten: Joan Alper, Rosalie Simrock, Ana Otero

First Grade: Carol Mackenzie, Laurel Cress

English Only Strand

2/3 Combination: Taia Larse

3rd, 4th, 5th Combination: Anna Beccera

Supporting the teacher teams were support staff members that were also 100% committed to the success of Fiesta Gardens International School:

School secretary: Elizabeth Kovesdy

Community Advocate: Rosario Ortiz

Aide: Maria Saucedo

Librarian: Chris Felix

PE Teacher: Christy Hall

Custodian: Tony Menendez

Student Teacher: Wendy Maislen

Cafeteria/Kitchen: Kathleen Keighran

The first 7 classes shared space with a Dance School on campus. The original school space was condensed and did not have a playground, the school office was placed in a temporary portable, the curriculum in Spanish was lacking, there were very few books for the media center. Teachers worked countless hours to create and translate the curriculum. Some of these poems and songs are still treasured and used by teachers today. Teachers used literature and Big Books, the Wright Group program, guided readers and attended conferences to bring back curriculum and program materials. The teachers recall the endless hours and days planning the DLI program, through the grade levels, discussing the progress of the students and working to develop instructional materials that were appropriate for the students in this dual language setting. Teachers created strong bonds and because of the teamwork and hours of collaboration and planning, were able to make the DLI program come to life.

Over the course of the past 27 years, school leadership changed at FGIS. Each one of these talented and hard-working principals, deeply committed to this work, were able to continue to build this program to what it is today.

- Joan Lau 1993-2001
- Stephanie Fraumani 2001-2003
- Sheila Spieler 2003-2012
- Varina Williams 2012- 2017
- Jeannette Ramirez 2017-Present

Over the years, Fiesta Gardens International School received numerous awards and recognition for the progress of their students and the leadership of the teachers in the program. In this Dual Language Immersion Program. As teachers developed their expertise as DLI educators, they were called upon to offer workshops and presentations at the National Two-Way Bilingual Immersion Conference for Two-Way CABE. Fiesta Gardens was also granted the CABE Distinguished School award and hosted visitors from other parts of the Bay Area, California and country

to tour and learn about the DLI educational program schools.

In 2004, the school received two additional funding sources to support the implementation and expansion of the program at the school. Funding from a Title III and Federal Magnet Grant supported the community-building events. The teachers created Saturday Workshops for parents, held mini-conferences for parents, and offered different sessions to learn about best practices in Dual Language Immersion programs. The school also offered parents Spanish-speaking classes, sessions with experts in the field, and many parents attended state and national conferences to build their understanding of Dual Language Immersion and effective parent engagement strategies for the FGIS community. FGIS hosted cultural events that were also supported by the parents such as, Posadas with Piñatas, Christmas Caroling as parents moved from class to class-singing Christmas carols, etc. This tradition became a hallmark celebration for the school, and over the years, evolved to school's traditional Sing-A-Long Winter Assembly as it is still celebrated today. The music selections are carefully selected to be inclusive to celebrate all cultures. The Parent Teacher Organization (PTO) grew into a Parent Teacher Association (PTA) and continues to be an important source of information and support for families as the community comes together to volunteer their time to enrich with extra curricular events for the students. The special days at the school included activities such as the FGIS Field Day, Chinese New Year celebration and have now transitioned into the school's annual Carnival. Each year, all grade levels at FGIS study a specific Spanish speaking country at each grade level and prepare performances at the end of the school year that include cultural music and dance related to their country of study.

As the program progressed through the grade levels, 6th grade students attended Bayside Middle School and several years later, the middle program was moved to Abbott Middle School where the program is currently in place. The families and teachers who initiated the program 27 years ago continue to be connected to the FGIS community as life-long

supporters and friends of the school. The FGIS community holds immense gratitude to the work laid out by the pioneering teachers, staff members, families, and the first principal who worked tirelessly to bring to life the vision of bi-literacy to the FGIS community. Today, Fiesta Gardens International School and Abbott Middle School continue their legacy and vision as they continue to shape and align the program through the grade levels. Together, the elementary school and middle school programs, hold strong to teaching over 500 hundred students in the program and delivering on the promise of bilingualism and bi-literacy for the families of this community.

Rationale for the implementation of a Dual Language Immersion Program at Fiesta Gardens International School

San Mateo-Foster City School District developed this unique program opportunity for the families of its district by adding this “program of choice” to its educational options for the families of the District. In so doing, SMFCSD sought to highlight and invest in the cultural and linguistic capital of the students and families attending Fiesta Gardens International

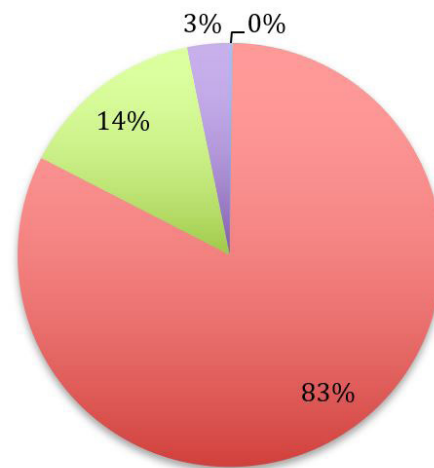
School. By establishing a program that promotes bilingualism and bi-literacy for all the students at the school, the past and present day program planners, fully commit to ensuring the preservation and enrichment of each child’s home language and culture. A DLI program option creates a unique opportunity for students to cross-learn and share the language with each other, develop higher levels of academic achievement in two or more languages, and develop native-like capabilities in two languages by working alongside speakers of the target language. Furthermore, through this effort, students develop an expanded worldview, respect, empathy, and a deeper understanding of the cultures and people they are studying.

Dual Language Immersion programs also offer the community a clearly articulated framework for equity and social justice through the formal and multi-year study of two more language and cultures. The Dual Immersion program’s transformational pedagogy is focused on creating a school community where students can develop their creativity, social awareness and linguistic capabilities to fully function in a multicultural and multilingual 21st century community environment.

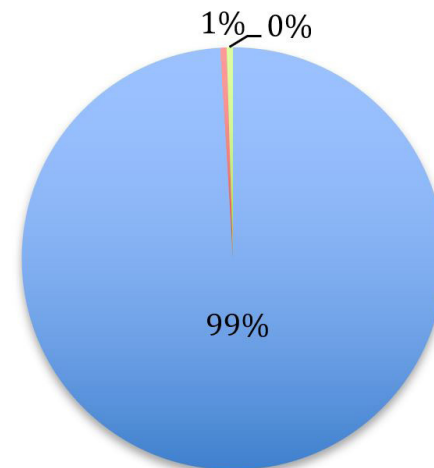


Table1. Fiesta Gardens International School Ethnic Make-up of 503 Students 2019-20

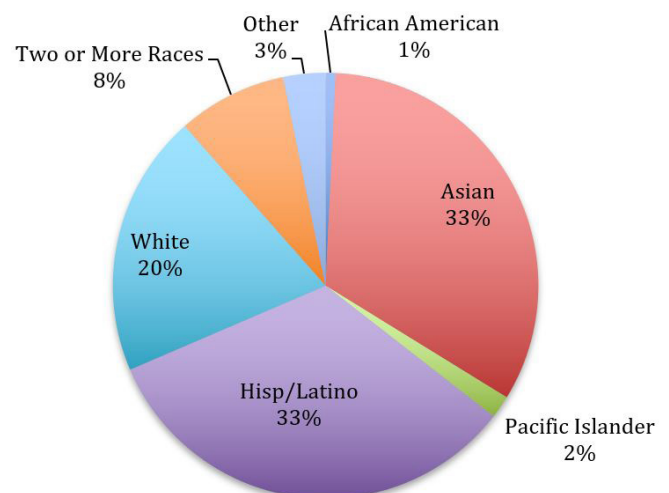
Ethnicity	Percent
Hispanic or Latino	83%
White	14%
Two or More Races	3%
Asian	0%

**Table2.** 205 English Learners by Language at FGIS 2019-20

Ethnicity	Percent
Spanish	99%
Portuguese	1%
Tongan	0%

**Table 3.** San Mateo-Foster City Ethnic Make-up of 11,576 Students 2019-29

Ethnicity	Percent
Hispanic or Latino	33%
Asian	33%
White	20%
Pacific Islander	2%
Two or More Races	8%
Other	3%
African American	1%



CHAPTER 3

BENEFITS OF DUAL LANGUAGE PROGRAMS

The Two-Way Bilingual Immersion and Dual Language program research holds a body of research designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient. The program design is evidence-based. Over the past thirty years, a significant body of research has established the many benefits for learning a second language as well. These benefits are vast with cognitive, academic, economic and social outcomes for students engaged in this work. Learning other languages also encourages students to participate actively in an increasingly interdependent world with a broader worldview.

STUDIES ON SECOND LANGUAGE LEARNING PROVIDE THE FOLLOWING EVIDENCE:

- 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 foster intergroup contact and appreciation. (Cummins, 1986; Ager 2005)
- Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding. (ACTFL 2006)
- Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know. (ACTFL 2006)
- Immersion 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 OF THE PROGRAM FOR ALL STUDENTS

- Enhanced knowledge of how language works;
- Improved performance on tasks that call for divergent thinking, pattern recognition, and problem solving;
- Additional knowledge and understanding of one's native language;
- Greater understanding, appreciation, and respect for other languages and cultures;
- Ability to take advantage of opportunities that are available only in other languages;
- Enhanced employment opportunities once school is completed;
- Abilities to communicate with other ethnic and cultural groups.

BENEFITS FOR NATIVE SPANISH SPEAKERS

The research on Two Way Bilingual Immersion (TWBI) and Dual Language Programs in the United States demonstrates that native speakers of other languages 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 DL/TWBI Education vs English-only mainstream program because students have maximum access to the curriculum. The following research studies indicate:

- Students in TWBI programs also have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally-validating setting. (Genesee and Lindholm-Leary, 2009)

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



Table 4. Program Brochure Outlines the Benefits for Parents

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



CHAPTER 4

RESEARCH BASE FOR TWO-WAY BILINGUAL IMMERSION EDUCATION

A Two-Way Bilingual Immersion (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 an increasingly interdependent world. Second language study also prepares students for full participation in an international job market. California schools are facing rapidly changing demographics and working not to squander the linguistic capital that families and students possess. Students who participate in TWBI/DLI programs will be able to develop skills throughout their K-12 experience that will serve them well in the local, western region and Latin American countries.

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

San Mateo-Foster City School District will adhere to the principles of the TWBI program to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages in their K-12 development.

RESEARCH REVIEW

The first TWBI programs, also known as Dual Language Immersion, in the U.S. began in the 1960s and were based on well-researched French- English immersion models in Canada and successful Bilingual

Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI Programs in the United States has grown to more than 1800. More than 95% of these programs throughout the United States have Spanish as the target language.

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

1. The program involves instruction through two languages where the target (Spanish in this case) language is used on a daily basis 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 homogeneously for most or all instruction so that students are cross-learning the language with each other while engaged in highly academic work.

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-70s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, *Dual Language Education: Bilingualism & Bilingual Education*, in 2001 and it continues to serve as the seminal research base for Two-Way & Dual Language education in the United States.

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

The most pertinent research for FGIS 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

The 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 in the research that participation of an NES in a TWBI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by

3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

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

B. Research findings for twbi program models

The primary distinction between a 50/50 TWBI model and a 90/10 TWBI 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 TWBI 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 TWBI 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”)

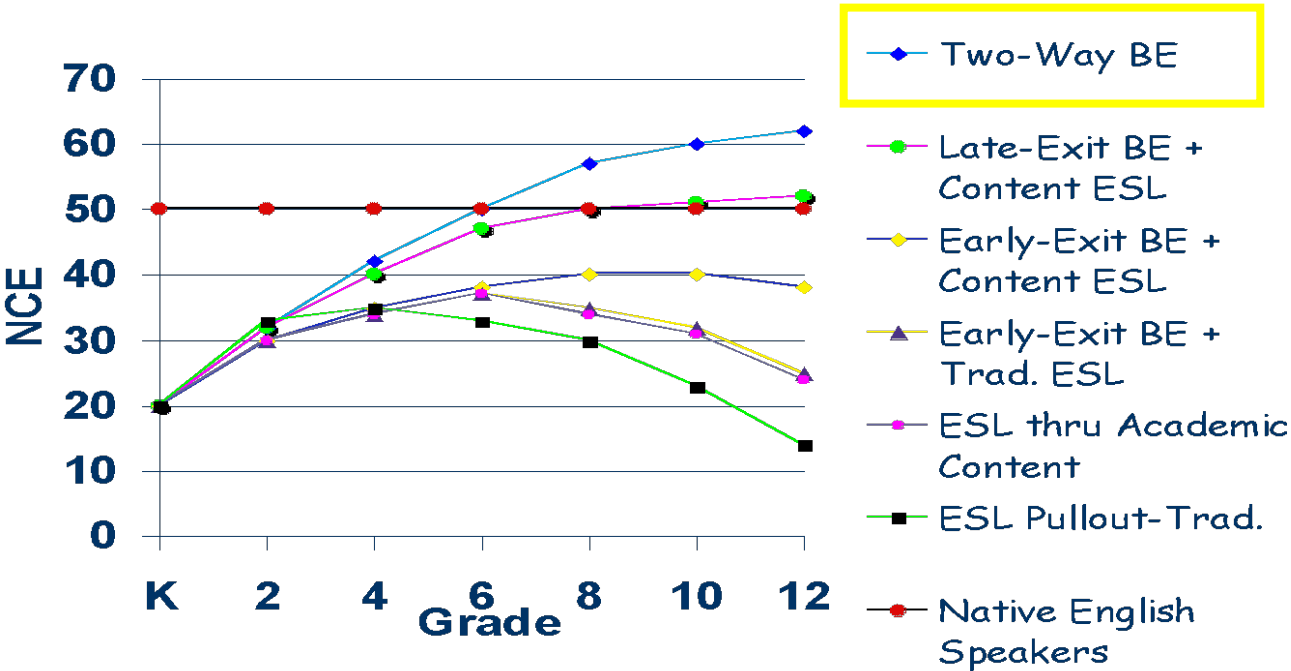
C. Academic Achievement

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

The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed students to close the gap between their test scores and those of their English Speaking peers. They also found that in the long-term

data, fewer high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in the nation in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in TWBI programs NSS students tend to outperform English Learners in other programs as measured by their scores on 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 (EO) peers in regular monolingual programs (see table next page). (English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas *& Collier, 2000)

Table 5. English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas *& Collier, 2000)



BRAIN RESEARCH ON SECOND LANGUAGE LEARNING

In the last decade, research studies outline additional reasons for students to develop at least two languages to a high level of proficiency. The most compelling studies outline the ongoing cognitive processes that occur in the bilingual brain. In recent years, the U.S. mainstream media have made popular the ongoing neurological research that demonstrates the cognitive advantages that bilinguals and multilinguals have over monolingual humans. For example, proficient bilinguals outperform monolinguals in creativity; problem solving; divergent thinking; mental flexibility; executive function issues such as attention to detail, ability to

ignore distractions, task switching, working memory, conflict management; efficient cognitive/sensory processing; metalinguistic awareness; and visual-spatial skills.

Older bilinguals are even more resistant to the onset of dementia and Alzheimer's than are monolinguals (Baker, 2011; Bialystok, 2011, Grosjean, 2010; Lyons, 2014; Perry, 2013; Willis, 2012). As this "bilingual brain" research is becoming widely publicized, more and more native-English-speaking parents are also requesting bilingual schooling for their children. They recognize that their children's brains are wired for multilingualism. "When schools develop more than one language, we are creating a new generation of students with superior brains." (Collier & Thomas 2000)



CHAPTER 5

TWBI PROGRAM COMPONENTS

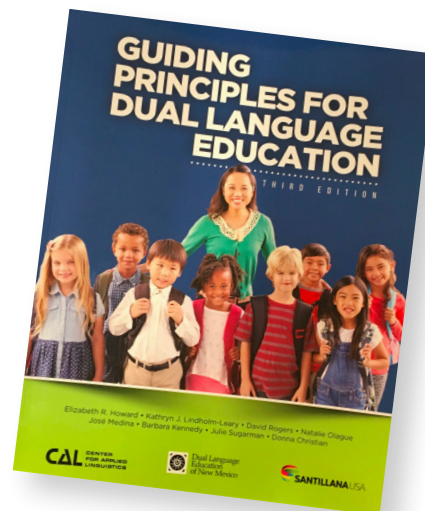
The Dual Language Immersion program is a program of choice that serves both English and Spanish learners. This program is open to students of different backgrounds and abilities from the San Mateo-Foster City School community.

San Mateo-Foster City SD adheres to the following program principles as they continue in their work to further develop a program of excellence to ensure bilingualism, biliteracy, high academic achievement, and the development of multicultural understanding among students:

- Students start formal second language learning during their kindergarten or first grade years through an “early” immersion process.
- A K-8 DLI program sequence continues through middle school and into high school.
- Students continue to study advanced coursework at the high school level and enter programmatic options upon completion of the TWDL program pathway.
- Bilingual and biliterate teachers provide grade level instruction based on additive bilingualism theory in which each language is taught separately in clearly delineated language blocks on a daily basis.
- Staff works to create a positive and respectful climate for second language learning while promoting the “target language” and its speakers.
- Each program has a highly knowledgeable school principal and/or site leader that recruits,

markets and provides the community with strong leadership to fully implement the TWDL program at their site.

- Each school is highly committed to fostering home-school connections with all families involved in this program.
- The District has a plan to attract and retain high quality program personnel who are able to deliver both the academic and linguistic program at each grade level.



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

The following principles from the Center for Applied Linguistics guide the implementation of successful Two-Way Bilingual Immersion and Dual Immersion programs throughout the United States. The success

of SMSCSD's TWDL 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

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.



FIESTA GARDENS INTERNATIONAL SCHOOL'S PROGRAM IMPLEMENTATION

The California Spanish Language Standards, English Language Standards, World Language Standards and the ACTFL Foreign Language standards focus on the five areas of learning languages:

Communication: gain proficiency to communicate in languages other than English

Cultures: gain knowledge and understanding of other cultures.

Connections/Content: connect with other disciplines and acquire information.

Comparisons/ Structures: develop insight into the nature of language and culture starting in early elementary (if continuously enrolled) that can lead to intermediate, pre-advanced, or advanced levels of proficiency by the end of high school. In contrast, if a new language is started in high school, students will only typically reach elementary proficiency.

• **Communities and Settings:** engage and participate in multilingual communities at home and around the world.

K-8 PROGRAM SEQUENCE IN SAN MATEO-FOSTER CITY SCHOOL DISTRICT

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

Starting early and studying in a second language prepares students to become highly proficient by the end of high school. The DLI program at Fiesta Gardens International School (FGIS) accepts students into the program at Kindergarten and through the first semester of 1st grade if they are Native English speaking (NES) to give students ample opportunity to study the second language within their K-8 experience. Native Spanish-speaking (NSS) students identified on the Home Language Survey and language assessments upon entry to the program are also accepted at K-1st Grade. New Native Spanish Speakers (NSS) who pass the school's required language assessments and have developing levels of English proficiency may enter at a later grade based on informal multifaceted assessments developed by the school.

The overarching goal of the K-8 DLI program is communication. A **communication-based instructional model** for second language study outlines the various stages of language learning and focuses on the Communication Standard of the World Language Standards. As students progress up the grade levels, they master the literacy and communication skills to become bilingual and bi-literate and reach the levels that may allow them to function in a Spanish speaking country.

A DLI program student is prepared to enter high school with a strong command of both vocabulary (listening and speaking) and literacy (reading and writing) to allow the DLI students to complete their programmatic pathway. Their placement into World Language classes will be designed to allow the DLI to continue to fine-tune their speaking, reading and writing skills, prepare students to pass the Advanced Placement (AP) tests, and receive college credit for their years of study.



CHAPTER 6

INSTRUCTIONAL PROGRAM DESIGN TK-8TH GRADES

To accomplish its goals, the Dual Language Immersion program follows a unique instructional design in which Spanish-speaking and English-speaking students are combined in the same classroom, with at least one-third of the students being native speakers of each language. These students will serve as language models the other students as they acquire the languages. SMSCSD follows a 90/10 TWBI model. This model emphasizes the use of Spanish in the early grades to provide a solid foundation for future academics. In Kindergarten 90% of classroom instruction is in Spanish and 10% is in English. In grades 1st and 2nd, 80% of classroom instruction is in Spanish and 20% is in English. The percentage of English instruction gradually increases at every grade level. By 4th and 5th grade, approximately 50% of the instructional day will be in Spanish and 50% in English that also include the music and P.E. specials that are offered in English to all students at these grade levels.

Table 6. DLI Elementary Program – Percentages of Time

Grade	K-1	2nd	3 rd	4th	5 th	6th
% in Spanish	90	80	70	60	50	50
% in English	10	20	30	40	50	50

In this program, 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 many students are learning content in a language they do not speak natively (Spanish), techniques that make instruction more comprehensible are necessary.

Teachers in the Dual Language Immersion program must use a variety of strategies to “shelter” instruction and make both language and content comprehensible. In general, these strategies include the following: Specially designed academic instruction in English (SDAIE), Guided Language Acquisition Design (GLAD, Cooperative Learning (COOP), Project-Based Learning (PBL), Thinking Maps, etc.

FGIS Dual Language program schedules consist of the following components at each grade level. FGIS is committed to ensuring that students have protected blocks of language times and are working with the school’s specialists to schedule in the areas of PE, music and art in accordance to program and language time frames.

Table 7. Fiesta Gardens International School DLI Program by Grade Level

Grade Level	Time	Academic Spanish	Time	Academic English
Kindergarten	90%	Spanish Language Arts Mathematics Social Studies/ Science	10%	Academic English Language Development /ELA Specials
First	90%	Spanish Language Arts Mathematics Social Studies/ Science	10%	Academic English Language Development/ELA Specials
Second	80%	Spanish Language Arts Mathematics Social Studies/ Science	20%	Academic English Language Development/ELA Specials
Third *** (this % of time was altered for two years given staffing shortages)	70%	Spanish Language Arts Mathematics Social Studies Science	30%	Math Bridge English Language Arts/ELD Social Studies/ Science Specials
Fourth	60%	Spanish Language Arts Mathematics Social Studies	40%	Math Bridge English Language Arts/ELD Science Specials
Fifth *** (this % of time was altered for two years given staffing shortages)	50%	Spanish Language Arts Mathematics Social Studies	50%	Math Bridge English Language Arts/ELD Science Specials

PROPOSED MIDDLE IMMERSION PATHWAY

Students from the DLI program will advance into middle school and continue taking language courses at Abbott Middle School level within the DLI program core programming. Parents will be informed of this program pathway upon the initial enrollment of their children in kindergarten and promote the completion of the program pathway through eighth grade with their children in order to fully realize the goals set out by the DLI program they are part of.

Students continue to develop their literacy through literature studies, grammar, writing and oral presentations throughout their middle school years. The coursework also incorporates the grammatical structures of a high school equivalent Spanish language course: Spanish I (6th grade), Spanish 2 (7th grade) and Spanish 3 (8th grade). The coursework in the content areas of Spanish Language Arts, Science or Social Studies are taught exclusively in Spanish in order to ensure that students are receiving continued grade level instruction in the target language.

Table 8. Proposed Abbot Middle School Program for DLI Students (2020-21)

6th Grade Immersion Core	7th Grade Immersion Core	8th Grade Immersion Core
Spanish Language Arts Spanish Social Studies/Science are integrated into the SLA Curr	Spanish Language Arts Spanish Social Studies/Science are integrated into the SLA Curr	Spanish Language Arts Integrated Spanish Social Studies or Science themes Prep for AP Test
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.
*Mathematics could be taught in Spanish if the school is able to hire a credentialed teacher with the appropriate credentials and language capabilities to teach math at the three levels.		

Students will be administered an end-of-course placement test at the end of 8th grade in order to make the appropriate recommendation into a world language course at the high school level. The middle and high school program team will confer to develop this local assessment.

The Abbott Middle School 8th Grade Dual Immersion program teacher(s) will work with the receiving high school administrators from the San Mateo area high schools to inform parents/students of their test results and recommend placement at the high school level during the Spring of the students' eighth grade year. The middle school teacher team will be expanded and will be expected to work collaboratively to decide on the placement of the students at the advanced levels of Spanish at the secondary level.

Upon completion, students will be awarded the second California State Seal of Biliteracy Pathway Award: Recognition of Bi-literacy Award.

Recommended High School Placement into the World Language Pathway

San Mateo-Foster City School District is a PreK-8th grade district without jurisdiction for placements at the high school levels. However, the district will make all attempts to send test results to help students enter high school to help counselors determine their correct placement in World Language coursework. Some students may qualify for the Spanish Advanced Placement course as they enter high school, others may need to start in the last year of Spanish and yet others may be ready to move into the AP Spanish Literature courses. The chart below describes the various pathways that California DLI students may take to complete their pathway and attain the California State Seal of Biliteracy on their high school diplomas:



Table 9. High School Program Pathway for TWBI Students

9 th Grade Option 1	10 th Grade Option 1	11 th Grade Option 1	12 th Grade Option 1
Spanish 4	AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; Community College course
9 th Grade Option 2	10 th Grade Option 2	11 th Grade Option 2	12 th Grade Option 2
AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; 3 rd Foreign Language 1	Spanish for Special Purposes; 3 rd Foreign Language 2
9 th Grade Option 3	10 th Grade Option 3	11 th Grade Option 3	12 th Grade Option 3
AP Spanish Literature (for students that passed the AP Spanish in 8 th grade	Spanish for Special Purposes; 3 rd Foreign Language 1	Spanish for Special Purposes; 3 rd Foreign Language 2	Spanish for Special Purposes; 3 rd Foreign Language 3

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 foreign language will be given once students pass their Advanced Placement (AP) exams.

School districts in California offering Dual Language Immersion or Two-Way Immersion programs are encouraged to adopt a Seal of Biliteracy Board Resolution that indicates a district's commitment to multilingual schooling for students who choose to commit a multi-year effort to developing their academic proficiency in more than two or more languages over the course of their K-12 academic career. In Dual Language Immersion programs which consist of 8-9 years of formal study in two languages, students will be able to advance into a high school program fully prepared to participate in either advanced placement or honors coursework in the language they have been studying since kindergarten. Dual Language Immersion students may be awarded "Biliteracy Pathway Awards" in accordance with the California State Seal of Biliteracy guidelines to motivate students to continue studying in their first and second languages. The awards are presented after both 5th and 8th grades when students meet the criteria set for each award (L. Olsen 2010) before students enter high school and apply for the official California State Seal of Biliteracy on their high school diplomas.

A. Kindergarten Participation Award:

- Kindergartners participate in meaningful oral language development experiences in the home language
- Kindergartners engage with books and print materials in the home language
- Kindergartners participate in opportunities for developing the ability to communicate in a second language
- Kindergartners experience enthusiastic support from school staff for their awareness of bilingualism
- Families are provided with resources to support their children in developing both their home language and a second language at home and at school
- Families are provided with training opportunities related to the importance of preserving the home language, the value of bilingualism, strategies for supporting a second language, and education program options in the K-12 system

B. Pursuit of Biliteracy Award: This award is designed to measure attainment of age-appropriate biliteracy for students who have been in Two-Way Bilingual Immersion, Dual Language or maintenance bilingual programs. It is awarded at the end of fifth grade.

Criteria:

- Earn a score of proficient or higher in English Language Arts on the state testing system or local assessments
- Be an English Only student, an I-FEP student (Initially Fluent English Proficient) or a Redesignated Fluent English Proficient student (RFEP – i.e. student formerly classified as English learner) or an EL student with English proficiency assessment score (CELDT or ELPAC) which demonstrates appropriate progress is being made
- Demonstrate proficiency in a language other than English as measured by an approved assessment (LAS, Aprenda, etc.)
- Complete BOTH of the portfolio requirements listed below
- Write two essays, one in English and one in the target second language and receive a score of proficient or higher using the district's writing rubric: Prompt #1 in English: Write an opinion essay persuading or explaining why bilingualism is important to you personally, to your community and to the world. Prompt #2 in the target second language: Write a personal narrative describing how you intend to use your bilingual skills in the future.
- Create and deliver an oral presentation in the target language identifying five careers where bilingualism is important and explaining why and how bilingualism is a benefit in those careers. Receive an average score of "3" or above with no more than two areas receiving a score of "2" or below as the criteria for reaching proficiency in SCCOE's Elementary School Pathway Oral Presentation Rubric.

C. Biliteracy Attainment Award - This award is designed to set a standard for high-level biliteracy attainment for students in a Two-Way Bilingual Immersion or Dual Language program. It is awarded at the end of eighth grade.

Criteria:

- Attain age-appropriate proficiency in English Language Arts on the state testing system or local assessments OR CELDT/ELPAC score which demonstrates appropriate progress is being made AND
- Demonstrate proficiency in a language other than English as measured by an approved assessment OR
- Obtain average grades of B/3 or higher in World Language or Native Speakers course
- Meet the re-designation criteria for re-designated Fluent English Proficient (RFEP) for students who are English learners.
- Write an essay about one of the two topics below in the target second language and receive a score of proficient or higher using the district's writing rubric:
- Argumentative essay explaining why knowing multiple languages is important.
- Personal Narrative describing your participation or your knowledge gained at two cultural events (each one a minimum of one hour) targeting the second language being studied.
- Create and deliver an oral presentation in a target language identifying the importance of cultural understanding and explaining why being culturally respectful is a benefit in the 21st Century. The student should be monitored by a teacher or counselor during the process of creating the presentation and must receive "3s" or above in all areas on SCCOE's Middle School Pathway Oral Presentation Rubric.

CHAPTER 8

PROGRAM POLICIES

SMFCSD STUDENT PARTICIPATION CRITERIA

All students in the San Mateo-Foster City School are invited to submit an application to participate in the Dual Language Immersion (DLI) program at Fiesta Gardens International School (FGIS). The recruitment process is three-fold: (1) new kindergarten parents may attend the district information session on programs offered throughout the district before they submit their application for kindergarten, (2) interested families schedule a tour and receive an overview of the DLI program as part of the kindergarten enrollment process, (3) once admitted, new families are invited to attend DLI New Families Summer Get-togethers and a Back to School Night (before school starts) in an effort to assist the parents to the DLI Program and welcome their new students.

Eligibility Criteria at the Elementary Level – Fiesta Gardens International School

- All students eligible to attend the San Mateo-Foster City School District may enroll in the Fiesta Gardens School lottery, regardless of language background
- Students with varying abilities and needs can access the DLI program
- Siblings of children already enrolled in the program will receive first priority for placement

- FGIS is a non-boundary school that draws students and families from throughout San Mateo-Foster City School District.
- Parents must make a multi-year commitment (elementary through middle school) to ensure that their children have the necessary timeframe to meet the goals set out by the program in both languages.
- The school must balance the classrooms linguistically to make sure that 1/3 of their students are native Spanish Speakers, at least 1/3 are English speakers and the 1/3 may be bilinguals.

Dual Language Immersion Program Participants

Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages (Marcos & Kreeft Peyton 2000). The Dual Immersion program is designed to serve all students.

English Learners and Bilingual Students

English Learners and bilingual students are key to the success of a Dual Language program and as target language speakers contribute to both the classroom diversity and the authentic use of the Spanish language in the classroom. A key benefit to this group of students, particularly if their home language is Spanish, is their opportunity to learn English while maintaining and developing their literacy in the Spanish language in an academic setting. In general, English Learners and bilingual students who participate in the program are more likely to succeed in school

than if they attend mainstream English classes. (Lindholm-Leary 2009)

English Dominant Students

English dominant students begin this DLI program at the kindergarten level or first semester of first grade only as part of an early immersion process. Older students wishing to enter the program at the upper grades must be bilingual and pass school-designed proficiency tests to determine literacy (written and oral) in the target language and proficiency levels in English. These assessments must be pre-approved by the school administrator and should be reviewed by the Dual Immersion key personnel before placement into the program is finalized. If an English-speaking student has previous Dual Language program experience, that experience is taken into close consideration for placement if space is available.

Special Education

Special Education students are welcome to participate in the DLI program at FGIS. A Special Education IEP does not preclude a child from entering the program. The program offers students the appropriate type and level of differentiation and many of the students with an Individual Education Plan (IEP) are very successful second language learners. For some students with Special Education needs, the rigor of the program may not be appropriate. If a child is unable to show reasonable progress in the second language and keep up with grade-level expectations, an Assessment Team will recommend the most educationally appropriate placement and support for that child.

Gifted and Talented (GATE)

Some GATE identified students in SMFCSD choose to attend the Dual Immersion program at Fiesta Gardens International School or Abbott Middle School. While learning a second language is in itself enough of a challenge for many, some GATE students require special types of differentiation to thrive. Current data show that GATE-identified immersion students perform as well or better than other GATE students outside the program and have the additional benefit of being bilingual (Lindholm-Leary 2009)

Special Services

Students with speech concerns of articulation, fluency, or voice will be referred for speech services. Language concerns of receptive/expressive language, sentence structure or organization will be brought to a Student Study Team (SST) to discuss concerns and problem-solve strategies to continue to work with the students in the program. If needed, a Special Education referral will occur. Behavior concerns may also be brought to a Student Study Team for review and discussion.

Transfers – Late Enrollees

When space is available in the upper grades, a few students may meet the program and linguistic capabilities to move into the program. These students are often Spanish-speaking students or are transfers from other Dual Language programs, who could have the literacy skills to fully participate in the program at the upper grade levels. Late enrollees will have to demonstrate their literacy skills in reading, writing and speaking to be successful in the program when/if there is space available. The placement of late enrollees into the program will be decided by the principal and teaching team on a case-by-case basis.

SMFCSD Dual Immersion Program Registration Process (Kindergarten Enrollment)

1. Parents and guardians of incoming kindergarten students must apply to have their children participate in the Dual Language Immersion program. First, they must attend an informational evening or Kindergarten Round-up hosted by the district, where they receive an overview of many district program available to their children before registering. Parents select the program of choice and begin the registration process.
2. Specific dates for Kindergarten Information Nights are posted on the SMFCSD website and FGIS online calendars. Completed registration packets are brought to the school and the registration process is completed. Parents are asked to bring enrollment information with them to complete the enrollment process.

3. All registration packets must be submitted to the front office at the school.
4. Upon entrance into the program, parents will be asked to sign a Parent DLI Commitment Form to verify their understanding that they are making a multi-year commitment to the program for their children.
5. New families are invited to gatherings in the summer to introduce the families to the school community and attend a before school orientation with the Kindergarten Teachers and Principal to prepare their children for the first day of school.

CURRICULUM

The Dual Immersion curriculum will be aligned to the California Common Core Standards, the World Language Standards and to the principles of second language learning. The curriculum will be interdisciplinary and standards-based and fully articulated for all students through the K-8 program pathway. "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)

The curriculum at FGIS will be designed to develop literacy in both languages by developing a daily schedule at all grade levels with specific language times for content instruction, clearly identifying the language of instruction and time allocation. Materials will reflect the student population and promote cross-cultural appreciation. Program administrators and teachers shall implement a systematic multiyear plan for curriculum development, program review and textbook adoption consistent with Dual Language Guiding Principles and goals. The program shall continue to address high academic Common Core Standards that extend and expand student learning, using interesting and relevant textbooks, instructional materials and technology consistent with program

goals and with second language acquisition research. A curriculum outline for 2020-22 will be added to the appendices of this document.

Instruction

Teachers in successful research-based immersion programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. The FGIS teachers and participants across both program sites will share a clear and consistent understanding of program curriculum, instructional practices and content and objectives of the English and Spanish Common Core Standards and ELD standards.

This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and the implementation of program goals. Furthermore, teachers and administrators are prepared to apply the program content knowledge and understanding confidently in the immersion classroom and to communicate the program components effectively to all stakeholders.

Best Practices

The DLI program promotes the capability to use the best practices of instruction. Teachers incorporate strategies that integrate language and content across disciplines and provide comprehensible and differentiated instruction as needed. Lessons include both content and language objectives, following the program's policy of language separation. Teachers stay in one language during a given lesson, rather than mixing English and Spanish. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills. Language objectives are integrated into content instruction (content-based language instruction) in ways that enrich the learning experience. Immersion instruction is carefully designed, integrating language and content (Math, Social Studies, Science, etc.), addressing

second-language learner needs and encouraging transfer of skills, strategies and knowledge across languages. This curriculum integration addresses content and World Language Standards (Communication, Comparisons, Communities, Cultures, and Connections). The Communication standard is organized into three modes: interpretive, interpersonal and presentational.

The Dual Immersion program supports a practice of interdisciplinary instruction to motivate students by mirroring the real world. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary, global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded world –view. (Gulledge 2010)

Students at FGIS receive multiple interdisciplinary experiences to make connections across the content areas. For example, students in grade K-5 receive English language instruction integrated with science to promote inquiry and academic discourse. Students are able to examine a topic, test a hypothesis and experience the scientific method in relation to various science topics. Additionally, students at FGIS receive hands-on garden instruction linked to life science concepts. These hands-on experiences provide students with a deeper understanding of concepts and connect them to the real world. Teachers also incorporate Guided Language Acquisition and Design (GLAD) strategies to integrate social studies and science standards with language development.

Students in the Dual Immersion program at Abbot Middle School will receive Social Studies curriculum in Spanish covering the Ancient Civilizations, Medieval Renaissance, U.S. History respectively in 6th, 7th, and 8th grades. Teachers continue to incorporate GLAD strategies at the middle school to integrate Social Studies with language development. Spanish Language Arts is taught grade level specific using the Spanish Language Arts Common Core State Literacy and Content Standards in Spanish, as well as, the World Language course materials for Spanish 1 in 6th grade, Spanish 2 in 7th Grade and Spanish 3 in 8th Grade.

There will be an emphasis on literature, writing and grammar standards at each grade level. Thematic units in Spanish Language Arts are developed from Latino writings and history that are relevant to middle school students.

Additionally, the Dual Immersion program also implements and reinforces responsive teaching as well as a balance between explicit instruction, language modeling and student-centered teaching. Strategies include active learning, cooperative groups, project and task-based activities and opportunities for meaningful language use during content instruction. Dual Immersion teachers differentiate instruction according to student needs, learning styles and intellectual capabilities. They promote the development of students' academic skills, depth of understanding of content and language in addition to higher order thinking.



Table 10. Fiesta Gardens International School & Abbott Middle School DLI Core Materials Fall 2020*

Grade Level	Spanish Language Arts	Math	Science	Social Studies	AELD & English Language Arts
K	<i>Adelante</i> Spanish Language Arts Curriculum	<i>Envision</i>	TWIG Science/Next Generation	Thematic themes through <i>Adelante</i>	Thematic themes through <i>Adelante</i>
1st	<i>Adelante</i> Spanish Language Arts Curriculum	<i>Envision</i>	TWIG Science/Next Generation	Thematic themes through <i>Adelante</i>	Thematic themes through <i>Adelante</i>
2nd	<i>Adelante</i> Spanish Language Arts Curriculum	<i>Envision</i>	TWIG Science/Next Generation	Thematic themes through <i>Adelante</i>	Thematic themes through <i>Adelante</i>
3rd	<i>Adelante</i> Spanish Language Arts Curriculum	<i>Envision</i>	TWIG Science/Next Generation		Advance ELA Curriculum
4th	<i>Adelante</i> Spanish Language Arts Curriculum	<i>Envision</i>	TWIG Science/Next Generation		Advance ELA Curriculum
5th	<i>Adelante</i> Spanish Language Arts Curriculum	<i>Envision</i>	TWIG Science/Next Generation		Advance ELA Curriculum
6th	<i>Adelante</i> (6) Units 1-5 Spanish Language Arts Curriculum		Themes related to <i>Adelante</i> NGS Curriculum	Themes related to <i>Adelante</i>	Advance ELA Curriculum for MS
7th	<i>Adelante</i> (6) Units 6-10 Gramática		Themes related to <i>Adelante</i>	Themes related to <i>Adelante</i>	English Language Arts Curriculum Middle School
8 th	<i>Español 8*</i> (Santillana) Literatura, Gramática, Ortografía, Escritura AP Spanish Language Prep				English Language Arts Curriculum Middle School

* Specific materials may be altered after the district adopts new curriculums and materials. Technology is included and embedded into the different curriculum areas and students are introduced to different platforms for reinforcement, intervention and special projects.

CHAPTER 9

MARKETING AND PARENT ENGAGEMENT

The Dual Immersion program will have ongoing outreach, education and recruitment programs in the community, including the distribution of flyers and presentations at preschools, District elementary schools and local community organizations. The program will expand and improve its communications with both the Spanish-speaking and English-speaking families in the Fiesta Gardens community at large, including key information about the documented success of Dual Immersion education for all students.

The SMFCSD Dual Immersion Task Force identified outreach, recruitment and marketing opportunities and needs to educate District residents about the District's Dual Immersion program at Fiesta Gardens and Abbott Middle School.

SHARING NEWS AND INFORMATION

It is the desire of the District that information about the Dual Immersion program, which was designed to serve the entire SMFCSD community at both Fiesta Gardens and Abbott Middle schools, be distributed widely. DLI program participants and their families will receive regular and timely information, ideas and perspectives from program leaders at the school site and District level.

Throughout the District there are a number of events to keep families informed of classroom activities and students' progress including: Back-to-School Night, Parent-Teacher Conferences, Program Information Nights and Site Tours. There are also

orientation meetings (conducted by administrators and parent leaders several times a year) offering new families information and advice about the DLI program's opportunities and challenges. Regular communications include school and teacher newsletters, postings on the SMFCSD website pages, in addition to the individual school site website pages at FGIS and Abbot Middle schools, and email announcements.

ENCOURAGING HANDS-ON INVOLVEMENT

The active engagement of DLI program families is especially critical to the success of the Dual Immersion program. The DLI program encourages parents, guardians and/or other family members to help their children be successful in school. Families can directly and indirectly contribute their time and talents to the school in many ways including: (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as PTA, ELAC and Site Council and (4) participating in fund-raising activities. Parents can also support the DLI program by serving on committees, serving as Room Parents, planning special cultural events, translating materials, chaperoning field trips and volunteering for specific classroom activities. There are many opportunities for families from both linguistic and cultural backgrounds to participate in the ongoing administration and development of the DLI program. It is the hope of the District that hands-on involvement by families will facilitate communication and provide a better understanding of the DLI

program's development. In addition, by participating in Parent Education evenings and similar language development discussions, families develop a clearer understanding on how to better assist in their child's linguistic and academic development while gaining a greater appreciation for the development of their child's worldview.

INVITING INPUT AND IDEAS

There are structures and processes for stakeholders to become involved in the development and implementation of DLI program initiatives in cooperation with other parents, teachers and staff. Students and families are encouraged and invited to share their questions, concerns and successes about the Dual Immersion program by contacting their child's teacher, school counselor, principal or District administrators.

Program leaders may use surveys to collect input and feedback from students, parents and staff. This data may be used for decision-making concerning continued improvements to the DLI program.

SHOWCASING ACCOMPLISHMENTS

In DLI program classrooms, teachers frequently organize events celebrating the Spanish language and culture. Various program-wide events also demonstrate the ways students are acquiring the language and developing cross-cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates. The school continues to showcase and document in writing and/or videos the successes of the program and its students by having students and parents participate in a variety of school, District and community events. As FGIS continues to grow in their understanding on how to use technology and media platforms, students will be highlighted as they receive special honors, events are slated for the school and as tools to promote biliteracy efforts and the success of the students.

INFORMING THE COMMUNITY

Fiesta Gardens International School (FGIS) will strive to keep the DLI community at large informed of the progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share new strategies on second language learning with staff at other elementary and secondary school sites and inform the entire FGIS and Abbott Middle School communities about their exciting and unique programs. Administrators and families of the DLI program understand the importance that growing awareness and understanding of the DLI program will result in attracting new students/families, generate both tangible support and goodwill in the community, and lay the groundwork for development of future language immersion programs in the District

Some of these DLI community- wide activities may include:

- Kindergarten information nights
- Multi-cultural celebrations
- Dual Immersion program parent meetings
- Brochures about the program
- Newspaper, radio spots and other media articles about the DLI program
- Updated website pages at District and all schools

Advancing Students through the Grade Levels

The following lists are some of the suggested activities by grade level for parent education, family outreach and program development to allow students to transition from one grade level to another without losing interest in the DLI program and to be able to attain the CA State Seal of Biliteracy on their high school diploma.

Elementary School

- Send out weekly/monthly teacher newsletters
- Include a blurb in the monthly newsletter to families to describe units of study or parent activities
- Send out a school monthly newsletter in both languages
- Keep the Facebook page active and updated in both languages
- Use *School Messenger* to remind parents of meetings in both languages
- Keep website updated in both languages
- Collaborate with middle school for 5th grade parent night
- Discuss DLI program sequence at middle school
- Progress data/scores of students
- Middle school curriculum
- Have parents sign MOU/Parent Compact at the kindergarten and sixth grade levels
- Give parents information on CA State Seal of Biliteracy awards starting in kindergarten
- Hold a recognition award night for CA Seal of Biliteracy candidates after students complete 5th grade and 8th grade
- Begin to code/tag students as DLI program participants in order to track student progress over their K-8th grade program participation
- Have teachers send out quarterly newsletters on the progress of the program and students at the middle school level
- Create a forum for DLI parents at the middle school level
- Continue outreach of Spanish-speaking families in the DLI program (all communications translated and interpreters at all meetings)
- Keep website updated in both languages
- Hold information nights for parents on the CA State Seal of Biliteracy when students enter 6th grade; continue to offer information nights for DLI parents of 7th and 8th graders
- Hold a recognition award night for CA State Seal of Biliteracy candidates when students complete 8th grade
- Develop a tag in the student Information system that identifies DLI students for high school counselors and teachers

Middle School

- Use *School Messenger* to communicate meetings with parents in both languages
- Create a list-serve DLI parents to advertise meetings and special events
- Write an on-going article in the student newsletter about DLI events, research and program findings



CHAPTER 10

DLI PROFESSIONAL TRAINING PLAN

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

It is the expectation of the District that the Fiesta Gardens and Abbott Middle School (AMS) Dual Immersion program staff members participate in on-going and focused professional development. This specialized training will build both methodology and pedagogical understanding of grade level standards, content, and the structures of second language related to their grade levels. The following training structure is a recommendation on how this training might be organized for the FGIS and AMS as they work to build their efficacy and teaching capabilities as a DLI teacher and administrator.

Tier One (first two years in the program)

- Dual Language/TWBI program components – an overview
- Teaching reading and writing in the target language
- Using grade level standards (Common Core Standards) for instruction in both languages
- Teaching AELD in a DLI classroom

- Classroom and conversational management strategies
- Data management systems
- Grade level collaboration training
- Curriculum trainings – new adoptions/ curriculums

Tier Two (next three-four years in the program)

- Frontloading strategies
- GLAD – Guided Language Acquisition Design
- Using data to inform Instruction
- Response to Intervention (RTI)
- Literacy strategies: shared reading, guided reading, phonemic awareness, etc.
- Continued ELD training
- Grouping strategies / cooperative learning
- Curriculum mapping

Tier Three (advanced studies)

- Sheltered English instruction methodology
- AVID strategies
- Curriculum writing & thematic development
- Standards-based unit planning
- Advanced reading and writing strategies in both languages

GLOSSARY OF TERMS

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

ACTFL Performance Guidelines for TK-8 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. "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 TWBI Program are formed as needed throughout the year to make decisions regarding student placement and promotion. Ideally, the team includes the administrator and at least two teachers (the current and/or receiving teacher, and appropriate specialists). The Team reviews information in the student's file, participation history in bilingual education, and available proficiency data. Placement recommendations may be contingent upon students taking the appropriate English and/or Spanish standards-aligned proficiency assessments.

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

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

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

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

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

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

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

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

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



APPENDICES

Appendix A	FGIS Parent Compacts in English and Spanish
Appendix B	Fiesta Gardens Recruitment Flyers in English and Spanish
Appendix C	FGIS Bell Schedule
Appendix D	Grade Level Schedules for 2020-21
Appendix E	2020-21 School Activity Calendar
Appendix F	Resources for Dual Language Programs
Appendix G	<i>Guiding Principles of Dual Language Education</i> (cal.org)
Appendix H	Pre-K-8th Grade Dual Language Immersion Program Pathway
Appendix I	FGIS Assessment framework 2019-2022

APPENDIX A: FGIS PARENT COMPACTS IN ENGLISH AND SPANISH**Fiesta Gardens International School**

1001 Bermuda Dr.

San Mateo, CA 94403

Principal: Jeannette Ramirez



TITLE I. PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

FGIS agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt a School-Parent Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parent involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other parent involvement activities.

PART II. IMPLEMENTATION OF REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. FGIS will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy in an organized, ongoing, and timely way:

- The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) will give feedback for programs and expenditures.
- Parents/Guardians will be notified in a timely manner that their child qualifies for Title I intervention services and why he/she qualified.
- Title I meetings will be open to all Title I parents. Dates and meeting times will be published in the school newsletter, on the school website or by individual notification.
- FGIS SPSA (Single Plan for Student Achievement) will address Title I interventions available.
- The school handbook will be on the school website distributed in the fall or upon enrollment.
- Title I families will receive a copy of the Parent Involvement Policy and Parent Compact each school year.
- All Title I families will be invited to meetings and events intended to support parents in ways to improve student achievement.
- All Title I families will be given notification of the annual Title I Informational Meeting.

2. FGIS will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Parents/guardians are notified in a timely manner if their child qualifies and how they qualify for Title I intervention services.
- All Title I families will be given notification of the annual Title I Informational Meeting.
- Title I parents receive a copy of the Parent Involvement Policy and the Parent Compact upon enrollment in the school.

3. FGIS will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- As needed, based on the Needs Assessment Survey
- The School Site Council will review the Title I Parent Involvement Policy annually.
- The School Site Council will review the SPSA plan annually.

4. FGIS will convene an annual meeting in the fall to inform parents of the following:

- That their child's school participates in Title I
- About the requirements of Title I

- Of their right to be involved
- Rights of parents include: School Handbook, Title I Annual Meeting, Parent Policy & Compact, SMFC Board Policy

5. FGIS will hold a flexible number of meetings at varying times and provide child care, paid for with Title I funding as long as these services relate to parental involvement:

- Family workshops held each year
- Monthly parent coffee chats
- Back to School Night
- Open House
- Parent Education workshops
- Parent/Teacher conferences November and March
- Early Intervention conferences in September

6. FGIS will provide timely information about Title I programs to parents of participating children regarding:

- Parent Meetings including: ELAC, Back to School Night, parent conferences
- Smarter Balanced Testing
- District benchmark assessments
- CELDT information mailed home to parents
- District wide CELDT test data

7. FGIS will provide to parents of participating children description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Periodic Assessments and feedback
- Report Cards and Progress monitoring
- CELDT and Smarter Balanced Assessment scores
- School Site Council (SSC) meetings
- English Language Advisory Committee (ELAC)
- California State Standards based report cards
- District Assessments

8. FGIS will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- School Site Council (SSC) meetings
- English Language Advisory Committee (ELAC)
- Parent Teacher Association (PTA) meetings
- District wide English Language Advisory Committee (DELAC)
- Annual Needs Assessment Survey

PART III. SHARED RESPONSIBILITY FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. School Site Council meetings are held and facilitated by the Principal to discuss school budget and academic programs. Parents are invited to give their input on various school activities and the school plan. FGIS will build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities:

- Overall direction of school activities.
- Offering Childcare for parent meetings
- Family Nights
- Adopting and implementing model approaches to improving parental involvement

2. The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

- The Parent Compact will be signed by parents, students and teachers in the Fall of each year
- The Parent Compact will be given to newly identified Title I students throughout the year

3. FGIS will, with the assistance of its district, help parents or children in understanding topics such as the following:

- The state's academic content standards
- The state and local academic assessments including alternate assessments
- The requirements of Title I
- How to monitor their child's progress
- How to work with educators

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing Title I information at annual meeting
- Family workshops held each year
- Monthly parent coffee chats
- Back to School Night
- Open House
- Parent Education workshops
- PIP sponsored Parent Education workshops
- Principal's monthly newsletter
- School website
- On campus counselling
- Family Resource Center
- Student Services Team

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and on how to implement and coordinate parent programs and build ties between parents and schools, by:

- Teachers attend workshops
- District meetings and professional development meetings
- Professional Development at Staff Meetings
- Professional Learning Communities (PLCs)

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which encourage and support parents in more fully participating in the education of their children by:

- Family Resource Center
- Providing Title I information at annual meeting
- Family workshops held each year
- Monthly parent coffee chats
- Back to School Night

- Open House
- Parent Education workshops
- PIP sponsored Parent Education workshops
- Principal's monthly newsletter
- School website
- Translation support (written/oral)

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed with, parents of children participating in Title I, Part A programs, as evidenced by the Fiesta Gardens International Elementary Site Council meeting minutes.

This policy was adopted by Fiesta Gardens International School on Thursday, September 12 2019 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children. It will be made available to the local community through the office. FGIS notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provides a copy of this policy to parents in a language the parents can understand.

Jeannette Ramirez

Directora

2019-2020

Fiesta Gardens International School

1001 Bermuda Dr.

San Mateo, CA 94403

Principal: Jeannette Ramirez



TITULO I: PÓLIZA DE PARTICIPACIÓN DE PADRES

PARTE I. EXPECTATIVAS GENERALES

FGIS está de acuerdo en implementar los siguientes requisitos legales:

- La escuela desarrollará en compañía de los padres, distribuirá a los padres de niños que participen una Póliza de Políticas de Participación de Padres, que la escuela y los padres de los niños participantes acuerden.
- La escuela notificará a los padres sobre la Póliza de Políticas de Participación de Padres en un formato comprensible e uniforme y en la medida de lo posible, se distribuirá la póliza a los padres en el lenguaje que ellos puedan entender.
- La escuela hará disponible la Póliza de Políticas de Participación de Padres a la comunidad local.
- La escuela periódicamente actualizará la Póliza de Políticas de Participación de Padres para cumplir con las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará un Convenio de Escuela-Padre como componente de su Póliza de Políticas de Participación de Padres.
- La escuela está de acuerdo en ser gobernada por la siguiente definición legal de participación de padres y llevará a cabo los programas, actividades y procesos de acuerdo con esta definición:

Participación de Padres significa la participación de los padres en una comunicación regular y con dos puntos, que incluye el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar—

(A) que los padres jueguen un papel integral en ayudar a sus hijos a aprender;

(B) que se anima a los padres a participar activamente en la educación de sus hijos en la escuela;

(C) que los padres son compañeros completos en la educación de sus hijos y que son incluidos, como sea apropiado en tomar decisiones y en comités consultivos para ayudar con la educación de sus hijos;

(D) cumplir con otras actividades de participación de padres.

PARTE II. IMPLEMENTACIÓN DE ELEMENTOS REQUERIDOS DE LA PÓLIZA ESCOLAR DE PARTICIPACIÓN DE PADRES

1. FGIS tomará las siguientes acciones para involucrar a los padres en el desarrollo común y acuerdo común de su Póliza Escolar de Participación de Padres de una manera organizada, continua y a tiempo:

- El Concilio del Sitio Escolar (SSC siglas en inglés) y el Comité Consultivo de los Estudiantes que Están Aprendiendo Inglés (ELAC siglas en inglés) proporcionarán comentarios de programas y gastos.
- Los Padres/Guardianes serán notificados a tiempo, que su hijo califica para servicios de intervención del Título I y porque calificó.
- Las reuniones del Título I estarán abiertas para todos los padres del Título I. Las fechas y los horarios de las reuniones se publicarán en el boletín escolar, en la página web del distrito o por notificación individual.
- EL SPSA (Plan Individual para el Desempeño Estudiantil) de FGIS abordará las intervenciones disponibles el Título I.
- El manual escolar, será distribuido el primer día de clases o al registrarse.
- Las familias del Título I recibirán una copia de la Póliza de Participación de Padres y el Acuerdo de Padres cada año escolar.
- Todas las familias del Título I serán invitadas a las reuniones y eventos con intención de apoyar a los padres para mejorar el desempeño estudiantil.
- Todas las familias del Título I recibirán una notificación sobre la Reunión Informativa Anual del Título I.

2. FGIS tomará las siguientes acciones para distribuir a los padres con niños participantes y a la comunidad local, la Póliza de Participación de Padres:

- Se notifica a los padres/guardianes con tiempo si sus hijos califican para servicios de intervención del Título I
- Todas las familias recibirán una notificación sobre la Reunión Informativa Anual del Título I.
- Los padres del Título I recibirán una copia de la Póliza de Participación de Padres y el Acuerdo de Padres en registrarse en la escuela.

3. FGIS actualizará periódicamente su Póliza Escolar de Participación de Padres para cumplir con las necesidades cambiantes de los padres en nuestra escuela:

- Según sea necesario, basado en la Encuesta de Evaluación de Necesidades
- El Concilio del Sitio Escolar repasará Póliza de Participación de Padres anualmente.
- El Cilio del Sitio Escolar repasará el plan SPSA anualmente.

4. FGIS se reunirá en una reunión anual durante el otoño para informarle a los padres lo siguiente:

- Que la escuela de su hijo participa en el Título I
- Sobre los requisitos del Título I
- Del derecho de participar
- Los derechos de los padres incluyen: El Manual Escolar, La Reunión Anual del Título I , La Póliza de Padres y el Acuerdo, la Póliza de la Junta de consejeros de SMFC

5. FGIS tendrá una cantidad flexible de reuniones a horarios variados y proporcionará cuidado de niños, pagado con fondos del Título I, siempre y cuando los servicios estén relacionados al Título I:

- Talleres familiares cada año
- Charlas con café mensuales para los padres
- Noche de Regreso a Clases
- Casa Abierta
- Talleres de Educación para Padres
- Conferencias de Padre/Maestro en noviembre y Marzo
- Conferencias de Intervención Temprana en septiembre

6. FGIS proporcionará información a tiempo sobre los programas del Título I, a los padres de estudiantes participantes sobre:

- Reuniones de Padres incluyendo: ELAC, Noche de Regreso a Clases, conferencias
- Examinaciones Smarter Balanced
- Evaluaciones de Punto de Referencia del distrito
- La información del CELDT se mandará a casa a los padres
- Datos de todo el distrito sobre el CELDT

7. FGIS le proporcionará a los padres de niños participantes, descripción y explicación del currículo en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso estudiantil, y los niveles de dominio que se espera que cumplan los estudiantes:

- Evaluaciones periódicas y comentarios
- Tarjetas de Calificaciones y Progreso monitoreado
- Puntajes de Evaluaciones CELDT y Smarter Balanced
- Reuniones del Concilio del Sitio Escolar (SSC siglas en inglés)
- Comité Consultivo del Idioma Inglés (ELAC siglas en inglés)
- Tarjetas de Calificaciones basadas en los Estándares del Estado de California
- Evaluaciones del Distrito

8. FGIS le proporcionará a los padres de niños participantes, si lo piden los padres, oportunidades para reuniones regulares, para formular sugerencias y participar, como es apropiado en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia lo más pronto posible:

- Reuniones del Concilio del Sitio Escolar (SSC)
- Comité Consultivo del Idioma Inglés (ELAC)
- Reuniones de la Asociación de Padres y Maestros (PTA siglas en inglés)
- Comité Consultivo del Idioma Inglés de todo el distrito (DELAC siglas en inglés)
- Encuesta Anual de Evaluación de Necesidades

PARTE III. RESPONSABILIDAD COMPARTIDA PARA DESEMPEÑO

ACADÉMICO ALTO DE LOS ESTUDIANTES

1. Las reuniones del Concilio del Sitio Escolar se llevan a cabo y son facilitadas por el Director, para discutir los presupuestos escolares y los programas académicos. Se invita a los padres para que ofrezcan sus comentarios sobre varias actividades escolares y el plan escolar. FGIS formará la capacidad para un participación de padres sólida, para apoyar una alianza entre la escuela, los padres, y la comunidad para mejorar el desempeño académico de los estudiantes, por medio de las siguientes actividades:

- Dirección general de las actividades escolares
- Ofreciendo Cuidado de Niños durante las reuniones de padres
- Noches Familiares
- Adoptar e implementar enfoques ideales para mejorar la participación de los padres

2. La escuela incorporará el Acuerdo entre Escuela y Padres como un componente de su Póliza Escolar de Participación de Padres:

- El Acuerdo del Padre será firmado por los padres, estudiantes y maestro durante el otoño de cada año
- El Acuerdo del Padre será dado a estudiantes del Título I identificados durante el año
- 3. FGIS, con la ayuda del distrito, ayudará a los padres o niños a comprender temas como los siguientes:
- Los estándares académicos de contenido del estado
- Las evaluaciones estatales y locales incluyendo evaluaciones alternas
- Los requisitos del Título I
- Cómo monitorear el progreso de su hijo
- Cómo trabajar con educadores

4. La escuela, con la ayuda del distrito proporcionará materiales y entrenamiento para ayudar a los padres con sus hijos a mejorar el desempeño académico de sus hijos, como entrenamiento de alfabetización, y uso de tecnología, como es apropiado para fomentar la participación de los padres:

- Proporcionando información del Título I en la reunión anual
- Talleres familiares cada año
- Charlas con café para los padres cada mes
- Noche de Regreso a Clases
- Casa Abierta
- Talleres de Educación de Padres
- Talleres de Educación de Padres patrocinados por PIP
- Boletín mensual del director
- Página web escolar
- Consejería en el campus
- Centro de Recursos Familiares
- Equipo de Servicios Estudiantiles

5. La escuela, con la ayuda del distrito y los padres, educaran a sus maestros, personal de servicios estudiantiles, directores y otro personal, sobre cómo tenderles la mano, comunicarse, y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y cómo implementar y coordinar programas de padres para formar lazos entre los padres y la escuela de las siguientes maneras:

- Maestros asisten a talleres
- Reuniones del distrito y reuniones de desarrollo profesional
- Desarrollo Profesional en las Reuniones del Personal
- Comunidades de Aprendizaje Profesional (PLCs)

6. La escuela, al punto posible y apropiado, coordinará e integrará programas y actividades de participación de padres, que animen y apoyen a los padres en participar plenamente en la educación de sus hijos de las siguientes maneras:

- Centro de Recursos Familiares
- Proporcionando información del Título I en la reunión anual
- Talleres familiares cada año
- Charlas con café para los padres cada mes
- Noche de Regreso a Clases

- Casa Abierta
- Talleres de Educación de Padres
- Talleres de Educación de Padres patrocinados por PIP
- Boletín mensual del director
- Página web escolar
- Apoyo de traducción (escrito/oral)

7. La escuela, al punto posible y apropiado, tomará las siguientes acciones para asegurar que la información relacionada a las escuela y los programas de padres, reuniones, y otras actividades sean mandadas a los padres de niños participantes de una manera comprensible y uniforme, incluyendo maneras alternativas cuando se pida, y al punto posible en un idioma que los padres comprendan

PARTE IV. ADOPCIÓN

Esta Póliza Escolar de Participación de Padres ha sido desarrollada en conjunto con y de acuerdo con los padres de los niños participantes en los programas de la Parte A del Título I, como lo demuestran los minutos de la reunión del Concilio del Sitio Escolar de la Primaria Fiesta Gardens International School

Esta póliza fue adoptada por FGIS el jueves, 12 de septiembre del 2019, y se pondrá en efecto por el periodo de dos años. La oficina distribuirá la póliza a los padres de niños participantes de la Parte A del Título I. Estará disponible para la comunidad por medio de la oficina. La notificación de FGIS a los padres sobre esta póliza será en un formato comprensible e uniforme, y al punto posible, proporcionará una copia de esta póliza a los padres en un idioma que puedan comprender.

Jeannette Ramirez

Directora

2019-2020

FIESTA GARDENS INTERNATIONAL SCHOOL

PARENT STUDENT COMPACT



TITLE I SCHOOL – PARENT – STUDENT COMPACT

The School Parent Compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116).

SCHOOL

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. (required) (ESSA, Section 1116(d)(1-2))
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

PARENT

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom (required)
- Supporting their child's learning (required)
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time (required)
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conference
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

STUDENT (ALL SCHOOL DISCRETION TO INCLUDE ITEMS BELOW)

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school personnel.

FIESTA GARDENS INTERNATIONAL SCHOOL

PADRE ESTUDIANTE COMPACTO



TÍTULO I ESCUELA - PADRE - ESTUDIANTE COMPACTO

El Pacto Escolar para Padres se desarrollará conjuntamente con los padres y los miembros de la familia y el pacto describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollar asociaciones para ayudar a los niños a alcanzar los altos estándares del Estado (ESSA, Sección 1116).

ESCUELA

La escuela comprende la importancia de la experiencia escolar para cada estudiante y su papel como educadores y modelos. Por lo tanto, la escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar currículo e instrucciones de alta calidad en un ambiente de aprendizaje eficaz y de apoyo que permita a los niños atendidos bajo esta parte cumplir con los desafiantes estándares académicos estatales (requeridos)
- Abordar la importancia de la comunicación entre los maestros y los padres de manera continua a través de, como mínimo,
 - conferencias de padres y maestros en las escuelas primarias, al menos una vez al año, durante las cuales el acuerdo se discutirá ya que el acuerdo se relaciona con el rendimiento individual del niño
 - con frecuencia informa a los padres sobre el progreso de sus hijos;
 - acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos, y observación de las actividades del aula; y
 - Garantizar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. (requerido) (ESSA, Sección 1116 (d) (1-2))
- Tratar a cada niño con dignidad y respeto.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Reconocer que los padres son vitales para el éxito del niño y la escuela
- Proveer un ambiente seguro, positivo y de aprendizaje saludable
- Asegure a todos los estudiantes el acceso a experiencias de aprendizaje de calidad
- Asegure que el personal de la escuela comunique expectativas claras de desempeño tanto a los estudiantes como a los padres

PADRES

Los padres entienden que la participación en la educación de su hijo/hija ayudará a su logro y actitud. Por lo tanto, el padre continuará llevando a cabo las siguientes responsabilidades lo mejor que pueda:

- Voluntariado en el aula de su hijo/hija (obligatorio)
- Apoyar el aprendizaje de su hijo/hija (obligatorio)
- Participar, según corresponda, en las decisiones relacionadas con la educación de su hijo/hija y el positivo uso del tiempo en actividades extracurriculares (requerido)
- Crear un ambiente hogareño que apoye el aprendizaje
- Enviar al estudiante a la escuela a tiempo, bien alimentado y descansado regularmente
- Asistir a las funciones y conferencias de la escuela
- Anime a su hijo a mostrar respeto por todos los miembros de la comunidad escolar y la propiedad escolar
- Revisar todas las comunicaciones escolares y responder con prontitud

ESTUDIANTE (LA ESCUELA TIENE TODA LA DISCRECIÓN PARA INCLUIR LOS ELEMENTOS A CONTINUACIÓN)

El estudiante se da cuenta de que la educación es importante. Él / ella es el responsable de su propio éxito. Por lo tanto, él / ella acepta llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Llegar a la escuela a tiempo todos los días
- Desarrollar una actitud positiva hacia la escuela
- Ser responsable de completar la tarea a tiempo
- Ser cooperativo al llevar a cabo las instrucciones del maestro y pida ayuda cuando sea necesario
- Haga un trabajo diario que sea ordenado y refleje el mejor esfuerzo del estudiante
- Sea respetuoso con todos los miembros de la escuela y con la propiedad de la escuela

APPENDIX B: FIESTA GARDENS RECRUITMENT FLYERS IN ENGLISH AND SPANISH

FIESTA GARDENS INTERNATIONAL SCHOOL DUAL LANGUAGE IMMERSION PROGRAM

San Mateo-Foster City School District



- All students realize their unlimited potential.
- Students become bilingual, biliterate, and bicultural!
- Kindergarten instruction is primarily in Spanish with an incremental increase of English instruction.
- 90% (Spanish)/ 10% (English) in Kindergarten → 50%/50% in 5th Grade.

All dual immersion students...

- Achieve high proficiency in two languages (Spanish and English).
- Develop greater cognitive flexibility and superior problem solving skills.
- Show positive attitudes towards all cultures and all people.
- Are more prepared to work in the global community where bilingualism is an asset.

Native Spanish speakers in dual immersion...

- Perform higher academically than students in other traditional English only programs.
- Develop cultural pride and greater connection to family and their community.
- Become community ambassadors.

CONTACT US!

WE WILL GUIDE YOU ON HOW TO REGISTER!

SCHOOL SITE

(650) 312-7737 | 1001 Bermuda Ave | San Mateo, CA 94403

DISTRICT OFFICE / REGISTRATION

(650) 312-7700 | 1170 Chess Dr | San Mateo, CA 94404

***If you have an incoming kindergartner who is not registered for our program, please let us know!**



FIESTA GARDENS INTERNATIONAL SCHOOL

PROGRAMA DE DOBLE INMERSIÓN

San Mateo-Foster City School District



- Todos los estudiantes realizan su potencial ilimitado.
- ¡Los estudiantes se vuelven bilingües y biculturales!
- La instrucción de Kindergarten es principalmente en español con un incremento anual en la instrucción en inglés.
- 90% (Español)/ 10% (Inglés) en Kindergarten → 50%/50% en 5to Grado.

Todos los estudiantes de educación bilingüe...

- Logran un nivel alto de dominio en dos idiomas (español e inglés).
- Desarrollan una flexibilidad cognitiva mayor y técnicas superiores en resolución de problemas.
- Demuestran actitudes positivas hacia todas las culturas y todas las personas.
- Están más preparados para trabajar en una comunidad global donde ser bilingüe es una ventaja.

Los alumnos cuyo idioma dominante es español en la educación bilingüe...

- Se desempeñan a niveles académicos más altos que los estudiantes en programas tradicionales de inglés solamente.
- Desarrollan orgullo cultural y una conexión más profunda hacia la familia y su comunidad.
- Se convierten en embajadores de la comunidad.

**PARA MÁS INFORMACIÓN LLÁMENOS
¡LO GUIAREMOS PARA REGISTRARSE!**

ESCUELA

(650) 312-7737 | 1001 Bermuda Ave | San Mateo, Ca. 94403

OFICINA DEL DISTRITO/REGISTRACIÓN

(650) 312-7700 | 1170 Chess Dr | San Mateo, Ca. 94404

***Si Uds. o alguien que conocen tienen un niño/a que va a entrar al Kinder, por favor vengan a la escuela y hablen con nosotros.**



APPENDIX C: FGIS BELL SCHEDULE

FGIS BELL SCHEDULE SCHOOL YEAR 2019-2020

REGULAR SCHEDULE

GRADE	START	RECESS	LUNCH	DISMISSAL
Kindergarten	8:25am	10:30am - 10:50am	12:10pm - 1:00pm	2:35pm
Grades 1-2	8:25am	10:00am - 10:20am	12:10pm - 1:00pm	2:39pm
Grade 3 -5	8:25am	10:25am - 10:45am	12:00pm - 12:50pm	2:58pm

MINIMUM DAY SCHEDULE (WEDNESDAYS)

Kindergarten is on minimum day schedule from August 13th, 2019 through October 4th, 2019

GRADE	START	RECESS	DISMISSAL
Kindergarten	8:25am	10:30am - 10:50am	12:35pm
Grades 1-2	8:25am	10:00am - 10:20am	12:49pm
Grade 3 -5	8:25am	10:25am - 10:45am	12:49pm

Updated 8/2019 **Schedule is subject to change**

APPENDIX D: GRADE LEVEL SCHEDULES FOR 2020-21

	Monday	Monday Specials	Tuesday	Tuesday Specials	Wednesday
8:25-8:40	CALENDAR, NINO MAESTRO		CALENDAR, NINO MAESTRO		CALENDAR, NINO MAESTRO
8:40-9:30	8:40 - 10:00 Language Arts		8:40 - 10:00 Language Arts		8:40 - 10:00 Language Arts
9:30-10:25	10:05 - 10:45 MERIENDA Y RECREO		10:05 - 10:45 MERIENDA Y RECREO		10:05 - 10:45 MERIENDA Y RECREO
10:25-10:45					
10:45-12:00	MATH & SCIENCE	10:45-11:25 ART	MATH & SCIENCE	10:45-11:15 J PE	MATH & SCIENCE
		K-SV/DC		Kinder- SV/DC	
		11:25-12:10		11:15-11:45	
		K-M		Kinder- SV/DC	
12:10-1:00	LUNCH		LUNCH		12:00-12:30 Toolbox
					12:35 Dismissal
1:00-1:50		1:00-1:50 LIBRARY/ COMPUTERS	ELD		
		Kinder A/B week			
		SV/ DC/ M			
2:00-2:25	FREE PLAY		FREE PLAY		
2:25-2:35	CLEAN-UP & DISMISSAL		CLEAN-UP & DISMISSAL		

Wednesday Specials	Thursday	Thursday Specials	Friday	Friday Specials
	CALENDAR, NINO MAESTRO		CALENDAR, NINO MAESTRO	
				8:30-9:00 M (K) MUSIC
	8:40 - 10:00 Language Arts		8:40 - 10:00 Language Arts	9:05-9:35 SV (K)
	10:05 - 10:45 MERIENDA Y RECREO		10:05 - 10:45 MERIENDA Y RECREO	
				10:25-10:55 DC (K) MUSIC
10:45-11:15 J PE	MATH & SCIENCE	10:45-11:15 J PE	MATH & SCIENCE	10:45-11:15 J PE
Kinder- M		Kinder- SV/DC		Kinder- M
11:15-11:45		11:15-11:45		11:15-11:45
Kinder- M		Kinder- SV/DC		Kinder- M
	LUNCH		LUNCH	
	ELD		ELD	
	FREE PLAY		FREE PLAY	
	CLEAN-UP & DISMISSAL		CLEAN-UP & DISMISSAL	

APPENDIX E: 2020-21 SCHOOL ACTIVITY CALENDAR

AUGUST 2020

- 8/1** - Kinder Play date/Día de Juego para los estudiantes entrando a kínder 10-11
- 8/6** - Kinder class list post at 4pm/ se publican las listas de clases para kinder a las 4pm
- 8/6** - Back to school night Kinder/Regreso a la escuela de Kinder 6-7pm
- 8/6** - Board Meeting / Junta Ejecutiva– District Office @6:30 pm
- 8/8** - Kinder BBQ/Barbacoa de Kínder 11am-1pm
- 8/11** - Class lists posted at 2pm /Se publican las listas de clases a las 2pm: 1st -5th grade
- 8/12** - First Day of School/Primer día de escuela
- 8/12** - Kinder coffee & Flower Project/Café y un proyecto para los padres de Kinder(8:30am MPR)
- 8/18** - Back to school night (1st to 5th)/Noche de regreso a la escuela (1 ° a 5 °)- 5:30-6PM 1ST – 2ND : 5:30m-6:10pm/ 6:10pm -6:30pm Meeting in MPR & 6:30-7:00 3rd-5th
- 8/20** - Board Meeting / Junta Ejecutiva– District Office @6:30 pm
- 8/24** - Safety Committee Mtg./Junta del comité de seguridad - 3-4 pm Staff Lounge/Salón de Maestros
- 8/25** - Executive PTA Board Mtg/Reunión de la junta ejecutiva de PTA at 6:30 pm
- 8/26** - Jog-a-thon assembly - 12-12:25 k-2nd & 12:30-12:49 3rd - 5th.

SEPTEMBER 2020

- 9/1** - First General PTA Meeting/Primera junta general de PTA - 6:30pm in the MPR
- 9/4** - Coffee Chat/Charla y café – 8:30am Staff Lounge
- 9/4** - First Student Store of the school year at lunch time / Primera tiendita para estudiantes del año escolar a la hora del almuerzo
- 9/7** - Labor Day/Día del trabajo
- 9/8** - Fall Picture Day - Free Dress / Día de fotos de otoño- vestuario libre
- 9/10** - Board Meeting / Junta Ejecutiva– District Office @6:30 pm
- 9/10** - ELAC Meeting / Junta de ELAC– College Park -6:30pm
- 9/11** - Fiesta Hispana – 5:30pm -7:30pm
- 9/15** - Executive PTA Board Mtg./ Reunión de la junta ejecutiva de PTA - 6:30pm
- 9/18** - No School Teacher Professional Day/ No Hay Clases Día Profesional para Maestros
Board Meeting / Junta Ejecutiva– District Office @6:30 pm

- 9/24** - School Site Council Meeting/ Junta del Consejo de la escuela - Staff Lounge /Salón de Maestro - 6:30pm
- 9/29** - General PTA Meeting/ Junta General de PTA – 6:30pm MPR
- 9/30** - Fiesta Feathers Prize (30) / Premios de Fiesta Feathers (30) -12:05pm

OCTOBER 2020

- 10/2** - Jog-a-thon 8:30am- 3:00pm
- 10/6** - Executive PTA Board Mtg/ Reunión de la junta ejecutiva de PTA at 6:30 pm
- 10/8** - ELAC Meeting / Junta de ELAC - College Park - 6:30pm
- 10/12** - 10/16 - Fall Break/vacaciones de otoño
- 10/19** - School resumes, K full days / Regreso a clases, días completos para kínder
- 10/19** - Safety Committee Mtg./Junta del comité de seguridad - 3-4 pm Staff Lounge/Salón de Maestros
- 10/20** - General PTA Meeting / Junta General de PTA - 6:30pm MPR
- 10/22** - Board Meeting / Junta Ejecutiva– District Office @6:30 pm
- 10/27** - Fall Picture retake - free dress /Fotos de otoño se retomarán - vestuario libre
- 10/30** - Halloween Parade / Desfile de disfraces -1:45 - 2:35 pm

NOVEMBER 2020

- 11/3** - Board Meeting / Junta Ejecutiva– District Office @6:30 pm
- 11/4** - Coffee Chat-/ Charla y Café @ 8:30am Staff Lounge
- 11/4** - Math and Pizza Night / Aprendizaje Matemáticas y noche de pizza
- 11/11** - Veteran's Day Holiday / Día de Veteranos - No School/ No hay clases
- 11/13** - 1st trimester ends/termina el 1er trimestre
- 11/17** - General PTA Meeting / Junta General de PTA - 6:30 pm MPR
- 11/18** - Fiesta Feathers Prize (50)/ Premios de Fiesta Feathers (50) -12:05pm
- 11/19** - School Site Council/ Junta del Consejo de la escuela - FGIS Staff Lounge /Salón de Maestros - 6:30pm
- 11/16-11/20** - Conferences / Conferencias
- 11/23 - 11/27** - Thanksgiving Break / Vacaciones de Acción de Gracias

DECEMBER 2020

12/1 - Executive PTA Board Mtg/ Reunión de la junta ejecutiva de PTA at 6:30pm

12/9 or 12/16 - Report cards go home/calificaciones van a casa????????????

12/17 - Board Meeting / Junta Ejecutiva– District Office 6:30 pm

12/18 - Sing –a-long / Canciones de temporada - Minimum Day/ Día Corto k-2nd: 11-11:40am & 3rd -5th: 11:45am - Free Dress/ Buy Back Day take off once shared with teachers

12/21 - 12/31 - Winter Break/Vacaciones de invierno January 2021

JANUARY 2021

1/1 - Winter Break/Vacaciones de invierno

1/4 - Teacher Professional Day/ Día Profesional para Maestros – No School/ No Hay Clases

1/5 - Staff Work Day/Día para el personal - No School/ No Hay Clases

1/6 - School Resumes/ Regreso a clases

1/12 - Executive PTA Board Mtg./ Reunión de la junta ejecutiva de la PTA at 6:30pm

1/14 - ELAC Meeting / Junta de ELAC -College Park -6:30pm

1/15 - Coffee Chat/Charla y café – 8:30am Staff Lounge

1/18 - Martin Luther King, Jr. Holiday/ Dia de M.L.K. – No School/No Hay clases

1/20 - Fiesta Feathers Prize (100) / Premios de Fiesta Feathers (100)– Make Slime-12:05pm

1/21 - Board Meeting/ Junta Ejecutiva – District Office 6:30 pm

1/22 - Movie Night

1/26 - General PTA Meeting/ Junta General de la PTA – 6:30pm -MPR

1/27 - Soc/Emot. Night

FEBRUARY 2021

2/4 - Board Meeting/ Junta Ejecutiva – District Office 6:30pm

2/5 - School Dance/ Baile de Invierno– 6pm MPR

2/9 - Executive PTA Board Mtg./ Reunión de la junta ejecutiva de la PTA at 6:30pm

2/15 - Presidents' Day Holiday / Dia de Presidente– No School – No Hay Clases

2/17 - Fiesta Feathers Prize (30) / Premios de Fiesta Feathers (30)– Special Games Outside/ Juegos especiales afuera – 12:05pm

2/18 - School Site Council in Staff Room at 6:30pm

2/18 - Board Meeting / Junta Ejecutiva– District Office @6:30pm

2/18 - Safety Committee Mtg./Junta del comité de seguridad - 3-4 pm Staff Lounge/Salón de Maestros

2/18 - General PTA Meeting / Junta General de la PTA - 6:30pm MPR

MARCH 2021

3/5 - End of 2nd trimester

3/6 - Spring Fiesta / Fiesta de Primavera- 6pm

3/9 - Executive PTA Board Mtg/ Reunión de la junta ejecutiva de PTA at 6:30pm

3/11 - Board Meeting / Junta Ejecutiva– District Office @6:30pm

3/12 - Teacher Professional Day - No School / Día Profesional de Maestros – No Hay Clases

3/17 - Fiesta Feathers Prize (50) / Premios de Fiesta Feathers (50)

3/18 - ELAC Meeting/ Junta de ELAC - College Park - 6:30pm

3/19 - Talent Show/ Espectáculo de Talento – Bayside Performing Arts Center -6:30pm

3/23 - General PTA Meeting/ Junta General de PTA - 6:30pm MPR

3/22 -3/26 - Conferences / Conferencias --- Online Book Fair / Feria de libros en línea

Minimum Days/Días Cortos????????????????????

3/24 - Report cards go home/calificaciones van a casa??????

3/25 - Board Meeting / Junta Ejecutiva– District Office @6:30pm

3/25 - School Site Council/ Junta del consejo de FGIS - 6:30 pm – Staff Lounge/ Salon de maestro

3/29 - 3/31 - Spring Break/Vacaciones de Primavera

APRIL 2021

4/1 - 4/9 - Spring Break/Vacaciones de Primavera

4/12 - School Resumes/ Regreso a clases

4/13 - Executive PTA Board Mtg./ Reunión de la junta ejecutiva de PTA -6:30pm

4/20 - Spring Picture Day MPR – Free Dress/ Dia de fotos de primavera - vestario libre

4/22 - Board Meeting/ Junta Ejecutiva – District Office 6:30pm

4/27 - General PTA Meeting/ Junta General de PTA - 6:30pm MPR

4/28 - Fiesta Feathers Prize (75)/ Premios de Fiesta Feathers (75) – Special Library Time with Paws for tales/ tiempo especial con Paws for tales – 12:05pm

4/29 - ELAC Meeting & School Site Council / Junta de ELAC y Consejo de la escuela - College Park - 6:30pm

4/29 - 5th grade panoramic photo / Foto panorámica de 5to grado

MAY 2021

5/3 - 5/7 - Teacher & Staff Appreciation Week/Semana de aprecio a los Maestros/as y Personal

5/5 - Teacher & Staff Appreciation Lunch/ Almuerzo de apreciación a los maestros/as y personal -1pm – Staff Lounge

5/6 - Board Meeting / Junta Ejecutiva– District Office 6:30pm

5/7 - Coffee Chat/Charla y café – 8:30am Staff Lounge

5/11 - Executive PTA Board Mtg./ Reunión de la junta ejecutiva de PTA - 6:30pm

5/17 - Safety Committee Mtg./Junta del comité de seguridad - 3-4 pm Staff Lounge/Salón de Maestros

5/20 - Open House & Art Show/ Puertas Abiertas y Exhibición de Arte – 6pm

5/20 - Board Meeting / Junta Ejecutiva– District Office @6:30pm

5/25 - Last General PTA Meeting/ Ice Cream Social/ Ultima Junta General de PTA y helados -MPR

5/27 - School Site Council/Junta del consejo de FGIS - 6:30 pm – Staff Lounge/ Salon de maestros

5/31 - Memorial Day Holiday / Día Conmemorativo– No School/ No Hay Clases

JUNE 2021

6/2 - Fiesta Feathers Prize (100) / Premios de Fiesta Feathers (100)

6/4 - 5th grade pool party

6/9 - Carnaval – 11:30am - Playground

6/10 - Board Meeting / Junta Ejecutiva– District Office @6:30pm

6/15 - Field Day k-4th grade/ Dia de juegos k-4° grado

6/15 - Fifth grade Promotion / Promoción de quinto grado @ 11:30am/ minimum day

6/15 - Last Day of School/ último dia de clases - Report cards go home/calificaciones van a casa- Minimum Day

6/16 - Staff work day / Día para el personal

APPENDIX F: RESOURCES FOR DUAL LANGUAGE PROGRAMS



WHAT DOES RESEARCH SHOW ABOUT THE BENEFITS OF LANGUAGE LEARNING?

In this age of accountability in education, policymakers and administrators, as well as parents, are increasingly demanding to know what research studies show regarding the benefits of language learning. This document will identify some of the major correlation studies that highlight how language learners benefit from their experiences.

THREE MAJOR AREAS HAVE BEEN IDENTIFIED:

- [How does language learning support academic achievement?](#)
- [How does language learning provide cognitive benefits to students?](#)
- [How does language learning affect attitudes and beliefs about language learning and about other cultures?](#)

HOW DOES LANGUAGE LEARNING SUPPORT ACADEMIC ACHIEVEMENT?

Click on the statement to review the specific studies that support this claim.

- [Language learning correlates with higher academic achievement on standardized test measures.](#)
- [Language learning is beneficial to both monolingual English and English language learners in bilingual and two-way immersion programs.](#)
- [Language learning is beneficial in the development of students' reading abilities.](#)
- [There is evidence that language learners transfer skills from one language to another.](#)
- [There is a correlation between second language learning and increased linguistic awareness.](#)
- [There is a correlation between language learning and students' ability to hypothesize in science.](#)
- [Language learning can benefit all students.](#)
- [There is a correlation between young children's second language development and the development of print awareness.](#)
- [Heritage learners who use their language skills to interpret and translate for family members experience higher academic performance and greater self-efficacy.](#)
- [There is a correlation between language study and higher scores on the SAT and ACT Tests.](#)
- [There is a correlation between high school foreign language study and higher academic performance at the college level.](#)

HOW DOES LANGUAGE LEARNING PROVIDE COGNITIVE BENEFITS TO STUDENTS?

Click on the statement to review the specific studies that support this claim.

- [There is evidence that early language learning improves cognitive abilities.](#)
- [There is evidence bilingualism correlates with increased cognitive development and abilities.](#)
- [There is a correlation between bilingualism and the offset of age-related cognitive losses.](#)
- [There is a correlation between bilingualism and attentional control on cognitive tasks.](#)
- [There is a correlation between bilingualism and intelligence.](#)
- [There is a correlation between bilingualism and metalinguistic skills.](#)
- [There is a correlation between bilingualism and memory skills.](#)
- [There is a correlation between bilingualism and problem solving ability.](#)
- [There is a correlation between bilingualism and improved verbal and spatial abilities.](#)
- [Find out more about the benefits of language learning by investigating these resources.](#)
- [Find out more about the benefits of bilingualism by investigating these reviews of the literature.](#)

HOW DOES LANGUAGE LEARNING AFFECT ATTITUDES AND BELIEFS ABOUT LANGUAGE LEARNING AND ABOUT OTHER CULTURES?

Click on the statement to review the specific studies that support this claim.

- [Research suggests that language learners develop a more positive attitude toward the target language and/or the speakers of that language.](#)
- [Helpful Resources on the topic of attitudes and foreign language learning.](#)

Thanks to Amanda Kibler and Sandy Philipose, Graduate Research Assistants of Guadalupe Valdés at Stanford University, for assisting in the compilation of these studies.

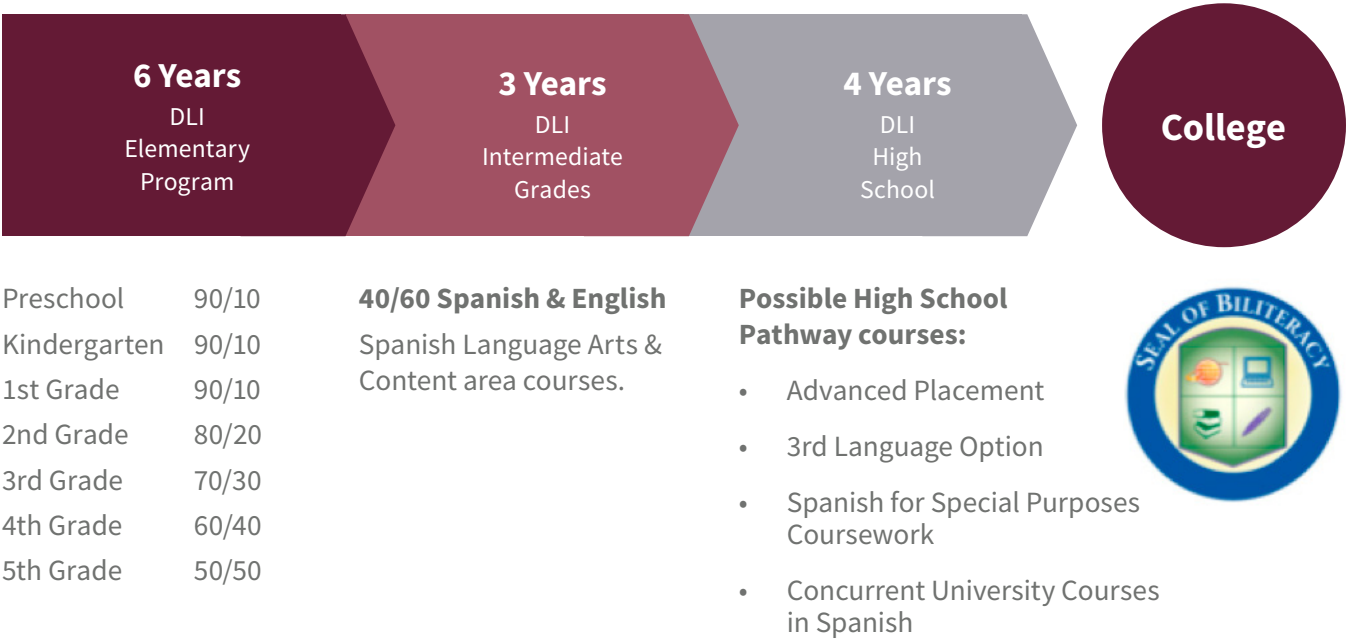
This information is not designed to provide a comprehensive review of the research studies available but has been compiled to highlight the benefits of language learning.

APPENDIX G: GUIDING PRINCIPLES OF DUAL LANGUAGE EDUCATION (CAL.ORG)

STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy throughout outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

APPENDIX H: PRE-K-8TH GRADE DUAL LANGUAGE IMMERSION PROGRAM PATHWAY

SAN MATEO - FOSTER CITY SCHOOL DISTRICT
DUAL LANGUAGE IMMERSION
PROGRAM PATHWAY FIESTA GARDENS INTERNATIONAL SCHOOL
& ABBOTT MIDDLE SCHOOL



APPENDIX I: FGIS ASSESSMENT FRAMEWORK 2019-2022

Grade	Reading (Spanish)	Reading (English)	Math	English Language Development	District Assessments	State
K	F&P Phonological awareness; Early literacy Behaviors, letter I.D.; sight words 1-50 Reading level C 3x's a year	X	*Envisions unit tests *Yearly Mars Task	ELPAC (EL students)	X	Assessments
1st	F&P Phonological awareness; Early literacy Behaviors, letter I.D.; sight words 1-50 Reading level 1 3x's a year	X	*Envisions unit tests *Yearly Mars Task	ELPAC (EL students)	X	X
2nd	F&P letter I.D.; sight words 1-50 Reading level L 3x's a year	X	*Envisions unit tests *Yearly Mars Task	ELPAC (EL students)	X	X
3rd	F&P to level N Then Benchmark running record (1 x per year)	F&P (2x peryear)	*Envisions unit tests *Yearly Mars Task	ELPAC (EL students)	Galileo 3x per year	CAASP State Test in Spanish
4th	F&P to level N Then Benchmark running record (1 x per year)	F&P (2x peryear)	*Envisions unit tests *Yearly Mars Task	ELPAC (EL students)	Galileo 3x per year	CAASP State Test in Spanish
5th	F&P to level N Then Benchmark running record (1 x per year)	F&P (2x peryear)	*Envisions unit tests *Yearly Mars Task	ELPAC (EL students)	Galileo 3x per year	CAASP State Test in Spanish