Burbank Unified School District

Dual Immersion Master Plan



2024-2027

Written in collaboration with the

Association of Two-Way & Dual Language Education (ATDLE)

Background

The Burbank Unified School District's Dual Immersion Program Master Plan guides the development of the Dual Immersion program. It lays the groundwork for completing the K-12 pathway for the program, which allows students to develop their bilingualism and literacy in two languages beyond the secondary level.

In its core value statements, Burbank Unified School District (BUSD) commits to promoting *"an appreciation of the cultural and human diversity of its community and works to provide educational opportunities enhancing respect and success for all."* This statement is at the forefront of implementing Dual Immersion programming in this district as the District works to utilize multilingualism as the lever to advance student learning and provide viable second language learning opportunities to more students in the BUSD community. BUSD's multi-site Dual Immersion program works to nurture the district's vibrant K-12 learning community in which students from diverse backgrounds will study together to speak, read, and write in Spanish and English, participate in multicultural studies, and explore rich cultural experiences as part of their K-12 schooling experiences.



Acknowledgements

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2016 Committee:

Lead Facilitator
Jennifer Goldenberg, TOSA & Coordinator of EL Services

Principals
Molly Hwang (Walt Disney Elementary)
Liz Costella (William McKinley Elementary)
Deborah Madrigal (John Burroughs High School)

District Administrators
Assistant Superintendent Sharon Cuseo
Assistant Superintendent Tom Kissinger
Director Peter Knapik
Director John Paramo

Elementary Teachers
Jessica Bucher, Maria Esquivel, Dugaldo Gutierrez, Bridget Highfill, Kirsten Jackson, Yvette McAllister, Juliana Sanchez

Secondary Teachers
Carolina Almanzar, Veronica Mirzakhan, Juan Carlos Reyes

Classified Staff
Vilma Kajimoto

Parents
Alicia Cruz, Susan Francisco

Consultant
Rosa G. Molina, Executive Director, ATDLE

2023 Committee:

Lead Facilitator
Jennifer Goldenberg, TOSA & Coordinator of EL Services

Principals
Rebecca Harris (Walt Disney Elementary)
Liz Costella (William McKinley Elementary)
Kenneth Knoop (John Burroughs High School)
Robin Hatch (Dolores Huerta Middle School)

District Administrators
Superintendent John Paramo
Assistant Superintendent Sharon Cuseo
Assistant Superintendent Peter Knapik

Elementary Teachers
Sonia Angulo, Jessica Buchér, Cara Cornejo, Hilde Garcia, Glenda Gonzalez, Dugaldo Gutierrez, Kirsten Jackson, Aurelie Kenfack, Kelly McNutt, Angela Muñoz, Alejandra Monroy, Claudia Rocha, Juliana Sánchez, Deidra Tineo, Judith Toscano

Secondary Teachers
Johanna Aviles, Juan-Carlos Reyes, Joshua Weiss

Classified Staff
Addys Gonzalez

Parents
Christina Cervantes, Dr. Tom Crowther, Daniela Jeffries, Nuria Lundberg, Gabriela Magaña, Heidi Miller, Shauna Millman, Vanessa Waite

From the Superintendent

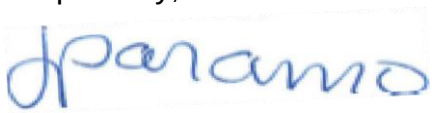
To the Burbank Unified School District and Community:

Burbank USD's goal is for all students to graduate from high school and be ready to attend college and/or enter the workforce as positive contributors to our increasingly interconnected global society. In pursuit of this goal, the Board of Education decided, in February 2013, to initiate a Spanish/English Dual Immersion Program option for Burbank students. The first Spanish-English Dual Immersion program began in kindergarten at Walt Disney Elementary School in August 2013. A kindergarten class was added at McKinley Elementary School the following school year. Each strand grew at their respective elementary schools until they had Kindergarten through fifth grade classes. They then merged at Dolores Huerta Middle School and, in 2022-23, continued on their path at John Burroughs High School to become fully bilingual and bi-literate in English and Spanish.

The District's goal for the program is to ensure that students in the Dual Immersion Program reach academic targets in both languages while developing critical intercultural proficiencies in the languages they are studying. This Dual Immersion Master Plan outlines the K-12 pathway for students in the Program. It will allow our teachers and administrators to continue to grow in their understanding of dual language education at all grade levels.

BUSD welcomes and encourages support from parents and the community at large. As we implement new goals each year for our Dual Immersion program with this Master Plan, the District will continue to work closely with all its stakeholders. We are pleased to provide this opportunity to create exciting educational environments that prepare our students to be leaders in a multilingual, multicultural world. We hold high expectations for these students, who we know will be able to bridge the linguistic and cultural differences in the community. These students will contribute significantly to the future of the community in Burbank, the State of California, and beyond.

Respectfully,



John M. Paramo, Ed.D.
Superintendent

Table of Contents

Background	iii
Acknowledgments	iv
Superintendent's Letter	v
Goals	1
Chapter 1: BUSD Vision and Core Values	9
Chapter 2: Program History and Rationale	13
Chapter 3: Research and the Benefits of a Dual Immersion Education	17
Chapter 4: Program Design	20
Chapter 5: Program Components	23
Dual Immersion Instructional Design K-5	24
Middle and High School Spanish Immersion Pathways (grades 6-12)	25
Assessments and Evaluation of Programs	26
Chapter 6: California State Seal of Biliteracy	29
Biliteracy Program Participation Recognition	29
Biliteracy Attainment Recognition	30
California State Seal of Biliteracy Requirements	31
Chapter 7: Marketing and Outreach	33
Chapter 8: Professional Development	35
Appendix 1: Program Brochure	36
Appendix 2: Grade Level Schedules, K-2	38
Appendix 2: Grade Level Schedules, 3-5	39
Appendix 3: Placement in the DI Program	40
Appendix 4: Glossary	43

Goals

The following goals were created during the 2023-24 school year.

1. English Language Proficiency for English Learners

Goal:
The percentage of English learners (who have been in the Dual Immersion program for at least five years) who reach proficiency (level 4, "Well Developed") on the Summative English Learner Proficiency Assessments for California (ELPAC) will increase by 3% over three years.

Baseline:
As of Spring 2024, 83.3% of ELs in the Dual Immersion program who had been in the program for five or more years reach proficiency (scored 4/Well Developed on the ELPAC) in English.

Description:
The ELPAC has four proficiency levels, the highest of which is 4 or "Well Developed." A score of 4 overall on the Summative ELPAC is necessary for reclassification. The goal for English Learners in the Dual Immersion program is to be reclassified as fluent-English-proficient and fluent in Spanish.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Assess eligible students within 30 days of enrollment using the Initial ELPAC	Initial ELPAC results	30 calendar days from the 1st day of enrollment	ELD Specialists (elementary) ELD Coordinators (secondary) ELD Office Specialists	General Fund & LCAP Supplemental
Notify parents/guardians of their student's results	Initial Program Placement Letter	30 calendar days from the 1st day of enrollment	ELD Specialists (elementary) ELD Coordinators (secondary) ELD Office Specialists	General Fund & LCAP Supplemental
Provide all ELs in Dual Immersion with Academic ELD instruction	Completed ELD Classroom Observation Forms Course/class assignments	Monthly Beginning of each trimester (elementary) or semester (secondary)	Site administrators Counselors (secondary) ELD Specialists & Coordinators Classroom teachers	General Fund & LCAP Supplemental

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Monitor ELs' progress in learning the State English Language Development (ELD) Standards	Summative ELPAC	February 1-May 31 yearly	District administrator in charge of EL Programs Site administrators ELD Specialists & Coordinators District EL TOSA	General Fund & LCAP Supplemental
Provide support for English Learners who are struggling	Record of SSTs School Plans Site Title III Funding Requests	At the end of each trimester (elementary) and at the end of the quarter and semester (secondary)	Site administrators Curriculum specialists (elementary) Counselors (secondary) ELD Specialists & Coordinators Classroom teachers	General Fund & LCAP Supplemental

2. Spanish Language Proficiency for Spanish Learners

Goal:
The percentage of Spanish learners (who have been in the Dual Immersion program for at least five years) scoring in the "Advanced Fluency" range or higher on the Foreign Language Oral Skills Evaluation Matrix (FLOSEM) will increase by 3% over three years. Spanish learner is a student for whom Spanish was not their first/primary language. Most SLs in dual immersion are "English only," based on their home language surveys.

Baseline:
As of Spring 2024, 81% of SLs in the Dual Immersion program who had been in the program for five or more years scored in the "Advanced Fluency" range or higher on the FLOSEM.

Description:
Twice a year (middle and end), teachers score students on a matrix that measures oral language proficiency. Teachers use the matrix, called the Foreign Language Oral Skills Evaluation Matrix, or FLOSEM, to rank students in oral comprehension, fluency, vocabulary, pronunciation, and grammar. The scores range from Level 1 – Pre-Production to Level 6 – Advanced (Native-like speaker). Training and calibration are needed for new dual immersion program teachers to learn how to utilize the tool and score their students' oral language production.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Provide Spanish language instruction according to the Dual Immersion Master Plan percentages	Teachers' class schedules Course/class assignments Classroom observations	Within the first week of the school year through to the last week of the school year	Site administrators Classroom teachers	General Fund LCAP Supplemental
Provide professional development for DI teachers to calibrate the administration of the FLOSEM (or any successor test)	Agendas Attendance sheets	One training to be offered in the fall semester	District EL TOSA Classroom teachers	General Fund LCAP Supplemental
Provide time for collaboration and curriculum development for the DI teachers	Agendas Attendance sheets Unit plans	One meeting for collaboration to be offered per semester	Site administrators District EL TOSA Classroom teachers	General Fund LCAP Supplemental Title III EL

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Monitor SLs' progress in developing oral fluency twice per school year	FLOSEM Scores	Administered in the middle of the school year (December) and at the end (May)	Site administrators Classroom teachers	General Fund LCAP Supplemental
Provide support and intervention for Spanish Learners who are struggling	Record of SSTs School RtI plans /schedules	at the end of each trimester	Site administrators Curriculum specialists (elementary) Classroom teachers	General Fund LCAP Supplemental

3. Biliteracy in English and Spanish

Goal:
The percentage of Dual Immersion students meeting the Biliteracy Attainment Recognition Award criteria at the end of 8th grade will increase by 3% over three years.

Baseline:
86.4% of Dual Immersion students met the Biliteracy Attainment Recognition Award criteria in May 2024.

Description:
The Middle School Biliteracy Attainment Recognition certifies attainment of a *developing level of proficiency* by the end of middle school in one or more languages in addition to English and that the student meets all of the award criteria in English and Spanish.

For English, students can demonstrate proficiency in one of three ways:

- Passing the CAASPP for English language arts, or any successor test, administered in grade eight, at or above the "standard nearly met" achievement level OR
- Completing all English language arts requirements for grade eight with an overall grade point average of 2.0 or above in those classes OR
- Attaining the level of English proficiency on the ELPAC (overall score of 4/Well Developed) in middle school. Or attain a score that demonstrates an increase of one level or more from the score earned during the previous year on the ELPAC in middle school.

For Spanish, students can demonstrate proficiency in one way:

- Passing a district-approved assessment that measures reading, writing, listening, and speaking proficiency.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Provide release time for 5th grade and middle school DI teachers to attend matriculation meetings, where the 5th grade teachers share about each student's areas of strength and growth	Agendas Attendance sheets Student data lists	April of each school year	Site administrators Classroom teachers District TOSA ELD	General Fund LCAP Supplemental
Provide Spanish language instruction in middle school as an elective focusing on the World Language Standards	Master Schedule	Beginning of each school year	Site administrators	General Fund

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Provide one content area class taught in Spanish in middle school, focusing on the content standards and literacy	Master Schedule	Beginning of each school year	Site administrators	General Fund
Provide English as a content area class, addressing the ELA Standards	Master Schedule	Beginning of each school year	Site administrators	General Fund
Provide Designated ELD to English learners in DI, focusing on the ELD state standards	Master Schedul e	Beginning of each school year	Site administrators	General Fund
Ensure that all language classes offer students opportunities to listen, speak, read, and write in the target language	Classroom observation notes	Once per semester	Site administrators	General Fund
Provide support and intervention for students who are struggling	Record of SSTs Records of support in Aeries Schedules (e.g., tutoring)	At the end of each grading period	Site administrators Counselors (secondary) Classroom teachers	General Fund LCAP Supplemental

4. Seal of Biliteracy

Goal: 100% of students who participated in the Dual Immersion program in high school will meet the criteria for the California State Seal of Biliteracy.

Baseline:

Not available. The inaugural cohort is in 10th grade in 2023-24. Those students who participate in the dual immersion in 10th grade are all enrolled in either A.P. Spanish Language and Culture or A.P. Spanish Literature and Culture.

Description:

The California State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript and recognizes high school graduates who have achieved a high level of proficiency in one or more language(s) in addition to English. Students must demonstrate proficiency through coursework completion with an overall grade point average (GPA) of 3.0 in English and Spanish classes or by exam.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Offer Spanish for Spanish Speakers Level 1 for 7th grade students in the dual immersion program. The class will count as the 1st year of the four-year high school course of study	Master Schedule	Beginning of each school year	Site administrators	General Fund
Offer Spanish for Spanish Speakers Level 2 for 8th grade students in the dual immersion program. The class will count as the 2nd year of the four-year high school course of study	Master Schedule	Beginning of each school year	Site administrators	General Fund
Assess and place incoming 9th graders into the Spanish class that best matches their proficiency level. The assessment measures oral language and writing	Spanish Language Performance Assessment Rubric	In Feb or March of the spring semester	Site administrators AP Spanish Language teacher from JBHS District EL TOSA	General Fund

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Depending on placement results, offer Advanced Placement Spanish Language and Culture or Spanish 3 to 9th grade students in the dual immersion program	Master Schedule	Beginning of each school year	Site administrators	General Fund
Offer Advanced Placement Spanish Language and Culture or Advanced Placement Spanish Literature and Culture 3 to 10th grade students in the dual immersion program, depending on successful completion of pre-requisite course(s)	Master Schedule	Beginning of each school year	Site administrators	General Fund
Offer dual enrollment in Spanish courses from Los Angeles Valley College	Credits earned from LAVC toward high school graduation	Beginning of each school year	Site administrators	General Fund

Chapter 1: Vision & Core Values

Core Values Statement

Adopted June 20, 2019

WE HOLD HIGH EXPECTATIONS AND STANDARDS FOR THE ACADEMIC AND SOCIAL DEVELOPMENT OF ALL STUDENTS AND THE PERFORMANCE OF ADULTS.

WE GIVE STUDENTS THE OPPORTUNITY TO ACHIEVE SUCCESS IN THEIR CHOSEN ENDEAVORS AND TO CREATE A DESIRE TO BE LIFELONG LEARNERS.

INCREASING STUDENTS' PROFICIENCY WILL IMPROVE THEIR QUALITY OF LIVING FOR A LIFETIME.

- All students will learn and achieve. Each student at every level:

  …will demonstrate respect for self, others, and the community.
  ...will encounter a rigorous and engaging curriculum.
  ...will experience a variety of instructional strategies.
  ...will build high self-esteem through success in personal achievement.
  ...will have opportunities to engage in enriching extra- and co-curricular activities.

- Family involvement dramatically enhances the success of children in school.
- Highly skilled and effective teaching, positive personal attitudes, and relationships are essential to a successful classroom learning experience.
- The entire community and its organizations and agencies play a vital role in students' success in school. The schools, parents, and community must provide a social environment that enhances each student's ability to achieve high academic success and physical and emotional well-being. Collaboration and maximizing time, money, and human resources are essential to promoting shared responsibility for the health and welfare of all students.
- Our District recruits, hires, and retains highly qualified, talented, and productive staff members. All employees will uphold the highest ethical standards and function on a values foundation of a strong Work Ethic, Integrity, Accountability, Honesty/Openness, Caring, Respect, Fairness, Citizenship, Passion, and Enthusiasm.
- Our District recognizes and appreciates the cultural and human diversity of our students, staff, and families. This diversity offers educational opportunities, enhancing respect and success for all.
- Analysis of the District budget and programs guides the priorities to preserve District solvency.

Burbank USD also believes, and research validates, that Dual Immersion programs are consistent with these beliefs and will help us achieve our goals for Burbank Unified School District students. We believe that the Dual Immersion programs in BUSD will:

- Promote high academic achievement of all students and close the achievement gap.
- Achieve advanced levels of bilingualism and biliteracy for participating students
- Increase culturally responsive teaching throughout the school community
- Foster and promote cultural diversity and respect among students and their families
- Promote a bridge of understanding between families and students throughout the school community by sharing language and culture/s.

Burbank USD further defined and outlined the following goals to help promote these core values and teach them in the work of each of its employees:

1. **Students will be career/college ready via high-quality instruction**

   1.1 Continue to promote a culture of academic success and implement proactive interventions to decrease the number of D and F grades in secondary schools and the number of 1 and 2 grades in elementary schools.

   1.2 Increase the number of high school students who have completed a-g requirements for college eligibility.

   1.3 Increase student opportunities for achievement and success in Career Technical Education (CTE) classes and programs; increase the number of dual enrollment classes with our community college partners; and expand and strengthen career pathways that lead to work and/or continuing education.

   1.4 Expand distance learning opportunities (Independent Learning Academy (ILA) for grades 9- 12.

   1.5 Increase the percentage of English learner (EL) students reclassified as proficient in English and continue to monitor students' progress in all academic areas.

   1.6 Review and prioritize strategies within all Master Plans and report to the Board.

   1.7 Develop interventions and supports for students impacted by COVID.

   1.8 Form a committee to develop a plan to provide students with up to two years of community college and/or apprenticeship experience before they graduate, with a goal of implementation by 2025-2026.

   1.9 Review and analyze current Special Education programs to identify and implement further support for our SPED classrooms and programs. This will ensure our students with IEPs receive the education they need to be career/college-ready.

The Dual Immersion Program supports this goal by:

- Having an opportunity for English Language Learners (EL) to develop further proficiency in their first language of Spanish.
- Providing students, the opportunity to learn a second language while respecting their home language.
- Increasing intellectual flexibility through second-language learning translates into higher achievement in all subject areas *(Genesee and Lindholm-Leary, 2009).*
- Presenting opportunities for native Spanish speakers to develop literacy skills in their home language while simultaneously acquiring English.
- Presenting opportunities for native English speakers to develop near-native fluency in a second language while continuing to create high English achievement levels.
- Implementing the State Standards in Spanish and English.
- Presenting an academically challenging curriculum that integrates higher-order thinking, creativity, and communication (in Spanish and English).
- Helping to close the achievement gap between English Learners and their English-only counterparts by providing maximum access to the curriculum and the opportunity to develop literacy and academic skills in two languages in an instructional setting that values both languages and cultures *(Genesee and Lindholm-Leary, 2009).*
- Organizing and providing educational opportunities for students in Spanish and English that promote critical developmental assets such as positive identity, social competency, commitment to learning, and empowerment.
- Creating leadership opportunities that foster personal development and pride.
- Establishing and maintaining high expectations for achievement for all students.
- Instituting the Pathway to the Seal of Biliteracy for the students in grades 5 and 8 to keep the students focused on the attainment of the Seal when they enter high school and receive the actual Seal of Biliteracy on their HS Diplomas
- Ensuring that students from the program enter high school at the most advanced levels of second language study possible

2. Students and Staff will be physically, emotionally, and mentally healthy

2.1 Increase mental health resources via a trauma-informed approach (using COVID Stimulus funding) and work with students to communicate resources to increase the percentage of students who report via a survey “my school provides resources for supporting students’ mental health.”

2.2 Continue implementing Positive Behavior Intervention and Supports (PBIS) and other interventions to maintain or decrease absenteeism and suspension rates on the California Dashboard.

2.3 Develop an outreach plan for constituency groups: students and staff.

The Dual Immersion Program supports this by:

- Providing professional development and collaboration for dual immersion teachers and support staff to plan, develop, and implement high-quality instruction in English and Spanish.
- Assisting students in developing positive attitudes toward other languages and cultures and providing opportunities for students to demonstrate their ability to appreciate the traditions and values of various cultures in our society and worldwide.
- Valuing and promoting cross-cultural understanding.
- Supporting English learners by promoting a more positive self-concept, which will make students more likely to remain in school and attend college *(Thomas and Collier, 2002).*
- Providing a safe, caring, and equitable environment for all students.
- Designating quality teacher collaboration time to plan the program as it develops K-12.
- Structuring student interventions that will not remove the students from core instruction in either language in a focused effort to move the students to grade-level proficiency in both languages.

3. Recruit and retain highly qualified employees

3.1 Develop a plan with the Employee Resource Group (ERG) to recruit, hire, and retain highly qualified, talented, and diverse employees, and review the plan with community members.

3.2 Implement professional development focused on Diversity, Equity, and Inclusion.

The Dual Immersion Program supports this by:

- Providing professional development and collaboration for dual immersion teachers and support staff to plan, develop, and implement high-quality instruction in English and Spanish.
- Designating quality teacher collaboration time to plan the program as it develops K-12



Chapter 2: Program History & Rationale

During the 2011-12 school year, the Burbank Unified School District Board of Education approved the proposed development and implementation of the Dual Immersion Program. Burbank parents and community members had asked the district to provide a dual language for several years. BUSD families wanted their children to attend schools in their neighborhoods/districts. Still, they had to seek inter-district permits to participate in dual immersion or bilingual programs in neighboring districts because BUSD had yet to develop a program. District staff spoke with and toured schools in other districts implementing dual immersion programs in Spanish and English to better prepare for BUSD's inaugural class in fall 2013.

The first Dual Immersion kindergarten class was established at Walt Disney Elementary, and a second Dual Immersion kindergarten class opened the following year at William McKinley Elementary. The first class began with 29 students. The following year, with the addition of the kinder class at McKinley, enrollment continued to be robust, with 28 students in each kinder class. Currently, the Dual Immersion program at each elementary school has approximately 280 students in grades K-5. There are 40-50 students per grade level between the two schools.

Dolores Huerta Middle School is the feeder middle school for the Dual Immersion program, and John Burroughs High School is the feeder high school for the high school program. In the 2023-24 school year, there were 130 students in grades 6-10 at the two secondary schools.

The Dual Immersion program at BUSD is a "choice" program, meaning students who meet the BUSD enrollment criteria may apply to participate. Families must follow the district's lottery process for enrollment.

Rationale for the Implementation of Dual Immersion Program

Burbank Unified School District (BUSD) engaged in the implementation of the Dual Immersion program to improve student performance for English Learners and English-dominant students and to offer students a unique opportunity to formally study two languages over their K- 12 schooling experience. Over the past six years, BUSD has experienced a significant demographic shift. As of 2016, 40% of English Learners in BUSD spoke Spanish as their primary or home language, 37% spoke Armenian, and other languages made up a much smaller percentage in the district. In 2022, only 26% spoke Spanish, while 53% spoke Armenian. The data point that has not changed is where students are born: 89% of the English Learner students entering BUSD with a language other than English are born in the United States, which indicates that a high percentage of Spanish-speaking students entering school in BUSD have some knowledge of the English language. (Tables1-3)

The District seeks to build on the cultural and linguistic capital that students bring to the school community by promoting second language acquisitions for all students in the program. Students participating in a DI program are more likely to pay attention in a learning situation and have reduced levels of anxiety, loneliness, and poor self-esteem (Bensen, 2013). They can also demonstrate higher levels of cognitive flexibility or the ability to change responses based on environment and circumstances (Lynch, 2014). This includes brain activity and flexibility correlating with mathematics, problem-solving, logic, and memory (Bensen, 2013). Thus, providing the Dual Immersion program option creates an invaluable opportunity for students, resulting in higher academic achievement, cognitive development, bilingualism, and biliteracy.

Table 1: Demographic Trends in Burbank USD

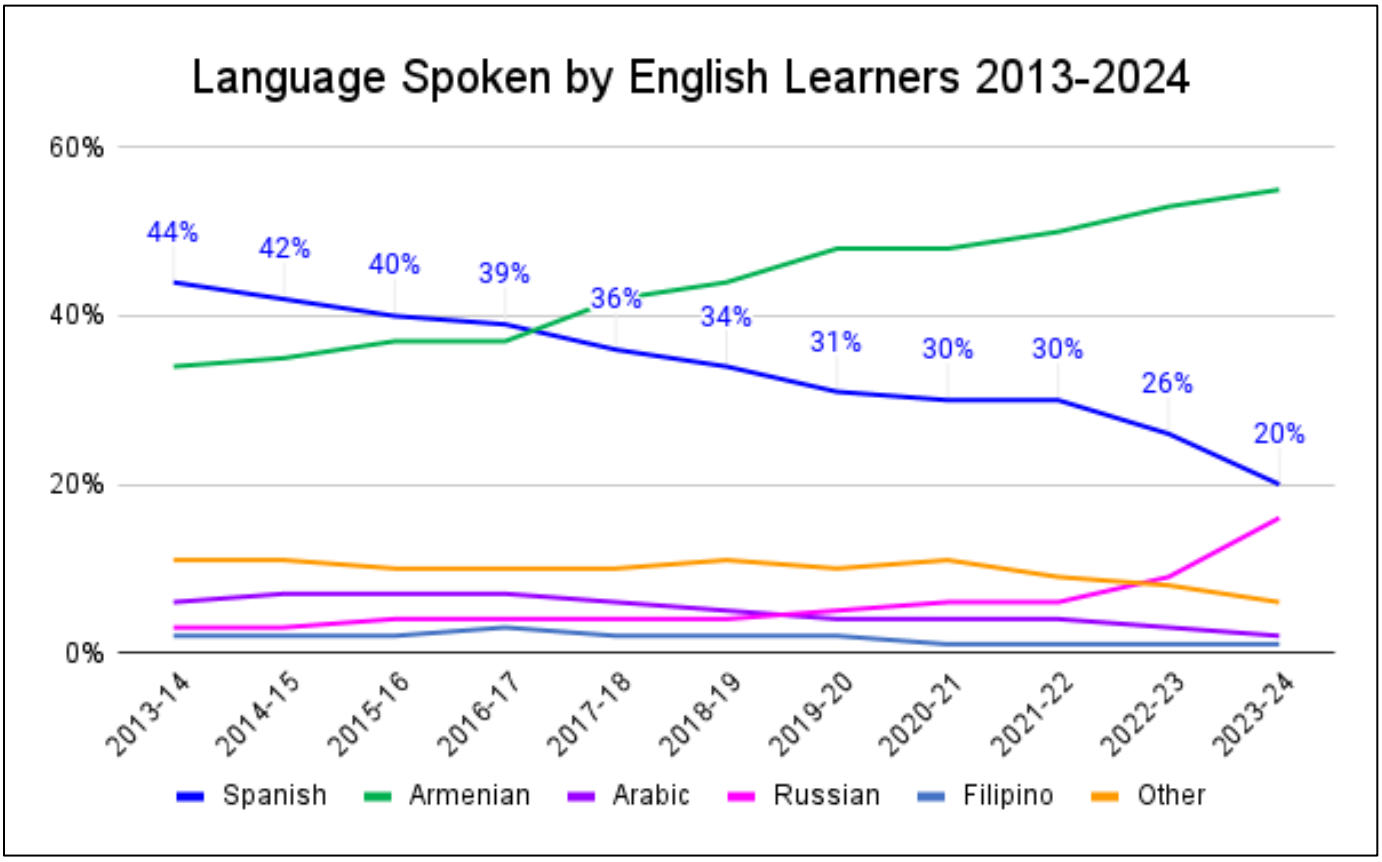


Table 2: Languages spoken by English Learners in BUSD 2023-24

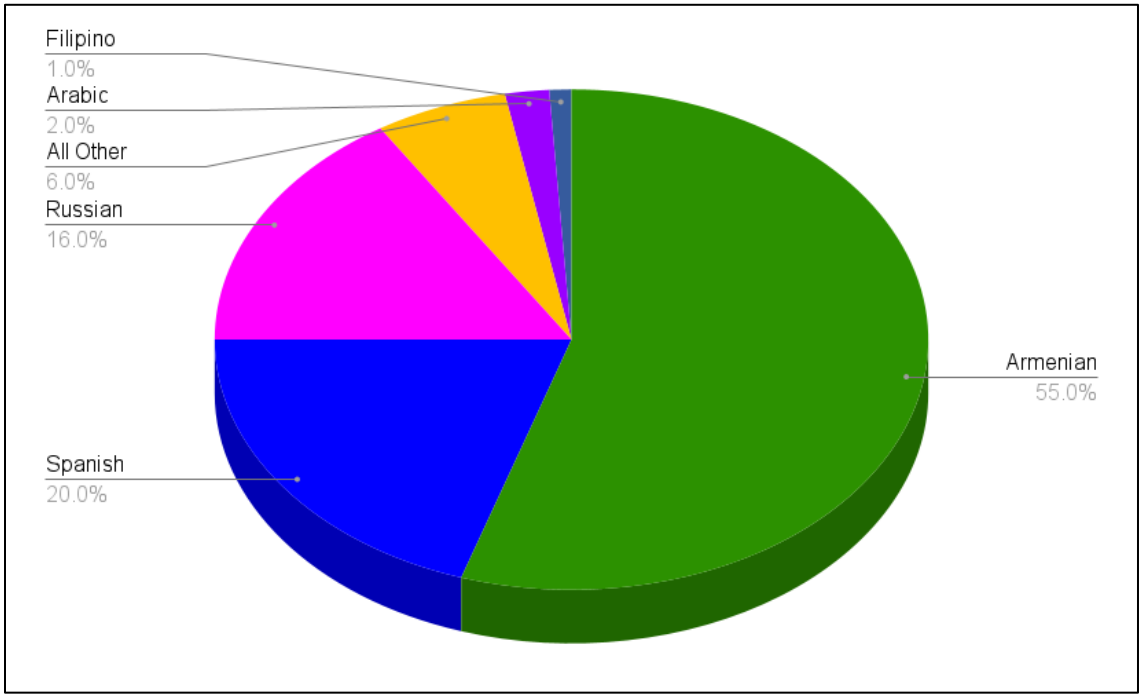


Table 3: Language Proficiency of Native Spanish Speakers When Entering Kindergarten

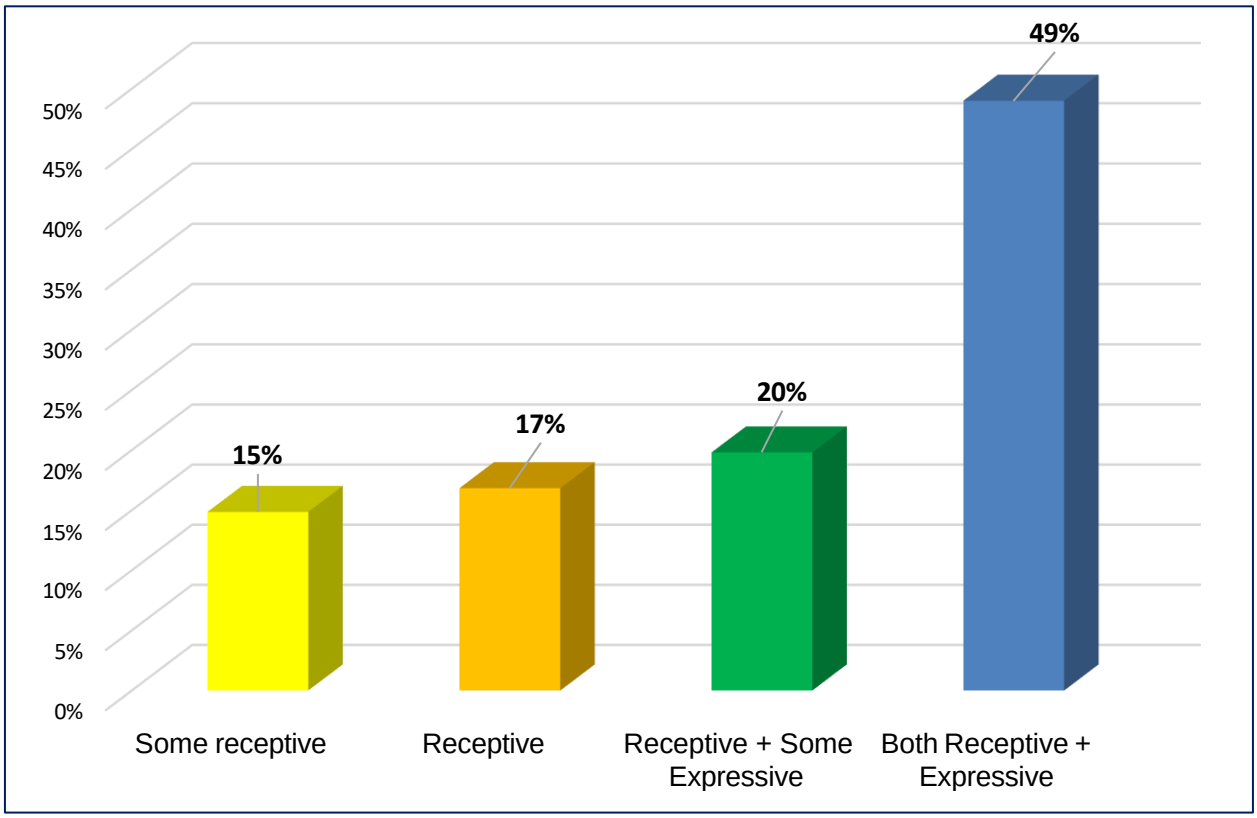
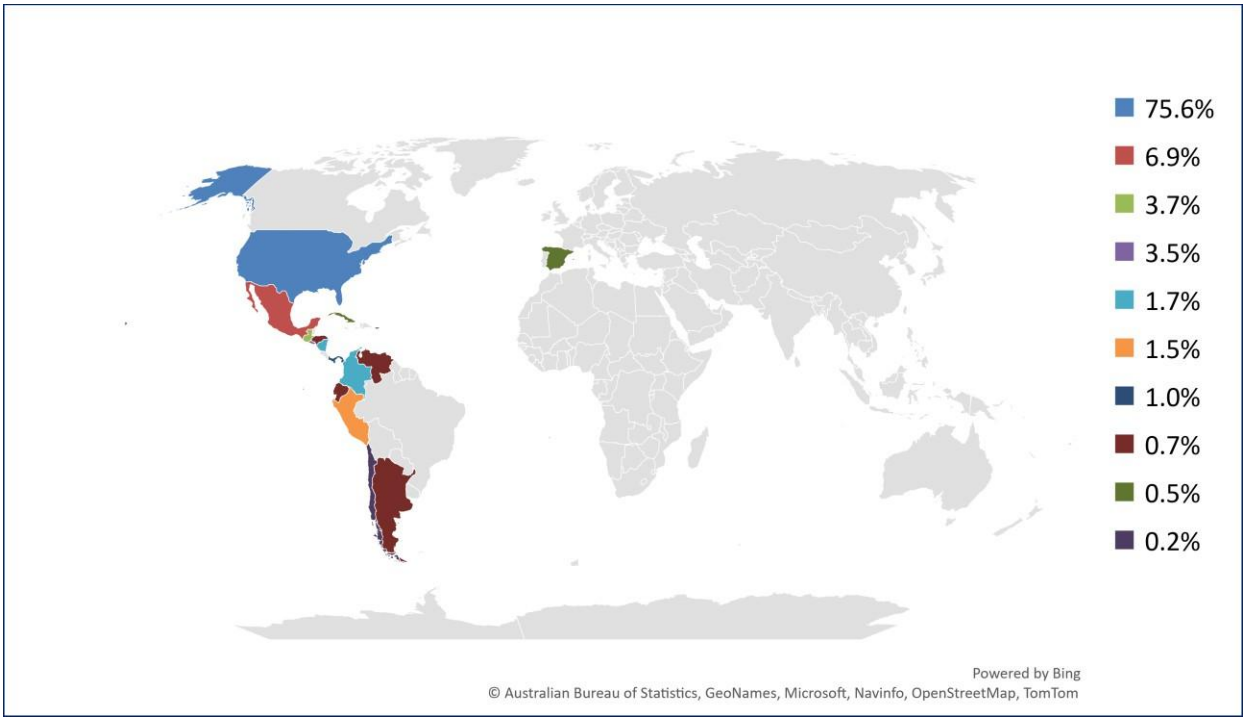


Table 4: Birth Countries of English Learners (Spanish) in BUSD





Chapter 3: Research and the Benefits of a Dual Immersion Education

Benefits of DI Programs

The Dual Immersion program, referred to in the research as the two-way bilingual immersion program, is designed to maximize the benefits of second language learning for student participants. It is 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*.

Four different Dual Language program designs are additive bilingual programs: (1) Heritage Language, (2) Developmental, (3) Two-Way Dual Language Immersion, and (4) One-Way Immersion Programs. The district follows the principles of **Two-Way Dual Language Immersion** to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages in their K-12 development.

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 not only increases intellectual flexibility but also translates into higher achievement in all subject areas. The longer the student is exposed to the second language, the more significant the cognitive advantages are for the student, which is truly impressive (Genesee and Lindholm-Leary, 2009).

Knowledge of more than one language enables people to **communicate in various cultures and settings**. A heightened multicultural awareness and communication skills foster intergroup contact and appreciation (Cummins, 1986; Ager, 2005).

Second language course content naturally explores social studies, math, science, and the arts, **facilitating interdisciplinary perspectives and cross-cultural understanding. This holistic approach fosters a deep appreciation for different cultures and enhances communication skills** (ACTFL 2006).

Proficiency in other languages enables learners to gain direct **access to additional sources of knowledge and to understand 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 than in mainstream English. 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

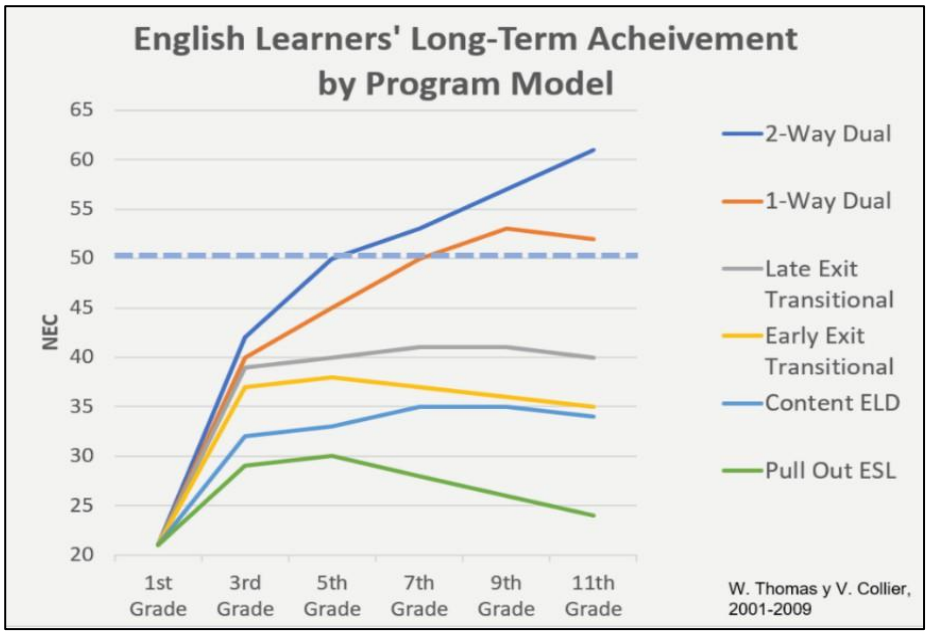
Instructional setting that values languages and cultures (Genesee and Lindholm-Leary, 2009).

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

Benefits for Native Spanish Speakers

Research indicates that English Learners have a higher rate of success in Dual Immersion Education vs. an English-only mainstream program because students have maximum access to the curriculum. The following research studies indicate:

- Students in Dual Immersion programs also have a unique opportunity to develop literacy and academic skills in 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 are reclassified to fluent status and can fully participate in college-bound schedules and courses and develop a college-going mindset (Lindholm-Leary, Promise Initiative, 2012).
- Native Spanish speakers stay connected with their families by developing their mother tongue and learning English in school (Hernandez, Lindholm-Leary, 2009).



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.

RESEARCH ON DL/I EDUCATION

Notable research studies have examined the impact of DL/I education on student achievement and provide evidence of the benefits for students across all demographics (Figure 2).

Bilingual students are less likely to drop out of high school, more likely to go to college, have fewer behavior problems at school, and obtain higher paying jobs than their peers who were not in a DL/I program (Gándara and Escamilla, 2017).

Students in DL/I programs outperform their monolingual peers in reading, writing, math, and science (Alanís and Rodríguez, 2008; Cobb et al., 2006; Marian et al., 2013; Umansky and Reardon, 2014).

Students who remain in elementary K-5 DL/I programs outperform students in conventional programs, both in English Language Arts and in general English proficiency (Umansky and Reardon, 2014).

Students perform as well as or better than their monolingual peers on other academic content assessments (Collier and Thomas, 2012).

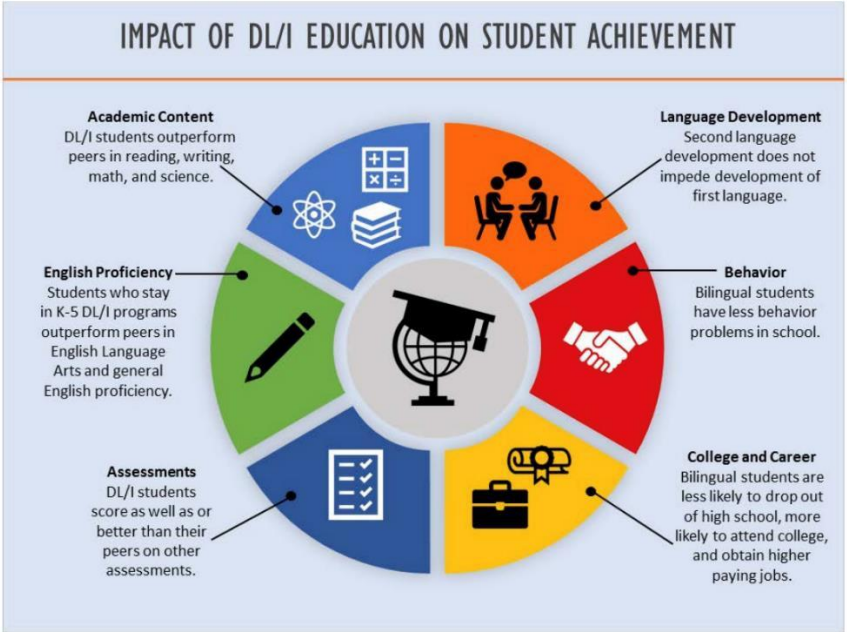


Figure 2. Impact of DL/I education on student achievement. See above for references.

Students' development of a second language does not impede first language development (Alanís and Rodríguez, 2008).

Chapter 4: Program Design

The Dual Language Immersion program is a program of choice that serves both English and Spanish learners. This program is open to students of different backgrounds and abilities from the Burbank USD school community.

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

- The target language (Spanish) is used for a significant portion of the student's instructional day (90% in kindergarten, 80% in 1st and 2nd grade, etc.)
- The program involves periods of instruction during which only one language is used, *i.e.,* no translation or language mixing by classroom teachers
- Approximately equal numbers of native Spanish Speakers (NSS) and native English Speakers (NES) are enrolled
- The students are integrated for most or all instruction
- Students start second language learning during their kindergarten year
- The K-8 DI program sequence continues through middle school into high school
- Students continue to study advanced coursework at the high school level
- Teachers provide instruction based on additive bilingualism and language separation 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 school fosters home-school collaboration
- The District has a plan to attract and retain high-quality program personnel that can deliver the academic and linguistic program



Guiding Principles for Dual Language Programs from the Center for Applied Linguistics

The following principles from the Center for Applied Linguistics guide the implementation of successful Dual Immersion (DI) programs throughout the United States. The success of BUSD's DI 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. It is consistent with federal, state, and District requirements. Clear structures, policies, and processes align with the program's 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. **Curriculum and Instruction**
   The program has a K-12 plan for selecting, developing, and implementing standards-based, articulated curriculum and student-centered instruction 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 the grade-level knowledge and the language capabilities to teach content and language.
5. **Leadership, Support, and Resources**
   The program cultivates knowledgeable and influential 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.

Language Standards

The Dual Immersion Program is aligned with California State Standards and the World Language Standards, as established by the American Council on the Teaching of Foreign Languages (ACTFL). The California World Language Standards and the ACTFL Foreign Language Standards focus on the five areas of learning languages:

1. **Communication**
   Gain proficiency to communicate in languages other than English
2. **Cultures**
   Gain knowledge and understanding of other cultures
3. **Connections/Content**
   Connect with other disciplines and acquire information
4. **Comparisons/ Structures**
   Develop insight into the nature of language and culture starting in early elementary that can lead to intermediate, pre-advanced, or advanced proficiency levels by the end of high school. In contrast, if a new language is started in high school, students will only typically reach elementary proficiency
5. **Communities and Settings**
   Engage and participate in multilingual communities at home and around the world

Program Sequence for Dual Immersion Programs in Burbank USD

Starting early and studying in a second language prepares students to become highly proficient by the end of high school.

- The DI Program accepts students into the program in kindergarten through the first semester if they are Native English speaking (NES) to give students ample opportunity to study the second language within their K-8 experience.
- Native Spanish-speaking (NSS) students identified on the Home Language Survey and through language assessments are also accepted in kindergarten.
- Students who enroll from a Spanish-speaking country or another dual immersion program may enter at a later grade.

The over-arching goal of the K-8 Dual Immersion 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 through 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. To enter a grammar-based instructional model, DI program students enter high school with a command of vocabulary (listening and speaking) and literacy (reading and writing)**.** Their placement into Spanish classes in high school allows them to fine-tune their reading and writing skills, prepares them to pass the Advanced Placement (AP) tests, and therefore receive college credit for their years of study.

Chapter 5: Program Components

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

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

In this program, native English and Spanish speakers learn the curriculum in their first or second language, depending on the grade level and subject area. Because many students are learning content in a language they need to know to speak (Spanish), techniques that make instruction more comprehensible are necessary. Teachers in the Spanish Immersion Program use a variety of strategies to 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 practice
- Thematic units of study which develop a concept in depth over time
- Varied peer interactions and cooperative learning activities
- Presentation, followed by a discussion, an experiment, or a field trip
- SDAIE strategies: increased wait time, negotiation of meaning, sensory activities, varied grouping with native speakers, building on students' prior knowledge, supporting students' culture, and incorporating it into the units of study
- Project GLAD model
- 100% of the students respond 100% of the time: choral responses, individual responses, group responses, etc.

The Dual Language Immersion program schedules include specific components at each grade level. Schedules for each grade level are in Appendix 2.

Dual Immersion Instructional Design K-5

The following table describes the percentage and minute breakdown by grade level for Spanish and English. Please note that the percentage of English includes both Academic English Language Development (AELD) and English Language Development (ELD). The actual time of AELD/ELA is in bold. The schedule may be modified if the specialists are provided/taught by Spanish-speaking staff.

Elementary Dual Immersion Program				
Grade Level	**Time**	**Academic Spanish**	**Time**	**Academic English**
Kindergarten	90%	Spanish Language Arts Mathematics Social Studies/ Science Specials	10%	**Academic English Language Development**
First	80%	Spanish Language Arts Mathematics Social Studies/ Science	20%	**Academic English Language Development** Specials
Second	80%	Spanish Language Arts Mathematics Social Studies/ Science	20%	**Academic English Language Development** Specials
Third	70%	Spanish Language Arts Mathematics Social Studies/ Science	30%	English Language Arts/ELD Mathematics Social Studies/Science Specials
Fourth	60%	Spanish Language Arts Mathematics Social Studies/ Science	40%	English Language Arts/ELD Mathematics Social Studies/Science Specials
Fifth	50%	Spanish Language Arts Mathematics Social Studies/ Science	50%	English Language Arts/ELD Mathematics Social Studies/Science Specials

Green = Spanish
Red = English

At the end of 5th grade, the elementary teachers will work collaboratively with the middle school Spanish language and content area (taught in Spanish) teacher to review the following:

- Interim assessment data in reading/language arts
- Students who have needed interventions and what the interventions were
- Students who have needed differentiated materials—what they are and what levels (e.g., leveled readers, additional materials for reteaching or for providing challenges)
- Anything else the elementary teachers would like to share with the middle school to make the transition to 6th grade go as smoothly as possible

Middle and High School Spanish Immersion Pathways (grades 6-12)

Students from the Dual Immersion program advance into middle school and continue taking a minimum of one course taught in Spanish to continue in the program. Parents are informed of this upon their children's initial enrollment in kindergarten. School staff will encourage and promote the completion of the program pathway through the eighth grade so that students can meet the goals set out by the Dual Immersion program.

Middle school's Spanish Language Arts courses begin with *6th grade Spanish for Dual Immersion*. The scope and sequence of the course include thematic units centered around core novels, with lessons building on the grammar and vocabulary students learned in elementary school. In 7th and 8th grade, elements from high school equivalent Spanish language courses called Spanish for Spanish Speakers 1 (7th grade) and Spanish for Spanish Speakers 2 (8th grade) are incorporated into the curriculum. The course sequences offered are as follows:

Middle School Option 1: Two Classes Taught in Spanish			
	6th Grade	**7th Grade**	**8th Grade**
Elective	Spanish for Dual Immersion	Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 2
Content Area	Spanish Social Science 6 (DI)	Spanish Social Science 7 (DI)	Spanish Social Science 8 (DI)
Middle School Option 2: One Content Area Class Taught in Spanish*			
	6th Grade	**7th Grade**	**8th Grade**
Elective	English Elective/Wheel	English Elective	English Elective
Content Area	Spanish Social Science 6 (DI)	Spanish Social Science 7 (DI)	Spanish Social Science 8 (DI)

Middle School Option 3: One Language Arts (Elective) Class Taught in Spanish			
	6th Grade	7th Grade	8th Grade
Elective	Spanish for Dual Immersion	Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 2
Content Area	Social Science 6	Social Studies 7	Social Studies 8

**Depending on teacher credentialing, social science or science can be the content area where instruction is in Spanish.*
*** Mathematics could also be taught in Spanish if the school can hire a credentialed teacher with the appropriate credentials and language capabilities to teach math at the three levels.*

Students will take an end-of-course placement test at the end of 8th grade to be appropriately placed at the high school level. The middle school eighth grade Dual Immersion program team will 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 team is expected to work collaboratively to decide on the student's placement at advanced Spanish levels at the secondary level.

In high school, students can follow one of the following pathways:

High School Option 1			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Spanish 3 **or** Spanish for Spanish Speakers 2	AP Spanish Language	AP Spanish Literature	Community College course (dual enrollment)
High School Option 2			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
AP Spanish Language	AP Spanish Literature	Community College course (dual enrollment) OR 3rd Foreign Lang. Yr. 1	Community College course (dual enrollment) OR 3rd Foreign Lang. Yr. 2

Assessments & Evaluation of Programs

Ensuring students meet academic and linguistic targets in both languages is at this work's forefront. Teachers need to use assessments tied directly to their instruction to inform their practice and monitor their students as they progress through the grade levels. Parents want to know how their children progress in English and second language programs. The table below describes the different assessments used to

measure the student's progress. These assessments may be streamlined as the program grows into the middle school years, with particular attention to not over-testing the students.

Burbank USD Dual Immersion Assessment Matrix - Elementary

Assessment Name	Kinder	1st	2nd	3rd	4th	5th
Star Reading in Spanish (reading comprehension & vocabulary)	MOY EOY	Beginning of the Year (BOY) End of the Year (EOY)				
Foreign Language Oral Skills Evaluation Matrix (FLOSEM) in Spanish	Middle of the Year (MOY) End of the Year (EOY)					
iReady Math Diagnostic (K-2 in Spanish, 3-5 English)	MOY EOY	Beginning of the Year (BOY) End of the Year (EOY)				
Star Reading in English (reading comprehension & vocabulary)	MOY EOY	Beginning of the Year (BOY) End of the Year (EOY)				
English Language Development (ELD) Matrices (English Learners only)	Middle of the Year (MOY) End of the Year (EOY)					

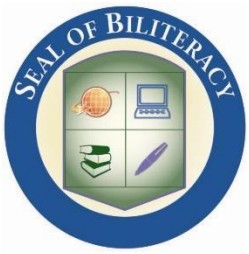
Burbank USD Dual Immersion Assessment Matrix – Middle School

Assessment Name	6th – 8th
Course Finals: • DI Spanish 6th grade • Spanish for Spanish Speakers 1 • Spanish for Spanish Speakers 2	End of each Semester
iReady Math Diagnostic (English)	Beginning of the Year (BOY) End of the Year (EOY)
iReady Language Arts in English (reading comprehension & vocabulary)	Beginning of the Year (BOY) End of the Year (EOY)

Burbank USD Dual Immersion Assessment Matrix – High School

Assessment Name	9th – 12th
Course Finals: • Spanish III • AP Language • AP Literature • Community College Dual Enrollment courses	End of each Semester
District Writing Prompts: • **English 9, 10, 11, 12** • **AP English Language** • **AP English Literature** • **ELD 1, 2, 3, 4** Integrated assessment of reading comprehension, writing, & vocabulary; all students, regardless of enrollment in DI	End of each Semester

Chapter 6: California State Seal of Biliteracy



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

As a result of 8-9 years of study in two languages, students can advance into the high school programs fully prepared to participate in a higher level of Spanish than their English-only peers *or* in the advanced placement course. Dual immersion students may be awarded "biliteracy pathway awards" per the State Seal of Biliteracy guidelines to motivate students to continue developing their first and second languages. The awards can be presented after both 5th and 8th grade as the student's work meets the criteria set for each award (L. Olsen 2010).

Biliteracy Pathway Recognitions

The Biliteracy Pathway Recognitions available in Burbank USD are:

- **Biliteracy Program Participation Recognition**
  The Biliteracy Program Participation Recognition is available to students enrolled in elementary and middle school programs leading to biliteracy. This award is provided to all students enrolled in the program and is not based on the student's proficiency. It is an entry on the path to biliteracy or multiliteracy.

  ### Elementary Guidance

  Exposure to and the opportunity for growth in English demonstrated by:
  - Participation in the Dual Immersion program, where students are exposed to English and have the opportunity to develop proficiency in English (reading, writing, listening, and speaking).

  Exposure to and the opportunity for growth in Spanish demonstrated through:
  - Participating in the Dual Immersion program that allows students to develop proficiency in Spanish through reading, writing, listening, and speaking.

Middle School Guidance

Exposure to and the opportunity for growth in English demonstrated through:

- Participation in Dual Immersion, where students are exposed to English and have the opportunity to develop proficiency in English (reading, writing, listening, and speaking).

Exposure to and the opportunity for growth in Spanish in addition to English demonstrated through:

- Participation in the Dual Immersion program that allows students to develop proficiency in Spanish through reading, writing, listening, and speaking.

- **Biliteracy Attainment Recognition**

The Biliteracy Attainment Recognition is available to students at the end of middle school (grade eight). This recognition is based on proficiency and is awarded to students who meet specific proficiency criteria in English and one or more languages besides English. This recognition is aligned with the State Seal of Biliteracy requirements. It indicates that if students continue on this path in high school, they will be prepared to meet the requirements to earn the State Seal of Biliteracy.

Middle School English Guidance

Growth in English proficiency is demonstrated through one of the following:

- **CAASPP**
  Passing the CAASPP for English language arts, or any successor test administered in grade eight, at or above the "standard nearly met" achievement level.
- **English Language Arts Coursework**
  Completing all English language arts requirements for grade eight with an overall grade point average of 2.0 or above in those classes.
- **ELPAC**
  Attaining the level of English proficiency on the ELPAC or any successor English language proficiency assessment in middle school. Or achieve a score that reflects an increase of one level or more from the score earned during the previous year on the ELPAC in middle school.

Growth in proficiency in Spanish, in addition to English, demonstrated through:

- **District Assessment**
  Reading, writing, listening, and speaking proficiency in Spanish, or progress towards proficiency, as measured by a district-approved assessment.

California State Seal of Biliteracy Requirements



The California State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript and recognizes high school graduates who have achieved a high level of proficiency in one or more language(s) in addition to English.

To earn the California State Seal of Biliteracy, the student must:

DEMONSTRATE ENGLISH PROFICIENCY THROUGH ONE OF THE FOLLOWING METHODS:

COURSEWORK:

Complete all **English language arts requirements for graduation with an overall grade point average (GPA) of 3.0** in those classes.

OR

ASSESSMENT (CHOOSE ONE):

Option 1: State Assessment: Pass the California Assessment of Student Performance and Progress for English language arts administered in grade 11, at or above the "standard met" achievement level.

Option 2: Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).

Option 3: SAT: Achieve a score of 480 or above on the SAT's Evidence-Based Reading and Writing section.

Additional English Proficiency Requirement for English Learners Only:

In addition to the abovementioned requirements, students classified as English learners must attain an **oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).**

AND

DEMONSTRATE PROFICIENCY IN ONE OR MORE LANGUAGES, OTHER THAN ENGLISH, THROUGH ONE OF THE FOLLOWING METHODS:

COURSEWORK:

Successfully complete a **four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher** in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP examination.

OR

ASSESSMENT:

AP: Pass a world language AP examination with a score of 3 or higher.

From California *Education Code* Section 51461.

For more information on the State Seal of Biliteracy, visit the **California Department of Education (CDE) State Seal of Biliteracy web page** at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

Questions about the State Seal of Biliteracy can be directed to the CDE Multilingual Support Division by phone at 916-319-0845 or by email at SEAL@cde.ca.gov.

Revised by CDE October 2023

Chapter 7: Marketing & Parent Outreach

Parents and community members will be informed through an up-to-date web page from the district's website, quarterly meetings with presentations posted to the website, and data shared at the quarterly meetings as it becomes available.

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

The BUSD school programs and task force identified outreach, recruitment, and needs to educate District residents about the District's DI programs at all schools. The task force also identified strategies to ensure DI students can access the Advanced Placement coursework at the high school. The DI Task Force makes the advanced placement of DI students upon reaching high school a top priority in its recommendations to the Superintendent and Board of Education.

Sharing News and Information

The district desires that information about the DI, a program designed to serve the entire BUSD community, be distributed widely. DI participants and their families will regularly receive information, ideas, and perspectives from program leaders at the school site and District levels.

Each school provides several events to inform families of classroom activities and students' progress, including Back-to-School Night, Parent-Teacher Conferences, Program Information Nights, and Site Tours. Administrators and parent leaders meet several times yearly to offer new families information and advice about the DI's program opportunities and challenges. Regular communications include school and teacher newsletters, postings on the BUSD website pages, individual school site website pages, and email announcements.

Encouraging Hands-on Involvement

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

The District knows that family involvement facilitates communication and provides a better understanding of the DI program's development. In addition, by participating in Dual Immersion parent meetings and similar language development discussions, families will better understand how to assist in their child's linguistic and academic development while gaining a greater appreciation for their child's worldview.

Inviting Input and Ideas

Students and families are encouraged and invited to share their questions, concerns, and successes about the DI program by contacting their child's teacher, school counselor, principal, or District administrators.

Program leaders may use surveys to collect input and feedback from students, parents, and staff. This data may be used to make decisions concerning continued improvements to the DI program.

Showcasing Accomplishments

In DI classrooms, teachers frequently organize events celebrating the Spanish language and culture. Various program-wide events demonstrate how students acquire the language and develop cross-cultural understanding. When parents attend these events, they better understand and appreciate the program's benefits and become more vigorous supporters and advocates.

Each school needs to continue to showcase and document the program's and students' successes in writing and videos by having students and parents participate in various school, District, and community events. Each school should grow in its understanding of using social media sites such as Facebook and Twitter to highlight special honors, events, and successes at each program level.

Informing the Community

The DI program will strive to inform the general BUSD community of its progress and potential. Parents, staff site leaders, students, and alums will share information with prospective students' families, share new strategies on second language learning with staff at other elementary and secondary school sites, and inform the general BUSD community about this exciting and unique program.

Administrators and families of the DI program understand the importance of growing awareness and understanding of the DI program. This will attract new students and families and generate tangible support and goodwill in the BUSD community.
Some of these DI district-wide activities and resources include:

- Kindergarten information nights
- DI Program Parent meetings
- Brochures about the program
- Media articles about the DI Program
- Updated Website pages at the District and all schools
- Give DI parents and students a full explanation of the CA Seal of Biliteracy and the process for students to apply for the Seal once they enter high school

Chapter 8: Professional Development

Across California, the role of Dual Immersion educators is crucial. Burbank USD expects its Dual Immersion program staff members to engage in annual professional development to ensure they are equipped with the necessary skills. This is a vital part of our commitment to continuously enhance our teaching methodology and pedagogical understanding within the DI program. The following trainings are designed to keep our educators focused on the instructional components of the DI teaching toolbox of strategies & methodologies.

Site Level:

- FLOSEM Calibration – overview and training
- Grade Level Collaboration Training
- Using data to inform instruction
- Interventions

District Level:

- Teaching Academic ELD in a DI Classroom – Introduction
- Project GLAD – Guided Language Acquisition Design
- Kagan Engagement Structures Training / Cooperative Learning
- Depth and Complexity

Site and/or district:

- Curriculum Trainings – New adoptions/curriculums
- Step up to Writing
- Project GLAD follow-up PD and/or Demo lessons

Appendix 1: Program Brochure

Things to Consider:
"Rome wasn't Built in a Day"

It generally takes 2-3 years for students to have conversational skills in the target language.

It generally takes 5-7 years for students to become fluent in academic language.

Along the way, we are building the Dual Immersion program from the ground up! We need to lay a solid foundation. As such, BUSD is committed to providing and fostering:

- Professional development for D.I. teachers
- Networking and observing other schools with mature, successful programs by our D.I. teachers and administrators
- Parent education and multiple opportunities for inclusion
- Supporting and educating all school and District staff
- Dual Immersion Parent Advisory Council

School sites where dual immersion is offered:

Walt Disney Elementary School
1220 W. Orange Grove Ave.
Burbank, CA 91506
(818) 729-0100

William McKinley Elementary School
349 W. Valencia Ave. Burbank, CA 91506
(818) 729-2000

Dolores Huerta Middle School
420 S. Mariposa St. Burbank, CA 91506
(818) 729-3900

John Burroughs High School
1920 Clark Ave.
Burbank, CA 91506
(818) 729-6900

Program Design

The Burbank Unified School District currently implements a 90/10 dual immersion model:

- In Kindergarten 90% of the instruction is given in Spanish and 10% of the instruction is given in English.
- In every grade level thereafter the amount of Spanish instruction is reduced while the English is increased until reaching a 50/50 language balance by fifth grade.
- Teachers use monolingual lesson delivery with no repetition of lessons so instructional minutes aren't spent waiting for a translation of the instruction.
- 50% of the class is composed of native speakers of English and 50% of native speakers of Spanish.
- Students help each other to speak, read, write, and understand one-another's language.

What is the typical experience for a child upon first entering the Dual Immersion Program?

There is an initial adjustment period for children when they first enter the program. Your child may ask, "Why is the teacher talking to me in a language I can't understand?" The combination of activities, lots of singing, and gesturing helps children to feel comfortable and competent in the Immersion environment by the second or third month of Kindergarten.



"Quien habla dos idiomas vale por dos"

-"A person who speaks two languages is worth double."

Burbank Unified School District

Dual Immersion Program Spanish - English



Advantages of Developing Two Languages

- Has a positive effect on intellectual growth
- Enriches and enhances a student's cognitive development
- Opens the door to other cultures and helps children understand and appreciate people different from themselves
- Increases job opportunities

Goals of the Program:

- To develop high levels of proficiency in listening, speaking, reading, and writing in both academic English and academic Spanish
- To develop positive attitudes towards those who speak a second language and originate from various cultures
- To promote self-esteem and lifelong leadership skills

Benefits of the Program for **All** Students*:

- Enhanced knowledge of how language works.
- Improved performance on tasks that call for diver- gent thinking, pattern recognition, and problem solving.
- Additional knowledge and understanding of one's native language.
- Greater understanding, tolerance, 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.

Native Spanish Speakers	Native English Speakers
Acquire strong literacy skills in Spanish which 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 do- mains 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 native language which al- lows maintenance of communication ties with extend- ed family and other social support networks.	Fully develop proficiency in second language which facilitates communication with more members of the community and social sup- port networks.

*Based on research by Cummins, 1986, Thomas & Collier, 2000 & 2002, Genesee & Lindholm-Leary, 2009, & ACTFL 2006.

What is the ideal amount of time for students to remain in the program?

We ask that families make at least a six-year commitment to the program. Ideally, students will continue through middle and even high school.



When can I expect my child to be fluent in both languages?

In general, it takes five to seven years to develop written and oral proficiency. Just like when they were learning to speak their first language, children can understand a 2nd language before they are able to express it orally. They often reach oral and fluency by fourth or fifth grade. However, the timeline for 2nd language acquisition varies, just as 1st language acquisition varies among children. In order to get the full benefits of the program, families should commit to participate in the program through the end of 8th grade. That way, they will be far ahead of their monolingual peers and will be placed in higher levels of Spanish in high school.

"One language sets you in a corridor for life. Two languages open every door along the way."

-Frank Smith, psycholinguist



As a Parent, how will I be able to help my child if I don't know the target language?

- Continue reading with your child in your primary language
- Maintain close communication with your child's teachers in order to help your child at home
- Talk to your child frequently about the importance of multilingualism and remind him/her of the gains they are making in learning the target language
- Listen to the radio and television in Spanish with your child
- If you eat at a Mexican restaurant, read the menu in Spanish
- Get the phone numbers of classmates to plan get-togethers, or to talk on the phone in Spanish
- Become aware of graduation requirements and opportunities for future studies

Appendix 2: Grade-Level Schedules, K-2

The charts below delineate the minutes taught in each language during a regular school day. Hours are as follows:

Kindergarten	8:30 am – 1:30 p.m.	Grades 1 – 5 have a 20-minute recess break and a 43-minute lunch break on a regular school day.
1st & 2nd grade	8:30 am – 2:25 pm	
3rd – 5th grade	8:30 am – 2:45 pm	

The teachers adjust the shortened and minimum days' minutes to match the ratio of Spanish to English instruction, and they are not included in the charts.

Kindergarten **300** Instructional Minutes per day (**270** Spanish, **30** English) *90/10*		
Content Area	**Minutes**	**Language**
Spanish Language Arts	116 minutes	Spanish
Academic English Language Development (AELD)	25 minutes	English
Mathematics	60 minutes	Spanish
Social Studies/Science	30 minutes	Spanish
Specials (Technology, VAPA, Library)	26 minutes	Spanish

First Grade **292** Instructional Minutes per day (**234** Spanish, **58** English) *80/20*		
Content Area	**Minutes**	**Language**
Spanish Language Arts	120 minutes	Spanish
Academic English Language Development (AELD)	25 minutes	English
Mathematics	60 minutes	Spanish
Science/Social Studies	54 minutes	Spanish
Specials (Technology, VAPA, PE, Library)	33 minutes	English

Second Grade **292** Instructional Minutes per day (**234** Spanish, **58** English) *80/20*		
Content Area	**Minutes**	**Language**
Spanish Language Arts	120 minutes	Spanish
Academic English Language Development (AELD)	25 minutes	English
Mathematics	60 minutes	Spanish
Science/Social Studies	54 minutes	Spanish
Specials (Technology, VAPA, PE, Library)	33 minutes	English

Appendix 2: Grade-Level Schedules, 3-5

Third Grade	**312** Instruction Minutes (**218** Spanish, **94** English)	*70/30*
Content Area	**Minutes**	**Language**
Spanish Language Arts	100 minutes	Spanish
English Language Arts/AELD	40 minutes	English
Science/Social Studies	60 minutes	Spanish / English
Mathematics	75 minutes	
Specials (Technology, VAPA, PE, Library)	37 minutes	English

Fourth Grade	**312** Instruction Minutes (**187** Spanish, **125** English)	*60/40*
Content Area	**Minutes**	**Language**
Spanish Language Arts	90 minutes	Spanish
English Language Arts/AELD	50 minutes	English
Science/Social Studies	60 minutes	Spanish / English
Mathematics	75 minutes	
Specials (Technology, VAPA, PE, Library)	37 minutes	English

Fifth Grade	**312** Instruction Minutes (**156** Spanish**, 156** English)	*50/50*
Content Area	**Minutes**	**Language**
Spanish Language Arts	80 minutes	Spanish
English Language Arts/AELD	60 minutes	English
Science (Eng.)/Social Studies (Span.)	60 minutes	Spanish / English
Mathematics	75 minutes	
Specials (Technology, VAPA, PE, Library)	37 minutes	English

Appendix 3: Placement in the DI Program

Burbank Unified School District

Dual Immersions Program Guidelines & Procedures

Philosophy and Goals for Burbank Unified School District Dual Immersion Program

The Burbank Unified School District is committed to preparing all of our students to the highest level possible to be world competitive as they pursue post-secondary education and career opportunities. All of our students should have equitable access to this education. Our responsibility is to continue engaging all students in their education regardless of their individual or family circumstances.

We believe, and research validates, that dual immersion programs are consistent with these beliefs and will help us achieve our goals for Burbank Unified students. The DI program in Burbank Unified will:

- Promote high academic achievement of all students and close the achievement gap
- Achieve true bilingualism and biliteracy for participating students
- Increase culturally responsive teaching throughout the school
- Foster and promote cultural diversity and respect among students and their families
- Promote a sense of unity throughout the neighborhood school.

I. APPLICATION AND ADMITTANCE

A. Application for Enrollment Admission in Kindergarten

1. Open Application Period: Each year, applications will be accepted during a pre-designated period. Informational meetings will be held during this period. Prospective applicants' parents or guardians should attend one of these meetings prior to applying. Applications received beyond the official application period will be placed last on the waiting list.
2. Students must be enrolled in their school of residence before applying for the Dual Immersion program.
3. Application: Application packets will include school/district contact information, basic information on DI programs, frequently asked questions, a Home Language Survey, and an application. Applications will be available at the informational meetings or through a meeting with the Director of Elementary or their designee.

B. Siblings: Siblings of students already enrolled in the program will be prioritized, subject to the balance of the number of English/Spanish speakers needed in the program.

C. The selection lottery will take place within one month following the closing date for applications to be received.

D. In the case that there are not 50% native Spanish speakers and 50% native

English speakers and additional students of either language may be added until the total comprises at most two-thirds of the class.

E. Following the lottery, the Instructional Services office will notify parents of their selection or place them on the waitlist.

F. The Director of Elementary or Secondary will make placements during the rest of the year in consultation with the site principal, the EL Program Teacher on Special Assignment, and the DI teachers. Instructional Services will notify parents by phone of placements made during the remainder of the year.

G. Students on the waiting list will be placed into the Dual Immersion program as openings become available. Instructional Services will maintain the waiting lists.

II. GRADE LEVELS FOR ENTRY

A. Kindergarten:

1. To ensure a balanced class, a selection lottery will be held each year for students who are not automatically enrolled as siblings.

2. Additional students may be added only through December, except in cases where the student has previous academic instruction in Spanish.

B. First – Eighth Grades:

1. Incoming students with academic instruction in Spanish may be placed in an age-appropriate grade.

   a. If there is no space in the grade level, a waiting list will be formed and maintained for one semester.

   b. In the meantime, the students on the waiting list must be enrolled in their school of residence.

2. Academic instruction refers to participation in another dual language immersion program or

3. Attending school in a Spanish-speaking country where the language of instruction is Spanish

III. SELECTION LOTTERY

A. Lottery System: Separate lotteries will be held to balance the numbers of Spanish—and English-speaking and bilingual students. Native or dominant languages will be determined by the Home Language Survey submitted with each student's application in conjunction with an assessment in Spanish. The lottery selection will be completed by mid-April.

B. The lottery process will be as follows: Students will be divided into two groups: native Spanish speakers or native English/non-native Spanish speakers from the District's attendance area. The group of native English/non-native Spanish speakers may include students of Hispanic descent who are primarily English speakers.

C. Random blind drawings from each of the groups will be made until 50% of the class roster is comprised of native Spanish-speaking students and 50% of the class roster is comprised of non-native Spanish speakers.

D. If Burbank residents do not fill one or both groups (Spanish speakers and non-native Spanish speakers), a lottery of remaining applications from beyond the district attendance area will be conducted. The same procedure for the lottery will be followed as outlined in the previous paragraph to ensure a balance between native and non-native speakers.

IV. OUT OF DISTRICT APPLICANTS

A. If all in-district candidates are placed in appropriate slots, the in-district waiting list is exhausted, and there are remaining slots available, applications from outside the district will be accepted, pending the approval of their district of residence. Parents of these students must follow the district's procedures for requesting Inter-district permits.

V. ACCEPTANCE AND ENROLLMENT

A. Notification: All applicants will be notified within two weeks of the lottery drawing to inform them of acceptance or their placement on the waiting list.

B. Orientation: Parents of students accepted into the program are strongly encouraged to attend orientation meetings held at each school.

C. During the school year, Parents are strongly encouraged to attend Dual Immersion Parent meetings to learn more about the program model and participate in question-and-answer sessions.

1. Parents will be asked to:
    a. Support their child's second language development by stressing the value of the DI program to the child's future and encouraging the child in a positive manner
    b. Support the child's first language development at home by reading to and with the child in their first language
    c. Set aside time for the child to read daily
    d. Ask questions to avoid misunderstandings about their child's learning and the program
    e. Commit to attend the Dual Immersion Program through 8th grade
    f. Notify the school office in advance before moving
    g. Notify the school in advance if they are considering withdrawing their child from the program before the end of the commitment period.

D. Students with Special Needs: Students with unique learning needs, such as learning disabilities or physical handicapping conditions, will be afforded equal access to participate. Upon enrollment, students will receive the same service and support in all Burbank Unified Schools.

Glossary

ACTFL Performance Guidelines for K-12 Learners: Performance standards that describe how well students demonstrate competencies addressing the national world language standards. They are organized according to the three modes of communication (Interpersonal, Interpretive, and Presentational) described in the ACTFL Standards for Foreign Language Learning for three learner performance ranges: Novice, Intermediate, and Pre--- Advanced. Comprehensibility, Comprehension, Language Control, Vocabulary Use, Communication Strategies, and Cultural Awareness describe a student's ability to communicate in the language.

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

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

American Council on the Teaching of Foreign Languages (ACTFL): The only national organization dedicated to improving and expanding the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, government, and industry. From the development of Proficiency Guidelines to its leadership role in creating national standards, ACTFL focuses on issues critical to the growth of the profession and the individual teacher.

Assessment Teams for the Spanish Language Immersion Program are formed as needed throughout the year to make decisions regarding student placement and promotion. Ideally, the team includes the administrator and at least two teachers (current and receiving teachers and appropriate specialists). The team reviews information in the student’s file, including participation history in bilingual education and available proficiency data. Placement recommendations may be contingent upon students who are aligned with the appropriate English and Spanish standards.

Content-Based Language Instruction (also known as Content-Based Instruction, Content-Based Second Language Instruction, or Content-Centered Language Learning): A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect content (subject matter) and language objectives and align with the standards. According to Swain and Lapkin (1989), a carefully planned integration of language and content must be done. Content-based instruction and assessment are aligned to standards and, therefore, referred to as criterion-referenced.

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

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

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

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

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

Relevance: A content-based assessment system focuses on the content most recently taught, providing insight into the specific needs of particular students and

what has been successfully taught. Thus, it is far superior to isolated diagnostic tools that focus solely on individuals and might be normed rather than criterion-referenced and, therefore, disconnected from a comprehensive, standards-aligned curriculum.

State Seal of Biliteracy outlines program pathways for students who participate in second-language learning beginning in elementary and continuing their second-language learning program through high school. The State of California passed the first Seal of Biliteracy in 2011.

