Turlock Unified School District Two-Way Bilingual Immersion (TWBI) Framework



Turlock Unified School District

In collaboration with the
Association of Two-Way & Dual Language Education - ATDLE

TUSD

Background

A Two-Way Bilingual Immersion (TWBI) committee prior to COVID and post COVID was formed to complete the following tasks:

- Revisited Two-Way Immersion Framework.
- Reviewed Dual Language Immersion (DLI) Guiding Principles.
- Updated TWBI Commitment Form.
- Clarified procedures - concerns for students not making progress in TWBI - Student Study Team (SST).
- Discussed Late Entry Process.
- Discussed PD opportunities.
- Provided PD (Teaching for Biliteracy & Stanislaus County Office of Education).
- Visited River Glen (San Jose) & Debriefed Meeting.

The Turlock Unified School District and Site Administration then engaged in the following activities:

- Reviewed DLI Guiding Principles.
- Identified what is working and areas of need in TWBI programs.
- Reviewed language fluency data, Home Language Survey data, and cohort data
- Solicited Site Feedback-What is solid? Identified areas that need to be addressed.

District leadership made a decision to contract with an outside consultant, the Association of Two-Way and Dual Language Education (ATDLE), to complete the Turlock Unified School District Two-Way Bilingual Immersion Framework.



Acknowledgements

The staff and administration of Turlock Unified School District wish to thank the following individuals for their collaboration and input in the design of this Two-Way Bilingual Immersion Program Framework. We greatly appreciate the support of the Superintendent and the Board of Trustees who offer the community a program of excellence in two languages. Thank you to the Association of Two-Way & Dual Language Education (ATDLE) for facilitating the meetings and for sharing their expertise with the task force.

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Turlock Unified School District

David Lattig
Interim Superintendent

December 10, 2024

Dear Turlock Unified School District Community,

I am excited your family is interested in TUSD's Two-Way Bilingual Immersion Program for your young scholar! We are very proud of our programs held at both Osborn Two-Way Immersion Academy and Wakefield Elementary School. The program pathway provides a rigorous academic experience starting in elementary school, continuing at Dutcher Middle School, and leading to the pinnacle goals of bilingualism and biliteracy upon high school graduation! Furthermore, your scholar may have the opportunity to earn the District and State Seals of Biliteracy on their diplomas.

Please take time to thoroughly research this program to determine if it is right for your scholar and your family. Becoming biliterate is a challenging but rewarding journey, and your scholar will need much family support to be successful.

Don't hesitate to seek additional information if you have questions related to anything in this framework. This is an exciting time for your family, and we are here to serve.

Sincerely,

David Lattig
Interim Superintendent

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Table of Contents

Introductions 2

Superintendent's Letter 4

Chapter 1: Turlock Unified School District Vision, Mission, & Beliefs 6

Chapter 2: Program History and Rationale for the Two-Way Bilingual Immersion Program at Turlock Unified School District 8

Chapter 3: Benefits of Dual Language Programs 15

Chapter 4: Research Base For Two-Way Bilingual Immersion Education 18

Chapter 5: Program Components of Successful Two-Way Bilingual Immersion Programs 23

Chapter 6: TK/K-12 Program Pathways 27

Chapter 7: California State Seal of Biliteracy 32

Chapter 8: Program Policies 34

Chapter 9: Curriculum & Instruction 38

Chapter 10: Marketing and Parent Outreach 41

Chapter 11: TWBI Professional Training Plan 43

Appendices: 52

Chapter 1: Turlock Unified School District Vision, Mission, & Beliefs

The Turlock Unified School District defines the direction and focus for the district with a clear Vision, Mission, and Beliefs. The Two-Way Bilingual Immersion program aligns itself to and elevates the direction set by the district.

Vision Statement:

All students will become self-motivated, responsible citizens who graduate college and career ready.

Mission Statement:

Turlock Unified School District will deliver effective instruction in a safe, equitable, supportive environment in partnership with our families and diverse community.

Beliefs:

We believe that:

- Every person is unique and has inherent value.
- Every person can be a successful learner.
- People are accountable for their actions.
- The family experience has a profound impact on the development of the individual. Family engagement is essential to the academic and social-emotional success of students.
- Honesty and integrity build trust in all relationships. Honesty, integrity, and respect build trust in all relationships.
- Motivation, hard work, and persistence are necessary to achieve full potential. Motivation, grit, and mindfulness are necessary to achieve full potential.
- High expectations yield greater levels of performance.
- A quality education enriches all lives by creating and expanding opportunities.
- The positive actions of role models inspire people to excel.
- Positive role models inspire excellence.
- Service to others is vital in building a thriving community. A service mindset is vital to a thriving community.

The Two-Way Bilingual Immersion Program in the Turlock Unified School District responds to these statements in its full implementation of a viable and successful program that fosters bilingualism, biliteracy 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, mission and beliefs of TUSD.

The Two-Way Bilingual Immersion Program in TUSD

Vision

We believe students will be successful acquiring proficiency in English and Spanish in meeting biliteracy recognition in our Two-Way Bilingual Immersion Educational Pathway, earning the State Seal of Biliteracy, to be able to contribute to an ever changing global society.

Mission

TUSD's Two-Way Bilingual Immersion Program, a leading bilingual program, is committed to:

- Providing students with rigorous research-based instruction in English and Spanish.
- Providing students with equitable opportunities.
- Partnering with students, staff, families, and the community.

We Believe in:

- Creating critical thinkers and improving brain development to its full potential while building literacy in two languages.
- Recognizing the worth of both individuals (self) & community.
- Upholding the expectation of proficiency in two languages.
- Striving to ensure all students are on grade level in Spanish by the end of grade 2 and beyond.
- Working toward a common target of TK-3 grade level proficiency in both Language Arts and Math.
- Teaching in each language without breaking code (translating in the other language).
- Valuing/honoring all cultures & backgrounds that better reflect our society.
- Creating a collaborative culture through a safe, engaging, equitable learning environment.
- Valuing the target language (Spanish) which is seen as an asset.
- Empowering growth in students, staff and parents in two languages.
- Fostering a global lens to prepare students who are more marketable and competitive.
- Presenting opportunities for native English speakers to develop fluency in a second language, while continuing to develop high levels of achievement in English.



Chapter 2: Program History and Rationale for the Two-Way Bilingual Immersion Program at Turlock Unified School District

Founding of the Two-Way Bilingual Immersion Program at Turlock Unified School District

1991

- Bilingual teachers at Osborn Elementary School were engaged in evaluating and enhancing the transitional bilingual model. The teachers began collaborating after school to explore ideas of how to provide a high quality additive bilingual program model. Additive models use the home language (Spanish) to develop the second language (English) with the end goal of students becoming bilingual and biliterate.
- One of the teachers had taught at the first Two-Way Bilingual Immersion program at Washington Elementary in San Jose and shared the methodology of the program with the group of teachers at Osborn.
- A core group of teachers at Osborn researched how a Two-Way Bilingual Immersion program could support the acquisition of English for English learners in Turlock.
- Knowing that the Two-Way Bilingual Immersion model required linguistically balanced classrooms with 1/3 Spanish, 1/3 English, 1/3 bilingual students, the teachers felt that it would be a good fit for Osborn and began writing a proposal for board approval. At that time, they had the support of the superintendent.

1992

- The Osborn Two-Way Bilingual Immersion (TWBI) Program was approved by the School Board.
- The Two-Way Bilingual Immersion Program became an option for English learners as documented in the District English Learner Master Plan, in addition to being an educational option for English-only students in Turlock.

1993-94

- Osborn Elementary School implemented the 90/10 Two-Way Bilingual Immersion program. The program was a strand within the school and included two Kindergarten classes. At that point, Osborn was a K-6 campus.

1999-2000

- One of the founding teachers from Osborn transferred to Dutcher Middle School to prepare for the first incoming class of Two-Way Bilingual Immersion students who would be attending Dutcher the following year.

2000-2001

- The first class of Osborn TWBI students continued their bilingual and biliterate education at Dutcher Middle School for 7th and 8th grade.

2002-2003

- The first cohort of Osborn TWBI students transitioned onto either Turlock High School or Pitman High School to continue with their bilingual and biliterate education.

2009

- The program flourished and grew for sixteen years as a strand within Osborn Elementary and Dutcher Middle School.
- Due to the high demand, it was recommended that Osborn implement a school-wide Two-Way Bilingual Immersion program.
- The Turlock Unified School District Board of Trustees voted to establish Osborn Elementary School as a magnet school serving only the Two-Way Bilingual Immersion program.

2011

- The Osborn Elementary School Strategic Planning Team recommended that the school name be changed to Osborn Two-Way Bilingual Immersion Academy. The name change was approved in April of 2011 by the Turlock Unified School District Board of Trustees.
- Osborn Two-Way Bilingual Immersion Academy continued to follow the 90/10 Model for bilingual immersion education. Students in the TWBI Academy were and are expected to be continuously enrolled in the program from Kindergarten through eighth grade.

2012

- The first Two-Way Bilingual Immersion Framework committee was established and the committee started to document practices aligned to the Guiding Principles of Dual Language Education in TUSD. The committee was composed of six teachers from both Osborn Elementary and Dutcher Middle School.



2014 - 2015

- Over 1000 students were enrolled at Osborn Two-Way Bilingual Immersion Academy. A plan was established to start a Two-Way Bilingual Immersion program at another elementary campus to relieve Osborn Two-Way Bilingual Immersion Academy of its large number of students.

2015 - 2017

- Work continued at the district level on the Two- Way Bilingual Immersion Framework. A committee was established that consisted of teachers, administrators, and parents at the TK- 12 level to continue work on documenting practices aligned to the Guiding Principals.
- TUSD had an interest in bringing enrichment opportunities to Wakefield Elementary. Site administration decided to conduct interest surveys for the community and held town hall meetings to seek input on programs they wanted to see implemented at Wakefield Elementary. Since the community was predominantly bilingual, TUSD decided to move forward with offering the Two-Way Bilingual Immersion program at Wakefield Elementary.
- Program implementation planning began at this time. Wakefield Elementary administration and a group of TK-3 teachers collaborated with Rosa Molina, a leading expert in the field of Two-Way and Dual Language Education, alongside Osborn Two-Way Bilingual Immersion Academy. After the planning team attended a Center for Teaching for Biliteracy conference in Oxnard, CA and engaged in various professional development opportunities, a decision was made to change Wakefield Elementary's program allocation to 80/20. The reason and rationale was because of the community demographics. At that time, Wakefield served a very different population than that of Osborn Two-Way Immersion Academy. Wakefield Elementary students were already "developing bilinguals." Research from the book "Teaching for Biliteracy" supported an 80/20 model for schools with similar student demographics. In order to make the Two-Way Immersion program at Wakefield Elementary more appealing to the entire TUSD community, a decision was made to offer extended day transitional kindergarten and kindergarten at the site. The extended day also allowed for additional instructional time in English which aligned to the 80/20 model.

2016 - 2017

- The second TWBI program was started at Wakefield Elementary School. The program at Wakefield Elementary School is a 80/20 dual immersion program with Spanish and English as the languages of instruction. In the Fall of 2016, one transitional kindergarten class and three kindergarten classes were available for parents interested in enrolling their children in an extended day TWBI program.
- A further action was pursued to minimize the number of students at Osborn TWBI Academy, the first group of 6th grade students started at Dutcher Middle School instead of continuing their education at Osborn. Osborn became a TK-5th campus and Dutcher became a 6th-8th campus. Students at the Osborn Two-Way Immersion Academy wishing to continue to develop biliteracy in English and Spanish have the option of enrolling at Dutcher Middle School for grades 6-8.

2016 - 2017

- The first group of sixth graders from Wakefield attended Dutcher Middle School. Now students from both TWBI programs were combined within the middle school.

2017 - 2018 to 2023 - 2024

- The Two- Way Bilingual Immersion Committee worked on updating Commitment Forms, reviewing procedures, visited DLI programs and discussed take-aways and next steps that would guide the official framework that needed to be finalized.

2024 - 2025

- The Two- Way Bilingual Immersion Task Force Framework Committee & the Association of Two-Way & Dual Language Education worked together to refine the Framework that had been worked on in the past. It consisted of a 21 member task force which included district leadership, administrators, teachers, classified staff, and a parent.



Rationale for the implementation of a Two-Way Bilingual Immersion Program at Turlock Unified School District

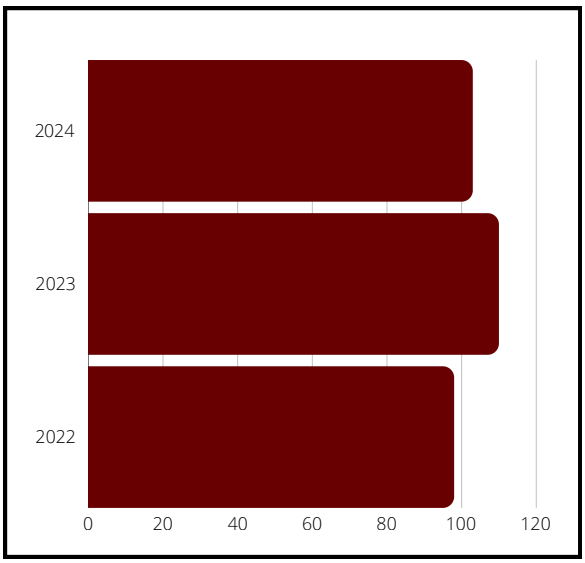
The Turlock Unified School District developed this unique program opportunity for the families of its district by adding this "program of choice" to its educational options. In so doing, TUSD sought to highlight and invest in the cultural and linguistic capital of the students and families. By establishing a program that promotes bilingualism and bi-literacy for all the students at the schools, the past and present staff, fully commit to ensuring the preservation and enrichment of each child's home language and culture. A TWBI 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.

Two-Way Bilingual Immersion programs also offer the community a clearly articulated framework for equity and social justice through the formal and multi-year study of two languages and cultures. The Two-Way Bilingual 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.

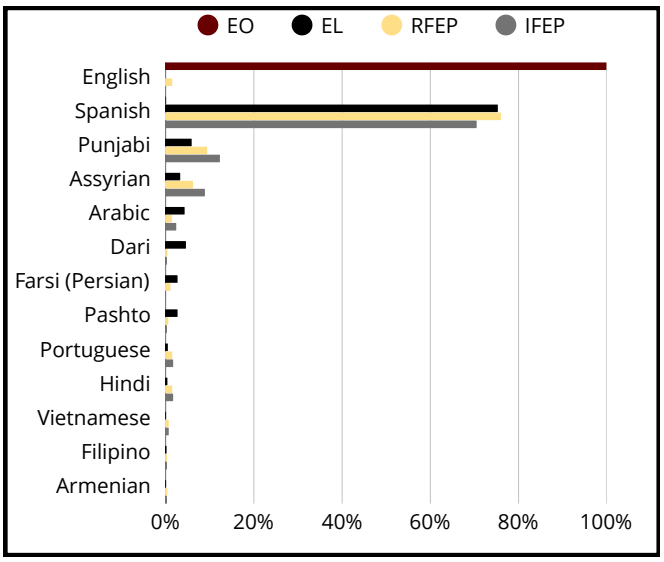


The graphs below display data on the District's Seal of Biliteracy and Language Fluency Status for our Two-Way Bilingual Immersion schools.

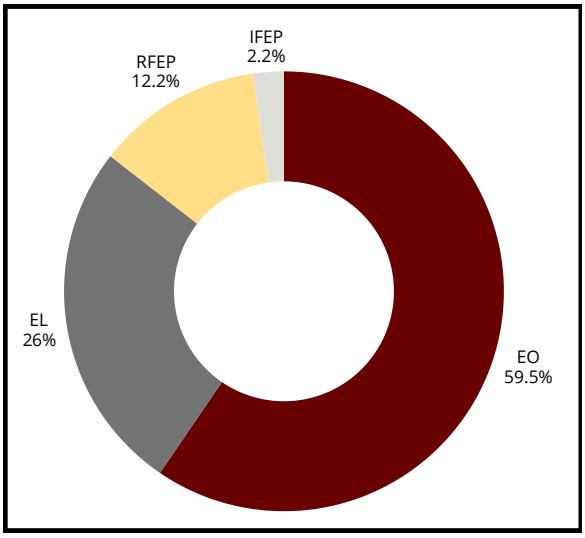
Seal of Biliteracy - Turlock Unified School District



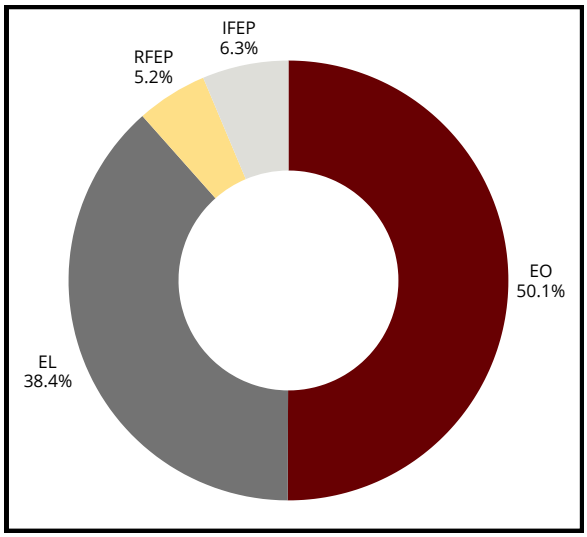
Languages by Language Fluency - Turlock Unified School District



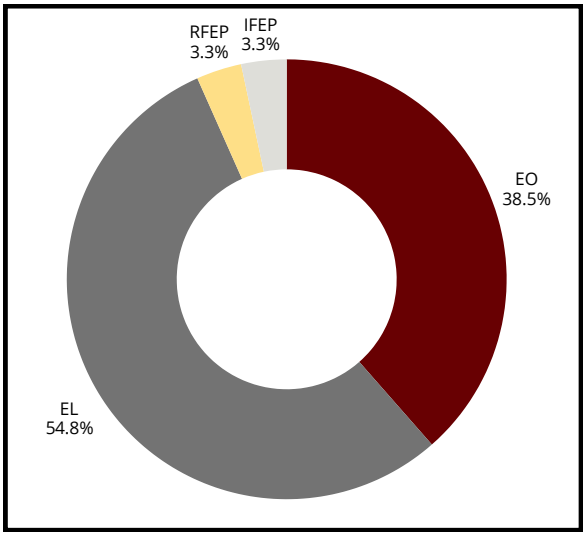
Language Fluency - Turlock Unified School District



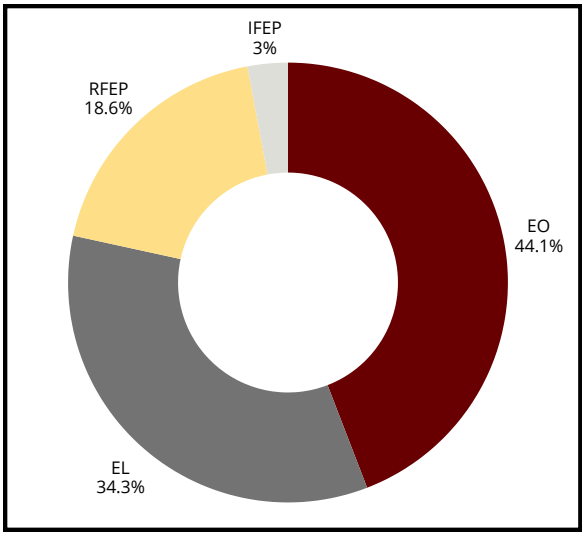
Osborn Two-Way Immersion Academy



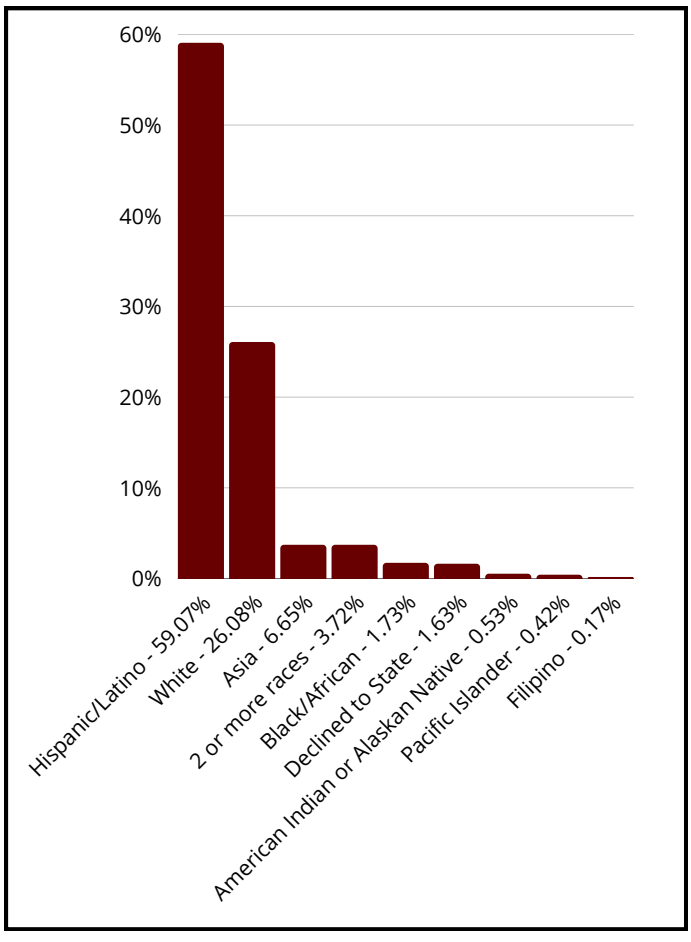
Wakefield Elementary



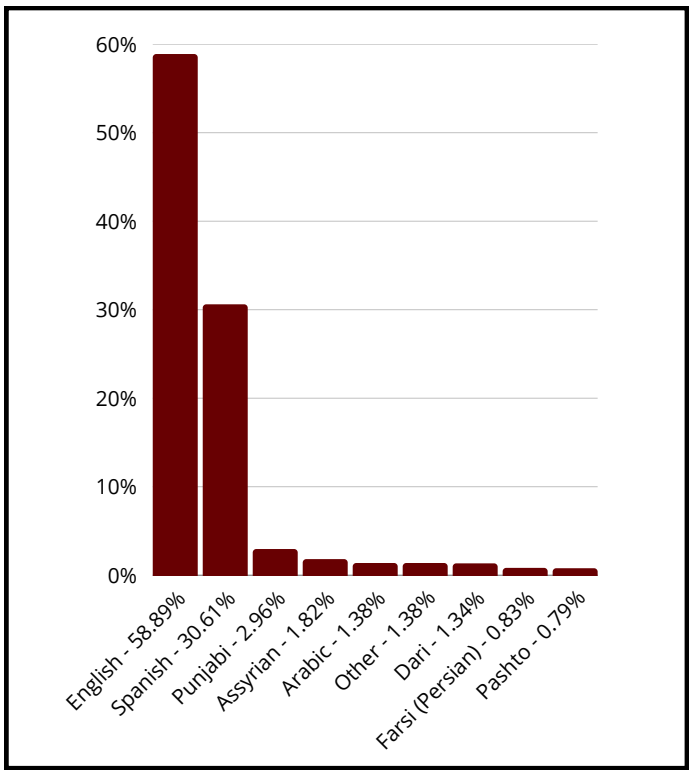
Marvin A. Dutcher Middle



TSUD - Ethnicity



TSUD - Languages



Chapter 3: Benefits of Dual Language Programs

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. (Ager, 2005; Cummins, 1986)
- 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 success rate 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;
- Ability 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 programs 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 1: 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 a 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 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 TK/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.

The Turlock Unified 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 TK/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 3600. 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.

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.

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, and Texas, 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 the Turlock Unified School District 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 & 80/20 TWBI models

(C) Academic achievement levels for both groups of students

Research on 90:10 Two-Way Bilingual Immersion programs often includes findings from 80:20 programs. Both models are variations of two-way immersion, where the primary difference lies in the language distribution with a slightly larger portion of instruction in English for the 80:20 program. They are often grouped together in research because both models share fundamental principles and positive outcomes.

A. Oral Language Proficiency Levels 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 kindergarteners 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 they also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In Spanish, the research found significant variance in the oral language abilities of students who had been in 90/10 TWBI programs and those who had been 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 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. Kathyrn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) "Language Development & Academic Achievement in Two Way Immersion Programs")

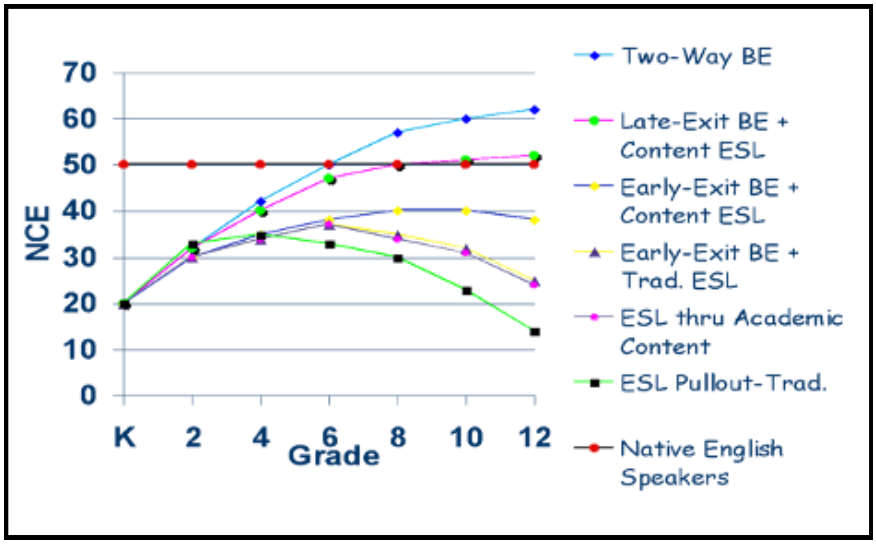
C. Academic Achievements

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 2: 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

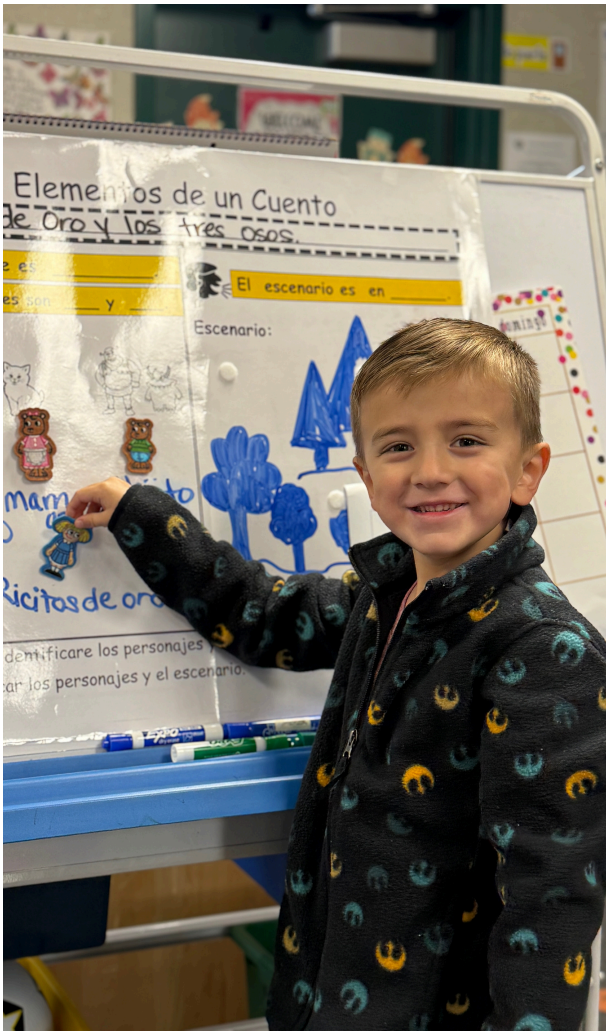
In the last decade, research studies outline additional reasons for students to develop at least two languages to a high level of proficiency. The most compelling studies outline the ongoing cognitive processes that occur in the bilingual brain. In recent years, the U.S. mainstream media have made popular 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 demanding 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)



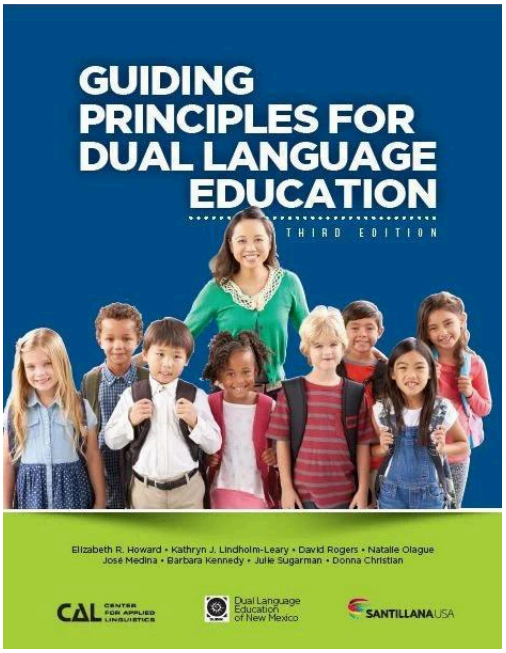
Chapter 5: Program Components of Successful Two-Way Bilingual Immersion Programs

- Students start formal second language learning during their transitional kindergarten, kindergarten or first grade years through an “early” immersion process.
- A TK/K-8 TWBI program sequence continues through middle school and into high school.
- Students continue to study advanced coursework at the high school level and enter career or technical options upon completion of the TWBI program pathway.
- Bilingual and biliterate teachers provide grade-level instruction based on an additive bilingualism theory in which each language is taught separately in clearly delineated language blocks.
- 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 faithfully implement the TWBI program at their site.
- Each school is highly committed to fostering home-school connections with all families involved in this program.
- The school district has a plan to attract and retain high-quality program personnel who are able to deliver rigorous academic and linguistic instruction 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 TUSD's TWBI program will stem from the careful implementation of each of these principles:



1. Program Design

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

2. Standards, Assessment, and Accountability

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

3. Curriculums and Instruction

The program has a TK/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.

Turlock Unified School District'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
- **Culture:** 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.

TK/K-12 Program Sequence In The Turlock Unified School District

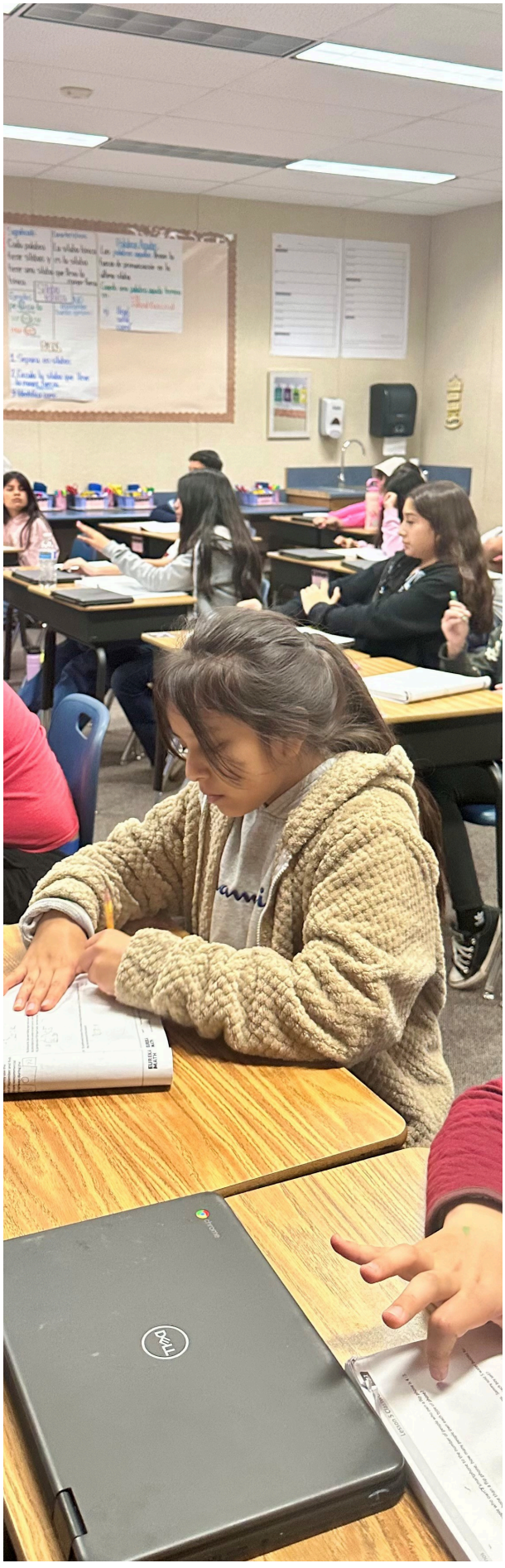
The combination of an early start and an uninterrupted and extended sequence allows Two-Way/Dual Language students to reach much higher levels of proficiency (Hyltenstam,1992; Lindholm-Leary, 2009).

Starting early and studying in a second language prepares students to become highly proficient by the end of high school. The TWBI program in the Turlock Unified School District accepts students into the program at Transitional Kindergarten and Kindergarten and through the first trimester of 1st grade if they are Native English speaking (NES) to give students ample opportunity to study the second language within their TK/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 TK/K-1st Grades. 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 district.

The overarching goal of the TK/K-12 TWBI 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 TWBI 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 TWBI students to complete their programmatic pathway. Their placement into World Language classes will be designed to allow the TWBI program 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: TK/K-12 Program Pathways

To accomplish its goals, the Two-Way Bilingual 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 for the other students as they acquire the languages.

TUSD follows both a 90/10 and an 80/20 TWBI model. These models prioritize the use of Sanish in the early grades to provide a solid foundation for future academics. In transitional kindergarten, kindergarten, and first grade 80 to 90 percent of the classroom instruction is in Spanish and 10 to 20 percent in English. The percentage of English instruction gradually increases at every grade level. By fifth grade, approximately 50% of the instructional day will be in Spanish and 50% in English that also includes the music and P.E. specials that are offered in English to all students at these grade levels. In sixth-eighth grades, approximately 30% of the day will be in Spanish and 70% of the day in English.

Table 3: Osborn Two-Way Bilingual Immersion Language Allocation

Grade Level	% Spanish	% English
TK	90%	10%
K	90%	10%
1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5	50%	50%

Table 4: Wakefield Elementary Two-Way Bilingual Immersion Language Allocation

Grade Level	% Spanish	% English
TK	80%	20%
K	80%	20%
1	80%	20%
2	70%	30%
3	60%	40%
4	50%	50%
5	50%	50%

Table 5: Dutcher Middle School Two-Way Bilingual Immersion Language Allocation Percentage

Grade Level	% Spanish	% English
6	30%	70%
7	30%	70%
8	30%	70%

In a TWBI 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. Techniques that make instruction more comprehensible are necessary to allow all students access to the content in a language they do not speak natively (Spanish).

Teachers in the Two-Way Bilingual Immersion program must use a variety of strategies to ensure access to instruction and make both language and content comprehensible. In general, these strategies include the following:

- Hands-on activities
- Student interactions in whole group discussions and include teacher-to-student, student to teacher, and student-to-student language practices
- Slowing down speech
- Pantomiming and gesturing by teacher or students
- Total Physical Response (TPR)
- Thematic units of study which develop a concept in depth over time
- Varied peer interactions and cooperative learning activities
- Presentations, followed by a discussion, an experiment, or a field trip
- Specially Designed Academic Instruction in English (SDAIE) strategies: increased wait time, negotiation of meaning, sensory activities, varied grouping with native speakers, build on students' prior knowledge, support students' culture and incorporate it into the units of study
- Guided Language Acquisition Design(GLAD) strategies
- Oral presentations at all grade levels as students
- 100% of the students respond 100% of the time: choral responses, individual responses, group responses, etc.

TUSD is committed to ensuring that students have protected blocks of target language times and make a good faith effort to collaborate with schools to schedule specialists based on availability and collaborate with the schools to schedule specialists in the areas of physical education, music and art in accordance with program and language allocation time frames. The table below demonstrates the essential components at each grade level.

Table 6:
90:10 Two-Way Bilingual Immersion Subject Allocation

GRADE LEVEL	SLA	ELA / AELD	MATH	SCIENCE	SOCIAL STUIDIES
TK	Spanish	English	Spanish	Spanish	Spanish
K	Spanish	English	Spanish	Spanish	Spanish
1st	Spanish	English	Spanish	Spanish	Spanish
2nd	Spanish	English	Spanish	English	Spanish
3rd	Spanish	English	Spanish	English	Spanish
4th	Spanish	English	Spanish	English	Spanish
5th	Spanish	English	Spanish	English	Spanish

Table 7:
80:20 Two-Way Bilingual Immersion Subject Allocation

GRADE LEVEL	SLA	ELA / AELD	MATH	SCIENCE	SOCIAL STUIDIES
TK	Spanish	English	Spanish	English	Spanish
K	Spanish	English	Spanish	English	Spanish
1st	Spanish	English	Spanish	English	Spanish
2nd	Spanish	English	Spanish	English	Spanish
3rd	Spanish	English	Spanish	English	Spanish
4th	Spanish	English	Spanish	English	Spanish
5th	Spanish	English	Spanish	English	Spanish

*Wakefield offers extended TK & K, which allows additional time in English, therefore Science is taught in English in all grade levels.

Middle School Two-Way Bilingual Immersion Pathway

TWBI students at the elementary grades will transition to Dutcher Middle School to continue their two-way bilingual education. Parents will be informed of the TWBI educational program pathway upon the initial enrollment of their children in TK/kindergarten. Completion of the TWBI educational program pathway from grades TK/kindergarten through eighth grade is a critical component to fully realize the goals of the TWBI program.

Students continue to develop their literacy through literature studies, grammar, writing and oral presentations throughout their middle school years. The coursework in the content areas of Spanish Language Arts and 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: Dutcher Middle School Two-Way Bilingual Immersion Subject Allocation

GRADE LEVEL	SLA	History	MATH	SCIENCE	ELA/ELD	PE	Music
6th	Spanish	Spanish	English	English	English	English	English
7th	Spanish	Spanish	English	English	English	English	English
8th	Spanish	Spanish	English	English	English	English	English

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 make any modifications to this local assessment.

The middle school eighth grade TWBI teacher will work with the receiving high school staff from the Pitman High School and Turlock High School 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 work collaboratively to determine the placement of the students at the advanced levels of Spanish at the secondary level.

Recommended High School Placement into the World Language Pathway

Some students may qualify for the Spanish Advanced Placement courses as they enter high school, others may need to start in Spanish for Spanish Speakers. The chart below describes the various pathways that TWBI 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

Turlock High School and Pitman High School

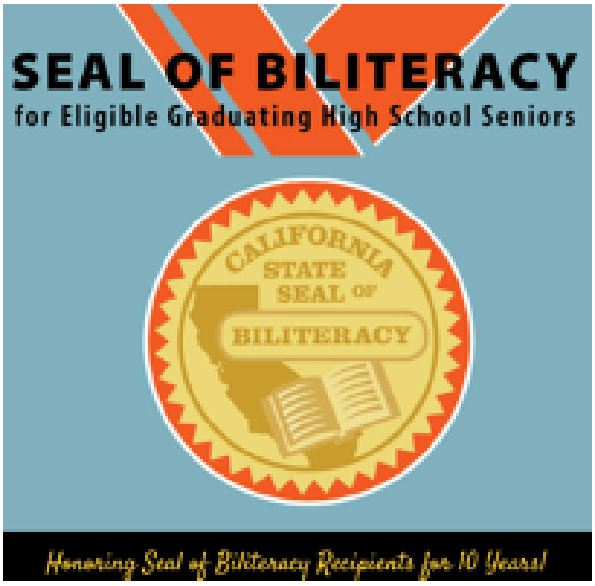
	9th Grade	10th Grade	11th Grade	12th Grade
Option 1	**Spanish for Spanish Speakers**	**AP Spanish Language and Culture**	**AP Spanish Literature and Culture**	
Option 2	**AP Spanish Language and Culture**	**AP Spanish Literature and Culture**		



Chapter 7: California State Seal of Biliteracy

The State Seal of Bi-literacy (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.

School districts in California offering Dual Language Immersion or Two-Way Immersion programs are encouraged to adopt a Seal of Bi-literacy Board Resolution that indicates a commitment to the preparation of their Two-Way Bilingual Immersion program students. As a result of 8-9 years of study in two languages, students will be able to advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during elementary and intermediate school years.



Two-Way Bilingual Immersion students may be awarded “Biliteracy pathway awards” in accordance with the State Seal of Biliteracy guidelines to motivate students to continue developing their first and second languages. The awards will be presented after 3rd, 6th and 8th grades when students meet the criteria set for each award (L. Olsen 2010).

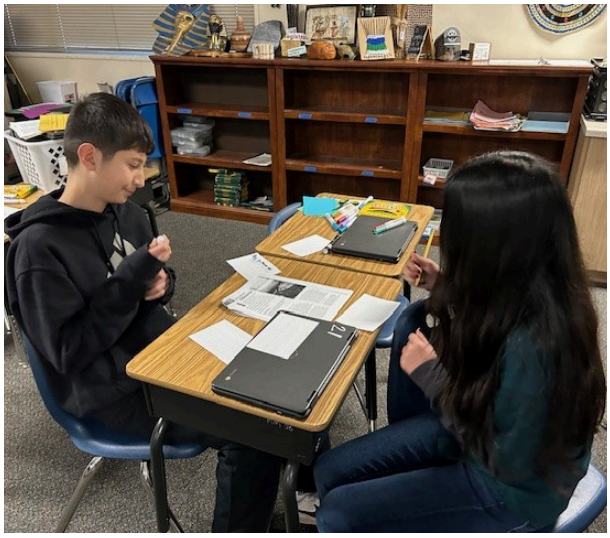


Table 8: Biliteracy Achievement Criteria

Criteria	3rd Biliteracy Achievement	5th Biliteracy Achievement	8th Biliteracy Achievement
English	iReady demonstrated growth	iReady mid-5th (score of 609 or above) OR Next Steps (level U)	iReady Reading mid-8th (score of 642 or above)
			ELA GPA 2.0 (qtrs. 1, 2, 3)
Spanish	Reading Grade 3 or 4 EDL 2 (34 mid 3rd grade) or iStation Lectura	EDL 2 (50 mid 5th grade) OR iStation Lectura	Spanish STAR grade equivalency of 8.5 SLA GPA 2.0 (qtrs. 1, 2, 3)



Chapter 8: Program Policies

Student Participation Criteria

Enrollment Procedures

During TK/Kindergarten registration, interested families are invited to submit an application to participate in the Two-Way Bilingual Immersion program at Osborn Two-Way Immersion Academy or Wakefield Elementary. The recruitment process is as follows:

(1) Parents/guardians complete the registration at their home school
(2) Interested parents/guardians must attend aTWBI information session
(3) Interested families complete the choice application form for the Two-Way Immersion program by the due date
(4) Parents/guardians commit to a required language assessment for their child
(5) To ensure that classrooms within the Two-Way Bilingual Immersion program are linguistically balanced, students will be assigned to as one of the following cohorts: native English or bilingual/native Spanish speaker based on an initial language assessment.
(6) Lottery held based on lottery priority criteria (assigned to cohort)

***Once the parent accepts and commits to a spot in the program for their child, they will be required to sign the Two-Way Bilingual Immersion Commitment Form. The Commitment Form is required annually to maintain enrollment and serves as a way to increase families' understanding of the program.

For Lottery Procedures refer to Board Policy 5116.22 Involuntary Student Transfers/Lottery Procedures

*(The Board recently approved updating our Lottery Procedures)

- Combined waitlist will be created if necessary for both elementary sites
- The deadline for entry for Transitional Kindergarten, Kindergarten, and First Grade is October 31st for each academic year. After this date, the waitlist is eliminated.
- Students accepting a spot in another magnet program within TUSD, will be removed from the waitlist.

Two-Way Bilingual Immersion Program Participants

Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages (Peyton, M. & Peyton K. 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 Two-Way Bilingual Immersion 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 their program at the TK, kindergarten level or first trimester of first grade only as part of this early immersion process. Older students wishing to enter the program at the upper grades must be bilingual and pass District-designed proficiency tests to determine literacy (written and oral) in the target language and proficiency levels in English.

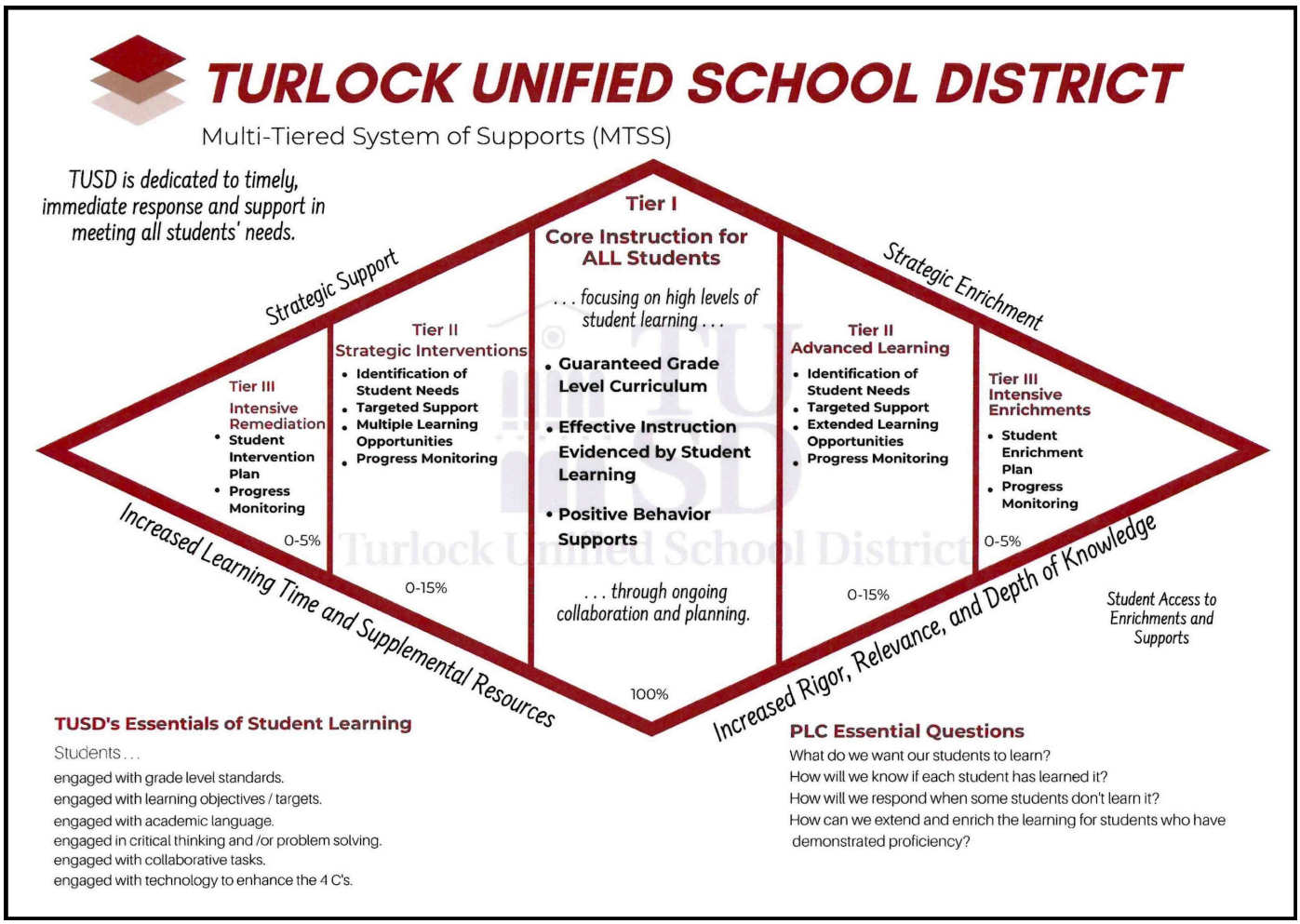
Struggling Learners

Struggling learners in a Two-Way Bilingual Immersion Program are supported through a Multi Tiered Systems of Supports (MTSS) model. Turlock Unified School District's MTSS model involves a tiered approach to providing academic, linguistic, and social-emotional support to all students, with a strong focus on culturally and linguistically responsive teaching practices, ensuring all students are actively engaged in learning both languages within the classroom environment, while addressing individual needs through differentiated instruction and targeted interventions across all tiers. This includes high-quality core instruction for all students (Tier 1), targeted small group interventions for students needing additional support (Tier 2), and intensive individualized interventions for students with significant needs (Tier 3).

Struggling learners receive targeted interventions like vocabulary building activities, early literacy skills, sentence structure practice, or reading comprehension strategies tailored to individual student needs. Students are placed on a targeted intervention plan for a 6-8 week cycle.

Progress monitoring is conducted regularly assessing student progress to identify areas of improvement and adjust interventions accordingly.

When a student does not demonstrate appropriate progress, a Student Study Team (SST) meeting may be scheduled. This process can be initiated by a teacher, parent, or administrator. If a student continues to struggle after receiving targeted tiered intervention, an additional intervention would be the student being exited from the Program. The student would return to their school of residence where the student will continue to receive high quality instruction and continued access of tiered systems of support in English.



Special Education

Students with disabilities are welcome to participate in the Two-Way Bilingual Immersion Program within Turlock Unified School District and an IEP does not preclude a child from entering the program. The Two-Way Bilingual Immersion Program offers students the appropriate type and level of differentiated instruction and many students with an Individual Education Plan (IEP) can be successful in Two-Way Bilingual Immersion programs. There are many factors that indicate success in the program however, language acquisition is paramount, as this affects the child's academic success in the program.

For some students that have an IEP, the mission of language proficiency in two languages (English and Spanish) and rigor of the program may not be appropriate, and the child may not be able to access their educational setting within the dual immersion program. If a child is not able to show reasonable progress in language acquisition and/or academic growth in the program and keep up with grade- level expectations, a recommendation will be made by the IEP team for the most educationally appropriate placement and support for that child which could include returning to an English-only program that reduces the additional requirement of acquiring language and academic skills in both English and Spanish.

Gifted and Talented (GATE)

Some GATE identified students in TUSD choose to attend the Dual Immersion program in the District. 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)

Transfers – Late Enrollees

First (starting November 1st) to Sixth Grade. When space is available in the upper grades:

- Registration process must be completed at the school of residence
- Parent/Guardian is required to attend a Two-Way Bilingual Immersion Program information night and/or meet with a site administrator to learn about program offering, requirements, and commitment
- Students must meet the program and linguistic capabilities to be successful in the program
- A language dominance assessment (English & Spanish) will be required …Students must demonstrate grade level proficiency in literacy skills in reading, writing and speaking
- Students assigned to a cohort
- 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.

***This criteria will be reviewed and enrollment will be decided only when space becomes available in the appropriate cohort. No late entries will be accepted after sixth grade.

Grade Levels for Entry Transitional Kindergarten, Kindergarten, and First grade until October 31st

Each year to ensure that classrooms within the Two-Way Bilingual Immersion Program are linguistically balanced, students will be assigned to one of the following cohorts: native English, bilingual, or native Spanish speaker based on the Home Language Survey and/or language assessment. These assignments will be used based on lottery enrollment criteria. Any new applicants will be added to the program based on their language cohort assignments. As space becomes available, open spots will continue to be filled based on the existing waitlist for each cohort. The deadline for entry is October 31st for each academic year. After this date, the waitlist is eliminated.

Chapter 9: Curriculum & Instruction

Curriculum

The Two-Way Bilingual Immersion core curriculum will be aligned to the California Common Core Standards and World Language Standards, the Common Core Standards en Español (https://www.sdcoe.net/common-core-espanol/ccss-en-espanol), and to the principles of second language learning. The curriculum will be interdisciplinary and standards-based and fully articulated for all students through the TK-12 program pathway. “A strong curriculum, implemented consistently and intensively, appears most effective for student outcomes when high levels of alignment in and instruction are combined with the use of assessment data to monitor and evaluate teacher practices” (Levin, et al., 2006).

The TWBI core curriculum 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 multi -year plan for curriculum development, program review and textbook adoption consistent with Guiding Principles of Dual Language Education (Howard et al., 2018).

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 2024-25 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 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 Two-Way Bilingual Immersion program promotes the capability to use the best practices of instruction. Teachers incorporate research-based 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 maintain instruction in the target language to ensure students are engaged in learning content through the target language. 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.

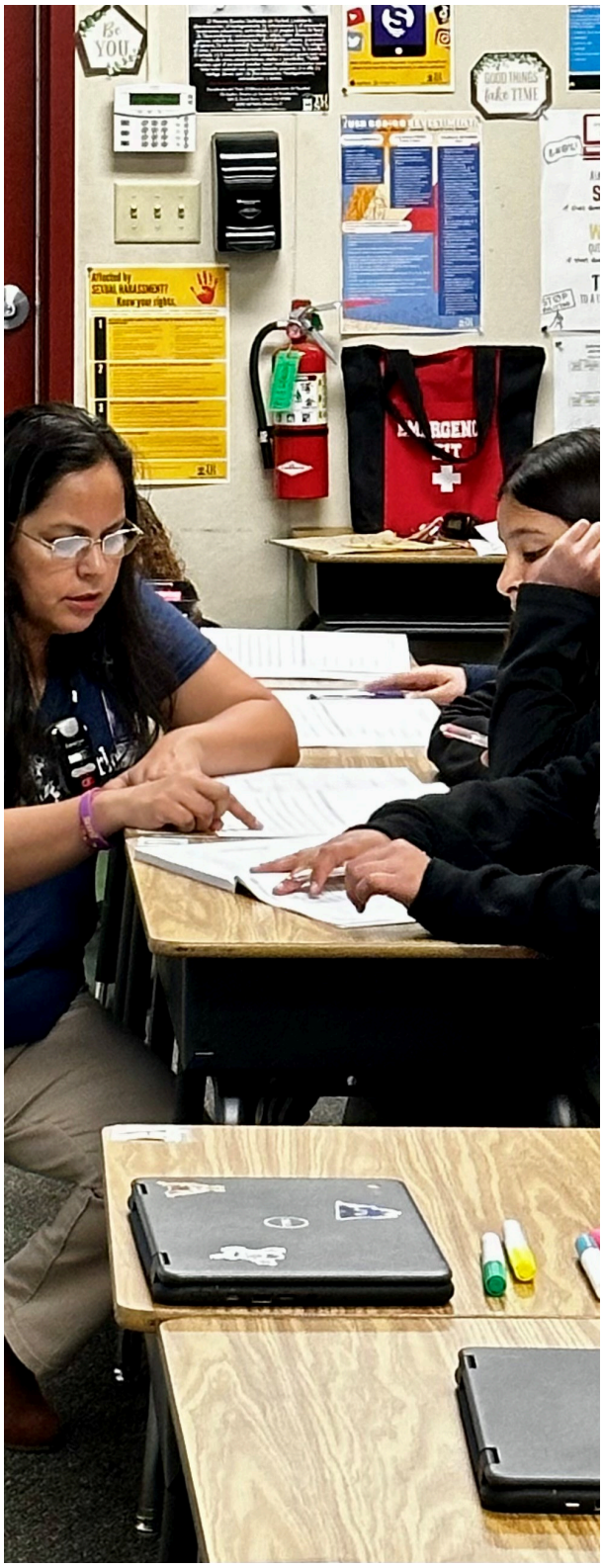
This curriculum integration addresses content and World Language Standards (Communication, Comparisons, Communities, Cultures, and Connections). The Communication standard is organized into three modes: interpretive, interpersonal and presentational.

The Two-Way Bilingual 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 receive multiple interdisciplinary experiences to make connections across the content areas. 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 Design (GLAD) strategies to integrate social studies and science standards with language development.

Students in the Two-Way Bilingual Immersion program at Dutcher Middle School will receive social studies curriculum in Spanish. TWBI instruction incorporates 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 (California Department of Education, n.d.-b) with an emphasis on literature, writing and grammar standards at each grade level.

Additionally, the Two-Way Bilingual Immersion program 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. Two-Way Bilingual 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.



Chapter 10: Marketing and Parent Outreach

The Two-Way Bilingual 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 TUSD community at large, including key information about the documented success of TWBI education for all students.

The TUSD's Two-Way Bilingual Immersion Task Force identified outreach, recruitment and marketing opportunities and needs to educate District residents about the school District's TWBI programs.

Informing the Community

The Two-Way Bilingual Immersion program will strive to keep the TWBI 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 TUSD community about their exciting and unique programs.

Administrators and families of the Two-Way Bilingual Immersion program understand the importance that growing awareness and understanding of the TWBI program will attract new students/families, generate both tangible support and goodwill and lay the groundwork for development of other language immersion programs in the District.

TK/Kindergarten Public Relations at the District level

1. Social Media
2. TWBI Video
3. Program Information Nights
4. Signs at all sites advertising the program
5. TK/K enrollment flyers throughout the community (community services/hospital/doctor's office)
6. Advertise on Turlock Direct or mass mailer
7. Informational booths at school district and community events

The program - Site Level

Some of these TWBI community-wide activities may include:

- Transitional Kindergarten/Kindergarten Information Night
- Teacher Meet & Greet
- Multicultural celebrations (Día de Muertos, Día del niño, talent show, carnival, holidays around the world)

- Two-Way Bilingual Immersion program parent meetings
- All notes and messages sent out in English and Spanish
- Bilingual office staff
- Websites updated and displayed in both languages
- Brochures about the program
- Spanish and English other media articles about the TWBI program
- Updated website pages at District and all schools
- In-person and/or letters to TK, preschool, and head start families in the school District (marketing)
- Spanish churches (marketing)
- Parent Square Messages
- Coffee with the Principal
- Yard Signs (recommended for character of the month recipients)
- School Banners
- School tours
- District and school webpage
- Morning Opening Announcements (In-person, virtual and hybrid as feasible)
- Promotional Materials: realtors, sports programs, grocery stores, etc;



Chapter 11: TWBI Professional Training Plan

Throughout the State of California, Dual Language and Two-Way Bilingual Immersion educators engage in state, regional and local trainings and professional development to build upon 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 TWBI classroom teachers, lead teachers and administrators.

Tier One (first two years in the program)

- 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 Academic English Language Development in a TWBI classroom
- Classroom Management
- Conversational management and engagement 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 Academic English Language Development training
- Grouping strategies/cooperative learning
- Curriculum mapping
- Bridging/Transferable Skills

Tier Three (advanced studies)

- Sheltered English instruction methodology
- Advancement Via Individual Determination (AVID) strategies
- Curriculum writing & thematic development
- Standards-based unit planning
- Advanced reading and writing strategies in both languages

It is the expectation of the school district that the TWBI program staff members participate in on-going and focused professional development in an effort to continuously build methodology and pedagogical understanding of their grade level standards, content, and the structures of second language related to their grade levels. The following training structure is designed to keep teachers focused on the specific instructional components that comprise an effective TWBI teacher's teaching toolbox of instructional strategies and methodologies:

- TWBI program components – an overview (new teachers must complete this within their first 2 years)
- Teaching reading and writing in the target language (new teachers must complete within in their first 2 years)
- Classroom and conversational management strategies (new teachers must complete this in their first 2 years)
- Grade level collaboration training
- Curriculum trainings – new adoptions/curriculums (new teachers must complete this in their first 2 years)
- GLAD – Guided Language Acquisition Design (new teachers and seasoned teachers)
- Using data to inform Instruction
- Response to Intervention (RTI)
- Literacy strategies: shared reading, guided reading, phonemic awareness, etc.(new teachers and seasoned teachers)
- Continued English Language Development training
- Curriculum mapping
- Data Management Systems- following academic progress in both languages
- Site visits to immersion schools
- Professional Learning Communities (PLCs)



Table 9: Elementary Two-Way Bilingual Immersion Curriculum

	Spanish Language Arts	ELA	English Language Develoment	Math	Social Studies	Science
TK	**Adopted:** Creative Curriculum & Estrellitas	**Adopted:** Creative Curriculum	**Adopted:** Benchmark ELD	**Adopted:** Creative Curriculum	**Adopted:** Creative Curriculum	**Adopted:** Creative Curriculum
K	**Adopted:** Adelante	**Adopted:** Wonders	**Adopted:** Benchmark ELD	**Adopted:** Eureka Math	**Adopted:** Impacto	**Adopted:** Amplify
1st	**Adopted:** Adelante	**Adopted:** Wonders	**Adopted:** Benchmark ELD	**Adopted:** Eureka Math	**Adopted:** Impacto	**Adopted:** Amplify
2nd	**Adopted:** Adelante	**Adopted:** Wonders	**Adopted:** Benchmark ELD	**Adopted:** Eureka Math	**Adopted:** Impacto	**Adopted:** Amplify
	Spanish Language Arts	**English Language Arts**	**ELD**	**Math**	**Social Studies**	**Science**
3rd	**Adopted:** Adelante	**Adopted:** Wonders	**Adopted:** Benchmark ELD	**Adopted:** Eureka Math	**Adopted:** Impacto	**Adopted:** Amplify
4th	**Adopted:** Adelante	**Adopted:** Wonders	**Adopted:** Benchmark ELD	**Adopted:** Eureka Math	**Adopted:** Impacto	**Adopted:** Amplify
5th	**Adopted:** Adelante	**Adopted:** Wonders	**Adopted:** Benchmark ELD	**Adopted:** Eureka Math	**Adopted:** Impacto	**Adopted:** Amplify

Table 10: Elementary TUSD Two-Way Bilingual Immersion Assessments

Language of Assessment	Grade Level	End of Trimester 1	End of Trimester 2	End of Trimester 3
		FALL	WINTER	SPRING
		Aug. 13-Nov. 8 Report Cards Due November 12th	Nov. 12 - Feb. 28 Report Cards due March 3rd	Mar. 3 - May 30 Report Cards due May 27
Spanish	TK	ESGI SLA Assessment	ESGI SLA Assessment	ESGI SLA Assessment
		ESGI Math Assessment	ESGI Math Assessment	ESGI Math Assessment
Spanish	K	ESGI SLA Assessment	ESGI SLA Assessment	ESGI SLA Assessment
		ESGI Math Assessment	Eureka Math	Eureka Math
		iStation Lectura	iStation Lectura	iStation Lectura
		Writing Assessment	Writing Assessment	Writing Assessment
English		Not Administered	iReady Math	iReady Math
		Not Administered	iReady Reading	iReady Reading
Spanish	1st	Eureka Math	Eureka Math	Eureka Math
		iStation Lectura	iStation Lectura	iStation Lectura
		Writing Assessment	Writing Assessment	Writing Assessment
		iReady Math*	iReady Math*	iReady Math*
English		iReady Math**	iReady Math**	iReady Math**
		iReady Reading	iReady Reading	iReady Reading

*Osborn
** Wakefield

Language of Assessment	Grade Level	End of Trimester 1	End of Trimester 2	End of Trimester 3
		FALL	**WINTER**	**SPRING**
		Aug. 13-Nov. 8 Report Cards Due November 12th	**Nov. 12 - Feb. 28 Report Cards due March 3rd**	**Mar. 3 - May 30 Report Cards due May 27**
Spanish	**2nd**	Eureka Math	Eureka Math	Eureka Math
		iStation Lectura	iStation Lectura	iStation Lectura
		Writing Assessment	Writing Assessment	Writing Assessment
		iReady Math*	iReady Math*	iReady Math*
English		iReady Math**	iReady Math**	iReady Math**
		iReady Reading	iReady Reading	iReady Reading
Spanish	**3rd**	Eureka Math	Eureka Math	Eureka Math
		iStation Lectura	iStation Lectura	iStation Lectura
		iReady Math*	iReady Math*	iReady Math*
		Not Available	**Not Available**	CSA (optional)
		Writing Assessment	Writing Assessment	Writing Assessment
English		iReady Math**	iReady Math**	iReady Math**
		iReady Reading	iReady Reading	iReady Reading
		Not Available	**Not Available**	SBAC

*Osborn
** Wakefield

Spanish	**4th**	Eureka Math	Eureka Math	Eureka Math
		iStation Lectura	iStation Lectura	iStation Lectura
		Not Available	**Not Available**	CSA (option)
		Writing Assessment	Writing Assessment	Writing Assessment
		iReady Math*	iReady Math*	iReady Math*
English		iReady Math**	iReady Math**	iReady Math**
		iReady Reading	iReady Reading	iReady Reading
		Not Available	**Not Available**	SBAC
Language of Assessment	**Grade Level**	**End of Trimester 1**	**End of Trimester 2**	**End of Trimester 3**
		FALL	**WINTER**	**SPRING**
		Aug. 13-Nov. 8 Report Cards Due November 12th	**Nov. 12 - Feb. 28 Report Cards due March 3rd**	**Mar. 3 - May 30 Report Cards due May 27**
Spanish	**5th**	Eureka Math	Eureka Math	Eureka Math
		iStation Lectura	iStation Lectura	iStation Lectura
		Not Available	**Not Available**	CSA (option)
		Writing Assessment	Writing Assessment	Writing Assessment
English		iReady Math	iReady Math	iReady Math
		iReady Reading	iReady Reading	iReady Reading
				SBAC/CAST

*Osborn
** Wakefield

Table 11: Dutcher Middle School TUSD Two-Way Bilingual Immersion Assessments

Language of Assessment	Grade Level	BOY	FALL	WINTER	SPRING
		August 28-September 15	**Aug 13-November 8**	**November 12-Feb 28**	**March 3-May 30**
Spanish	**6th**		STAR Reading	STAR Reading	STAR Reading
			Writing Assessment - Informative	Writing Assessment - Argumentative	Writing Assessment - Narrative
			Not Available	**Not Available**	CSA (optional)
			iReady	iReady	iReady
English			Writing Assessment - Personal Narrative	Writing Assessment - Informative	Writing Assessment - Argumentative
			iReady Math	iReady Math	iReady Math

Table 12: Dutcher Middle School TUSD Two-Way Bilingual Immersion Assessments

Language of Assessment	Grade Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		August 13-October 11	**October 14-December 20**	**January 6-March 14**	**March 17-June 30**
Spanish	**7th**	STAR Reading	STAR Reading	STAR Reading	STAR Reading
		Not Administered	Narrative	Argumentative	Informative
		Not Administered	**Not Administered**	**Not Administered**	CSA (optional)
		iReady	**Not Administered**	iReady	iReady
English		**Not Administered**	Writing Assessment - Narrative	Writing Assessment - Expository	Writing Assessment - Argumentative
		iReady Math	**Not Administered**	iReady Math	iReady Math

Table 13: Dutcher Middle School TUSD Two-Way Bilingual Immersion Assessments

Language of Assessment	Grade Level				
		Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
		August 13-October 11	**October 14-December 20**	**January 6-March 14**	**March 17-June 30**
Spanish	**8th**	STAR Reading	STAR Reading	STAR Reading	STAR Reading
		Not Administered	Writing Assessment - Narrative	Writing Assessment - Argumentative	Writing Assessment - Informative
		Not Administered	**Not Administered**	**Not Administered**	CSA (optional)
		Not Administered	**Not Administered**	**Not Administered**	High School Placement Test
English		iReady	**Not Administered**	iReady	iReady
		Not Administered	Writing Assessment - Narrative	Writing Assessment - Informative	Writing Assessment - Opinion
		iReady Math	**Not Administered**	iReady Math	iReady Math

Appendices

Appendix A	Two-Way Bilingual Immersion Program Parent Commitment Form DMS
Appendix B	Two-Way Bilingual Immersion Program Parent Commitment Form DMS (Spanish)
Appendix C	Two-Way Bilingual Immersion Program Parent Commitment Form Osborn
Appendix D	Two-Way Bilingual Immersion Program Parent Commitment Form Osborn (Spanish)
Appendix E	Two-Way Bilingual Immersion Program Parent Commitment Form Wakefield
Appendix F	Two-Way Bilingual Immersion Program Parent Commitment Form Wakefield (Spanish)



Appendix A: Two-Way Bilingual Immersion Program Parent Commitment Form DMS

Turlock Unified School District

Dutcher Middle School Two-Way Bilingual Immersion Commitment Form

By signing this form I am making a commitment as a parent to the Two-Way Bilingual Immersion Program:

1. I understand that the Two-Way Bilingual Immersion (TWBI) Program at Dutcher Middle School is a 3-year commitment. I have attended at least one of the following to learn about immersion bilingual education:
   - Information Night
   - Parent Information Meeting
2. I understand that this is a dual language enrichment program.
3. I understand that the success of this program is dependent upon continuous enrollment through eighth grade.
4. I understand the Two-Way Bilingual Immersion Program at Dutcher Middle School provides approximately 30% of instruction in Spanish and 70% of instruction in English at sixth, seventh, and eighth-grade levels.
5. It is the expectation that students enrolled in the Two-Way Bilingual Immersion Program will represent the program in a positive manner by adhering to the following:
   - Students will act appropriately at all times and comply with all discipline standards set forth by teachers, the school, and the school district.
   - Students will maintain satisfactory school attendance (95%+) and high efforts on all schoolwork.
6. The teachers and staff of the Two-Way Bilingual Immersion Program are committed to supporting your student in:
   - Mastery of grade-level academic standards and
   - Understanding, speaking, reading, and writing in both English and Spanish at grade level by the end of eighth grade.
7. I understand that if I decide to remove my child from the Two-Way Bilingual Immersion Program, he/she will return to their school of residence pending the availability of space.
8. I understand that if a student does not demonstrate appropriate progress after receiving targeted tiered intervention, a Student Study Team (SST) may determine that the student be exited from the program. The student would return to their school of residence and continue to receive high-quality instruction and continued access of tiered systems of support in English.

I understand that this is a Two-Way Bilingual Immersion Program, and my student's success is dependent upon my ongoing commitment and partnership with the school. By signing this form, I am making a multi-year commitment on behalf of my family to the Two-Way Bilingual Immersion Program at Dutcher Middle School, and failure to abide by program expectations may result in removal from the program.

_____ Student Name	_____ Date
_____ Parent Signature	_____ Date
_____ Two-Way Bilingual Immersion Staff	_____ Date

Thank you for choosing the Two-Way Bilingual Immersion Program for your student! We are here to work together to support your student as he/she develops linguistic, academic, cultural, and global skills that will positively affect your student for the rest of his/her life.

Appendix B: Two-Way Bilingual Immersion Program Parent Commitment Form DMS (Spanish)

TUSD
Turlock Unified School District

Formulario de compromiso de inmersión bilingüe de la escuela secundaria Dutcher

Al firmar este formulario, me comprometo como padre con el programa de inmersión bilingüe bidireccional:

1. Entiendo que el Programa de Inmersión Bilingüe Bidireccional (TWBI) en la escuela secundaria Dutcher es un compromiso de 3 años. He asistido al menos a uno de los siguientes para aprender sobre la educación bilingüe de inmersión:
   - Noche de información
   - Reunión de información para padres
2. Entiendo que este es un programa de enriquecimiento de dos idiomas.
3. Entiendo que el éxito de este programa depende de la inscripción continúa hasta el octavo grado.
4. Entiendo que el Programa de Inmersión Bilingüe Bidireccional de la escuela secundaria Dutcher proporciona aproximadamente el 30% de la instrucción en español y el 70% de la instrucción en inglés en los niveles de sexto, séptimo, y octavo grado.
5. Se espera que los estudiantes matriculados en el Programa de Inmersión Bilingüe Bidireccional representen el programa de manera positiva al cumplir con lo siguiente:
   - Los estudiantes actuarán apropiadamente en todo momento y cumplirán con todos los estándares de disciplina establecidos por los maestros, la escuela y el distrito escolar.
   - Los estudiantes mantendrán una asistencia escolar satisfactoria (95%+) y un gran esfuerzo en todas las tareas escolares.
6. Los maestros y el personal del Programa de Inmersión Bilingüe Bidireccional están comprometidos a apoyar a su estudiante en:
   - Dominio de los estándares académicos del nivel de grado y
   - Comprender, hablar, leer y escribir en inglés y español al nivel de su grado al finalizar el octavo grado.
7. Entiendo que si decido retirar a mi hijo del Programa de Inmersión Bilingüe Bidireccional, él/ella regresará a su escuela de residencia dependiendo de la disponibilidad de espacio.
8. Entiendo que si un estudiante no demuestra un progreso apropiado después de recibir una intervención escalonada específica, un Equipo de Estudio Estudiantil (SST) puede determinar que el estudiante sea retirado del programa. El estudiante regresaría a su escuela de residencia y continuaría recibiendo instrucción de alta calidad y acceso continuo a sistemas escalonados de apoyo en inglés.
9. Entiendo que este es un Programa de Enriquecimiento de Inmersión Bilingüe Bidireccional y que el éxito de mi estudiante depende de mi compromiso y colaboración continuos con la escuela. Al firmar este formulario, asumo un compromiso de varios años en nombre de mi familia con el Programa de Inmersión Bilingüe en la escuela secundaria Dutcher, y el incumplimiento de las expectativas del programa puede resultar en ser eliminado del programa.

_____ Nombre de Estudiante	_____ Fecha
_____ Firma de padre	_____ Fecha
_____ Firma de personal del programa	_____ Fecha

¡Gracias por elegir el Programa de Inmersión Bilingüe Bidireccional para su estudiante! Estamos aquí para trabajar juntos para apoyar a su estudiante a medida que desarrolla habilidades lingüísticas, académicas, culturales y globales que afectarán positivamente a su estudiante por el resto de su vida.

Appendix C:
Two-Way Bilingual Immersion Program Parent Commitment Form Osborn

Turlock Unified School District

Osborn Two-Way Bilingual Immersion Commitment Form

By signing this form I am making a commitment as a parent to the Two-Way Bilingual Immersion Program:

1. I understand that the Two-Way Bilingual Immersion (TWBI) Program at Osborn Two-Way Immersion Academy is a 6-year commitment. I have attended at least one of the following to learn about immersion bilingual education:
   - Information Night
   - Parent Information Meeting
2. I understand that this is a dual language enrichment program.
3. I understand that the success of this program is dependent upon continuous enrollment through eighth grade.
4. I understand the Two-Way Bilingual Immersion Program is a 90/10 Model:
   - 90% of instruction is provided in Spanish at transitional kindergarten, kindergarten, and first-grade (TK and Kindergarten through first-grade students are to see their primary teacher speak Spanish Only)
   - 80% of instruction is provided in Spanish in second grade,
   - 70% of instruction is provided in Spanish in third grade (English literacy (reading & writing) instruction begins formally in third grade)
   - 50% of instruction is provided in Spanish in fourth grade, and (By fifth grade 50% of instruction is provided in Spanish and 50% of instruction is provided in English)
5. It is the expectation that students enrolled in the Two-Way Bilingual Immersion Program will represent the program in a positive manner by adhering to the following:
   - Students will act appropriately at all times and comply with all discipline standards set forth by teachers, the school, and the school district.
   - Students will maintain satisfactory school attendance (95%+) and high efforts on all schoolwork.
6. The teachers and staff of the Two-Way Bilingual Immersion Program are committed to supporting your student in:
   - Mastery of grade-level academic standards and
   - Understanding, speaking, reading, and writing in both English and Spanish at grade level by the end of eighth grade.
7. I understand that if I decide to remove my child from the Two-Way Bilingual Immersion Program, he/she will return to their school of residence pending the availability of space.
8. I understand that if a student does not demonstrate appropriate progress after receiving targeted tiered intervention, a Student Study Team (SST) may determine that the student be exited from the program. The student would return to their school of residence and continue to receive high-quality instruction and continued access of tiered systems of support in English.

I understand that this is a Two-Way Bilingual Immersion Program, and my student's success is dependent upon my ongoing commitment and partnership with the school. By signing this form, I am making a multi-year commitment on behalf of my family to the Two-Way Bilingual Immersion Program at Wakefield Elementary School, and failure to abide by program expectations may result in removal from the program.

_____ Student Name	_____ Date
_____ Parent Signature	_____ Date
_____ Two-Way Bilingual Immersion Staff	_____ Date

Thank you for choosing the Two-Way Bilingual Immersion Program for your student! We are here to work together to support your student as he/she develops linguistic, academic, cultural, and global skills that will positively affect your student for the rest of his/her life.

Appendix D: Two-Way Bilingual Immersion Program Parent Commitment Form Osborn (Spanish)

TUSD
Turlock Unified School District

Formulario de compromiso de inmersión bilingüe de la Academia De Inmersión Osborn

Al firmar este formulario, me comprometo como padre con el programa de inmersión bilingüe bidireccional:

1. Entiendo que el Programa de Inmersión Bilingüe Bidireccional (TWBI) en la Academia de Inmersión Osborn es un compromiso de 6 años. He asistido al menos a uno de los siguientes para aprender sobre la educación bilingüe de inmersión:
   - Noche de información
   - Reunión de información para padres
2. Entiendo que este es un programa de enriquecimiento de dos idiomas.
3. Entiendo que el éxito de este programa depende de la inscripción continúa hasta el octavo grado.
4. Entiendo que el Programa de Inmersión Bilingüe Bidireccional es un Modelo 90/10:
   - El 90% de la instrucción se brinda en español en kindergarten de transición, kindergarten y primer grado. (Los estudiantes de TK y jardín de infantes hasta primer grado deben ver a su maestro de primaria hablar solo en español)
   - El 80% de la instrucción se brinda en español en segundo grado
   - El 70% de la instrucción se brinda en español en tercer grado
     (La instrucción de alfabetización en inglés (lectura y escritura) comienza formalmente en tercer grado)
   - El 50% de la instrucción se brinda en español en cuarto grado
     (Para quinto grado, el 50% de la instrucción se brinda en español y el 50% de la instrucción se brinda en inglés)
5. Se espera que los estudiantes matriculados en el Programa de Inmersión Bilingüe Bidireccional representen el programa de manera positiva al cumplir con lo siguiente:
   - Los estudiantes actuarán apropiadamente en todo momento y cumplirán con todos los estándares de disciplina establecidos por los maestros, la escuela y el distrito escolar.
   - Los estudiantes mantendrán una asistencia escolar satisfactoria (95%+) y un gran esfuerzo en todas las tareas escolares.
6. Los maestros y el personal del Programa de Inmersión Bilingüe Bidireccional están comprometidos a apoyar a su estudiante en:
   - Dominio de los estándares académicos del nivel de grado y
   - Comprender, hablar, leer y escribir en inglés y español al nivel de su grado al finalizar el octavo grado.
7. Entiendo que si decido retirar a mi hijo del Programa de Inmersión Bilingüe Bidireccional, él/ella regresará a su escuela de residencia dependiendo de la disponibilidad de espacio.
8. Entiendo que si un estudiante no demuestra un progreso apropiado después de recibir una intervención escalonada específica, un Equipo de Estudio Estudiantil (SST) puede determinar que el estudiante sea retirado del programa. El estudiante regresaría a su escuela de residencia y continuaría recibiendo instrucción de alta calidad y acceso continuo a sistemas escalonados de apoyo en inglés.
9. Entiendo que este es un Programa de Enriquecimiento de Inmersión Bilingüe Bidireccional y que el éxito de mi estudiante depende de mi compromiso y colaboración continuos con la escuela. Al firmar este formulario, asumo un compromiso de varios años en nombre de mi familia con el Programa de Inmersión Bilingüe en la Academia de Inmersión Osborn, y el incumplimiento de las expectativas del programa puede resultar en ser eliminado del programa.

_____ Nombre de Estudiante	_____ Fecha
_____ Firma de padre	_____ Fecha
_____ Firma de personal del programa	_____ Fecha

¡Gracias por elegir el Programa de Inmersión Bilingüe Bidireccional para su estudiante! Estamos aquí para trabajar juntos para apoyar a su estudiante a medida que desarrolla habilidades lingüísticas, académicas, culturales y globales que afectarán positivamente a su estudiante por el resto de su vida.

Appendix E:
Two-Way Bilingual Immersion Program Parent Commitment Form Wakefield

Turlock Unified School District

Wakefield Elementary Two-Way Bilingual Immersion Commitment Form

By signing this form I am making a commitment as a parent to the Two-Way Bilingual Immersion Program:

1. I understand that the Two-Way Bilingual Immersion (TWBI) Program at Wakefield Elementary School is a 6-year commitment. I have attended at least one of the following to learn about immersion bilingual education:
   - Information Night
   - Parent Information Meeting
2. I understand that this is a dual language enrichment program.
3. I understand that the success of this program is dependent upon continuous enrollment through eighth grade.
4. I understand the Two-Way Bilingual Immersion Program is an 80/20 Model:
   - 80% of instruction is provided in Spanish at transitional kindergarten, kindergarten, and first-grade (TK and Kindergarten through first-grade students are to see their primary teacher speak Spanish Only)
   - 70% of instruction is provided in Spanish at second grade,
   - 60% of instruction is provided in Spanish in third grade (English literacy (reading & writing) instruction begins formally in third grade)
   - 50% of instruction is provided in Spanish in fourth grade, and (By fifth grade 50% of instruction is provided in Spanish and 50% of instruction is provided in English)
5. It is the expectation that students enrolled in the Two-Way Bilingual Immersion Program will represent the program in a positive manner by adhering to the following:
   - Students will act appropriately at all times and comply with all discipline standards set forth by teachers, the school, and the school district.
   - Students will maintain satisfactory school attendance (95%+) and high efforts on all schoolwork.
6. The teachers and staff of the Two-Way Bilingual Immersion Program are committed to supporting your student in:
   - Mastery of grade-level academic standards and
   - Understanding, speaking, reading, and writing in both English and Spanish at grade level by the end of eighth grade.
7. I understand that if I decide to remove my child from the Two-Way Bilingual Immersion Program, he/she will return to their school of residence pending the availability of space.
8. I understand that if a student does not demonstrate appropriate progress after receiving targeted tiered intervention, a Student Study Team (SST) may determine that the student be exited from the program. The student would return to their school of residence and continue to receive high-quality instruction and continued access of tiered systems of support in English.

   I understand that this is a Two-Way Bilingual Immersion Program, and my student's success is dependent upon my ongoing commitment and partnership with the school. By signing this form, I am making a multi-year commitment on behalf of my family to the Two-Way Bilingual Immersion Program at Wakefield Elementary School, and failure to abide by program expectations may result in removal from the program.

_____ Student Name	_____ Date
_____ Parent Signature	_____ Date
_____ Two-Way Bilingual Immersion Staff	_____ Date

Thank you for choosing the Two-Way Bilingual Immersion Program for your student! We are here to work together to support your student as he/she develops linguistic, academic, cultural, and global skills that will positively affect your student for the rest of his/her life.

Appendix F: Two-Way Bilingual Immersion Program Parent Commitment Form Wakefield (Spanish)

Turlock Unified School District

Formulario de compromiso de inmersión bilingüe de la escuela primaria Wakefield

Al firmar este formulario, me comprometo como padre con el programa de inmersión bilingüe bidireccional:

1. Entiendo que el Programa de Inmersión Bilingüe Bidireccional (TWBI) en la escuela primaria Wakefield es un compromiso de 6 años. He asistido al menos a uno de los siguientes para aprender sobre la educación bilingüe de inmersión:
   - Noche de información
   - Reunión de información para padres
2. Entiendo que este es un programa de enriquecimiento de dos idiomas.
3. Entiendo que el éxito de este programa depende de la inscripción continúa hasta el octavo grado.
4. Entiendo que el Programa de Inmersión Bilingüe Bidireccional es un Modelo 80/20:
   - El 80% de la instrucción se brinda en español en kindergarten de transición, kindergarten y primer grado. (Los estudiantes de TK y jardín de infantes hasta primer grado deben ver a su maestro de primaria hablar solo en español)
   - El 70% de la instrucción se brinda en español en segundo grado
   - El 60% de la instrucción se brinda en español en tercer grado
     (La instrucción de alfabetización en inglés (lectura y escritura) comienza formalmente en tercer grado)
   - El 50% de la instrucción se brinda en español en cuarto grado
     (Para quinto grado, el 50% de la instrucción se brinda en español y el 50% de la instrucción se brinda en inglés)
5. Se espera que los estudiantes matriculados en el Programa de Inmersión Bilingüe Bidireccional representen el programa de manera positiva al cumplir con lo siguiente:
   - Los estudiantes actuarán apropiadamente en todo momento y cumplirán con todos los estándares de disciplina establecidos por los maestros, la escuela y el distrito escolar.
   - Los estudiantes mantendrán una asistencia escolar satisfactoria (95%+) y un gran esfuerzo en todas las tareas escolares.
6. Los maestros y el personal del Programa de Inmersión Bilingüe Bidireccional están comprometidos a apoyar a su estudiante en:
   - Dominio de los estándares académicos del nivel de grado y
   - Comprender, hablar, leer y escribir en inglés y español al nivel de su grado al finalizar el octavo grado.
7. Entiendo que si decido retirar a mi hijo del Programa de Inmersión Bilingüe Bidireccional, él/ella regresará a su escuela de residencia dependiendo de la disponibilidad de espacio.
8. Entiendo que si un estudiante no demuestra un progreso apropiado después de recibir una intervención escalonada específica, un Equipo de Estudio Estudiantil (SST) puede determinar que el estudiante sea retirado del programa. El estudiante regresaría a su escuela de residencia y continuaría recibiendo instrucción de alta calidad y acceso continuo a sistemas escalonados de apoyo en inglés.
9. Entiendo que este es un Programa de Enriquecimiento de Inmersión Bilingüe Bidireccional y que el éxito de mi estudiante depende de mi compromiso y colaboración continuos con la escuela. Al firmar este formulario, asumo un compromiso de varios años en nombre de mi familia con el Programa de Inmersión Bilingüe en la escuela primaria Wakefield, y el incumplimiento de las expectativas del programa puede resultar en ser eliminado del programa.

_____ Nombre de Estudiante	_____ Fecha
_____ Firma de padre	_____ Fecha
_____ Firma de personal del programa	_____ Fecha

¡Gracias por elegir el Programa de Inmersión Bilingüe Bidireccional para su estudiante! Estamos aquí para trabajar juntos para apoyar a su estudiante a medida que desarrolla habilidades lingüísticas, académicas, culturales y globales que afectarán positivamente a su estudiante por el resto de su vida.



Turlock Unified School District

In collaboration with the
Association of Two-Way & Dual Language Education - ATDLE

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