

DRAFT

Burbank Unified School District

Dual Immersion Master Plan



2023-2026

Written in collaboration with the
Association of Two-Way & Dual Language Education (ATDLE)

DRAFT

Background

The Burbank Unified School District's Dual Immersion Program Master Plan guides the development of the Dual Immersion program and lays the groundwork to complete the K-12 pathway for the program that affords students the opportunity 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 the forefront of the implementation of the 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

Burbank Unified School District gratefully acknowledges the support and input from a select team of educators and community members. We greatly appreciate the support from the Superintendent and the leadership team who worked in collaboration with the Association of Two-Way & Dual Language Education (ATDLE) to complete this project. The following individuals contributed to this effort.

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 Mirzakhani, 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 Bucher, 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:

It is the goal of Burbank USD that all students will graduate from high school and be ready to attend college and/or enter the workforce as positive contributors in our increasingly interconnected global society. In pursuit of this goal, the Board of Education made the decision, in February 2013, to initiate a Spanish/English Dual Immersion Program option for Burbank students. The first of the Spanish-English Dual Immersion program began in kindergarten at Walt Disney Elementary School in August 2013. The following school year, a kindergarten class was added at McKinley Elementary School. Each strand grew at their respective elementary schools until they each 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. We believe 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.
Acknowledgements	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 5 years) scoring proficient (level 4, “Well Developed”) on the Summative English Learner Proficiency Assessments for California (ELPAC) will increase by 3% each year.

Baseline:

As of Spring 2023, 81.6% of ELs in the Dual Immersion program who had been in the program for 5 or more years have scored 4/Well Developed on the ELPAC.

Description:

The ELPAC has four levels of proficiency and the highest level 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 Fluent-English-Proficient *and* to be 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 1 st 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 1 st 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 5 years) scoring in the “Advanced Fluency” range or higher on the Foreign Language Oral Skills Evaluation Matrix (FLOSEM) will increase by 3% each year. Spanish learner is a student for whom Spanish was not their first/primary language. The majority of SL’s in dual immersion are “English only,” based on their home language surveys.

Baseline:

As of Spring, 2023, 87.5% of SLs in the Dual Immersion program who had been in the program for 5 or more years scored in the “Advanced Fluency” range or higher on the 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 any new teachers in the dual immersion program so that they 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 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 Rtl 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 criteria for the Biliteracy Attainment Recognition Award at the end of 8th grade will increase by 3%.

Baseline:

86% of Dual Immersion students met the criteria for the Biliteracy Attainment Recognition Award in May 2023.

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. It certifies 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 demonstrating 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 5 th grade and middle school DI teachers to attend matriculation meetings where the 5 th grade teachers share about each student's areas of strength and of 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 where the focus is 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 where the focus is 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 schedule	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 are 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 either through completion of coursework 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 7 th grade students in the dual immersion program. The class will count as the 1 st 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 8 th grade students in the dual immersion program. The class will count as the 2 nd 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 9 th 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 spring semester	Site administrators AP Spanish Language teacher from JBHS District EL TOSA	General fund

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
Offer Advanced Placement Spanish Language and Culture or Spanish 3 to 9 th grade students in the dual immersion program, depending on placement results.	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 10 th 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 greatly enhances the success of children in school.
- Highly skilled and effective teaching, combined with positive personal attitudes and relationships, are the essential factors in a successful classroom learning experience.
- The entire community and all of its organizations and agencies play a vital role in the success of students in school. The schools, parents, and community must provide a social environment that enhances each student's ability to achieve a high level of academic success and physical and emotional well-being. It is essential to collaborate and maximize time, money, and human resources to promote 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 for the purpose of preserving 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 the sharing of both language and culture/s.

Burbank USD further defined and outlined the following goals to help promote these core values and inculcate them into 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 by 3%.
- 1.2 Increase the number of high school students who have completed a-g requirements for college eligibility by 2%.
- 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 7- 12 and independent studies for grades TK-6) to meet the needs of students who do not return to in-person learning.
- 1.5 Increase the percentage of English learner (EL) students reclassified as proficient in English and continue to monitor the progress of students in all academic areas by 2%.
- 1.6 Review and prioritize strategies within all Master Plans and report back 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 to ensure our SPED students are receiving the education they need so that they are 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 with the opportunity to learn a second language, while being respectful of their home language.
- Increasing intellectual flexibility through second-language learning, which 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 develop high levels of achievement in English.
- Implementing the State Standards in Spanish and English.
- Presenting a curriculum that is academically challenging and 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 key 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” by 5%.
- 2.2 Continue to implement 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 as well as providing opportunities for students to demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.
- Valuing and promoting cross-cultural understanding.
- Supporting English Learners by promoting a more positive self-concept, making 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 been asking for the District to provide a dual language for several years. BUSD families wanted their children to attend schools in their own neighborhoods/district but had to seek inter-district permits to attend dual immersion or bilingual programs in neighboring districts because BUSD had not developed a program. District staff spoke with and toured schools in other districts that had implemented 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 175 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 school for the high school program. In the 2022-23 school year, there are 70 students in grades 6-9 at the two secondary schools.

The Dual Immersion program at BUSD is a "choice" program, which means that 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 in an effort to improve student performance for both 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% English Learners in BUSD spoke Spanish as their primary or home language, 37% spoke Armenian, and other languages made up a much smaller percentages 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 are also able to 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 that will result in higher levels of academic achievement, cognitive development, bilingualism, and biliteracy.

Table 1: Demographic Trends in Burbank USD

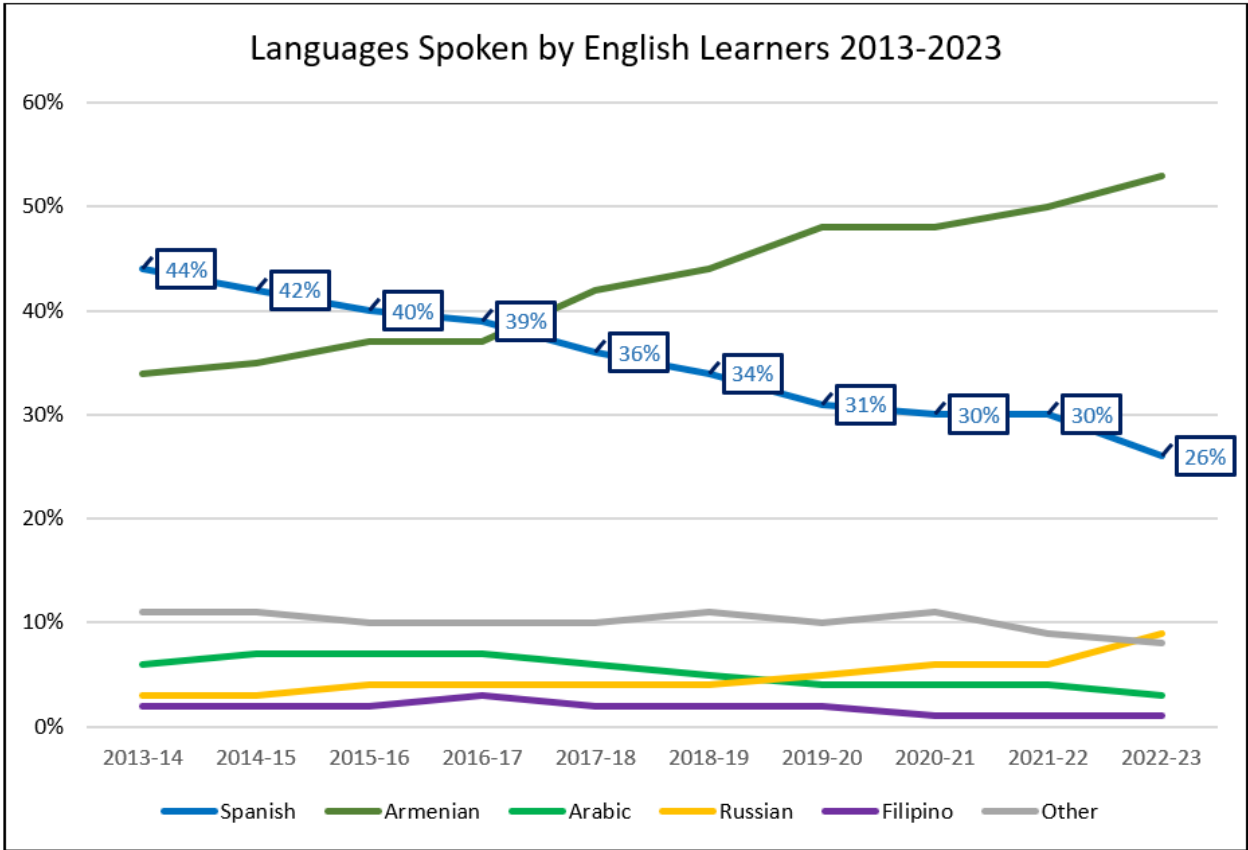


Table 2: Languages spoken by English Learners in BUSD 2022-23

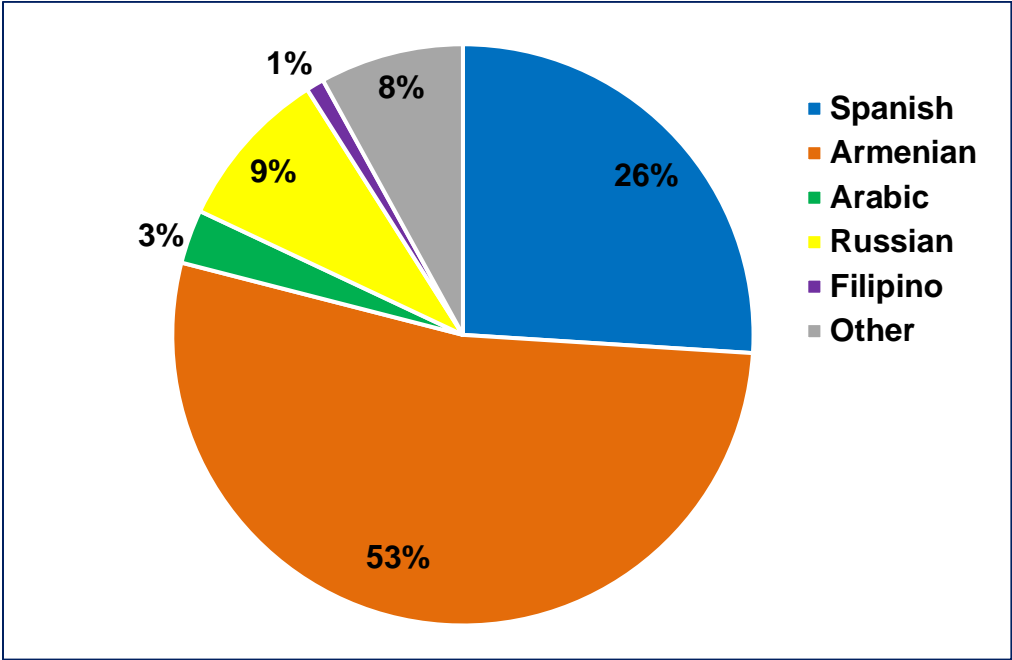


Table 3: Language Proficiency of Native Spanish Speakers When Entering Kindergarten

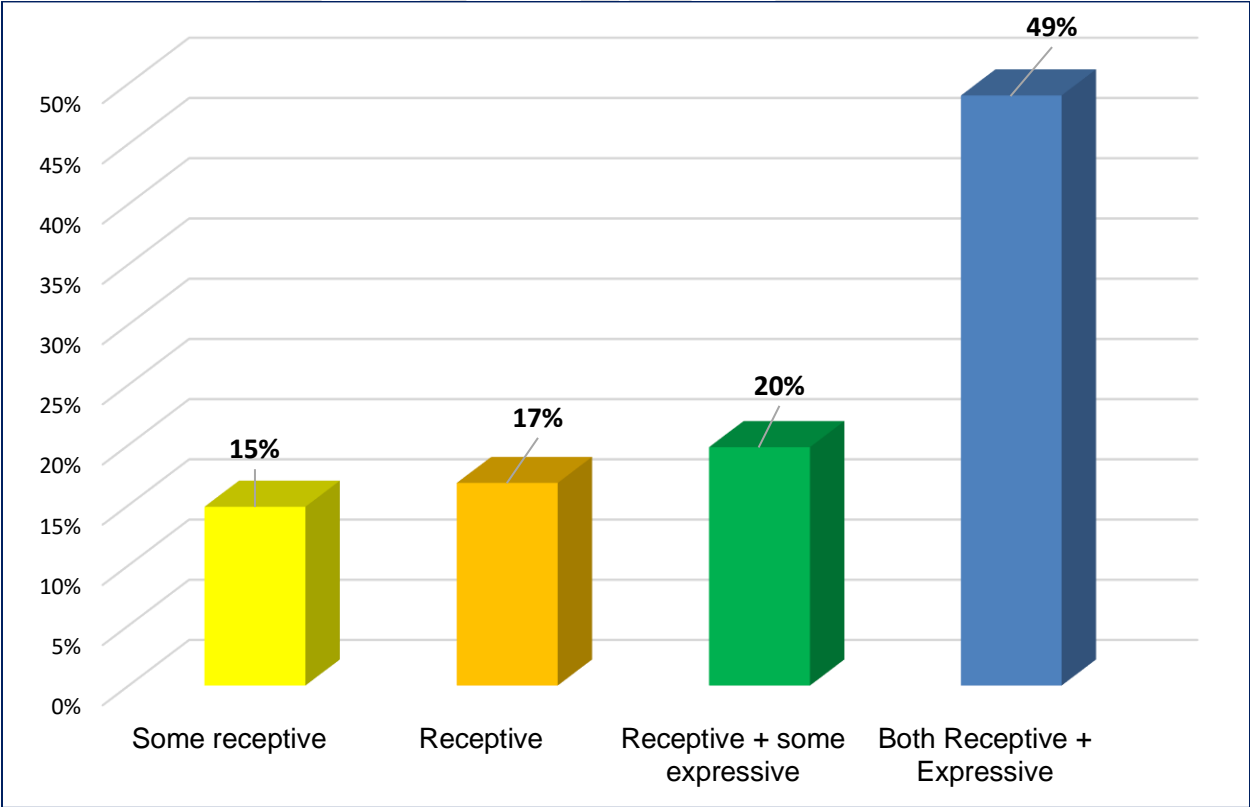
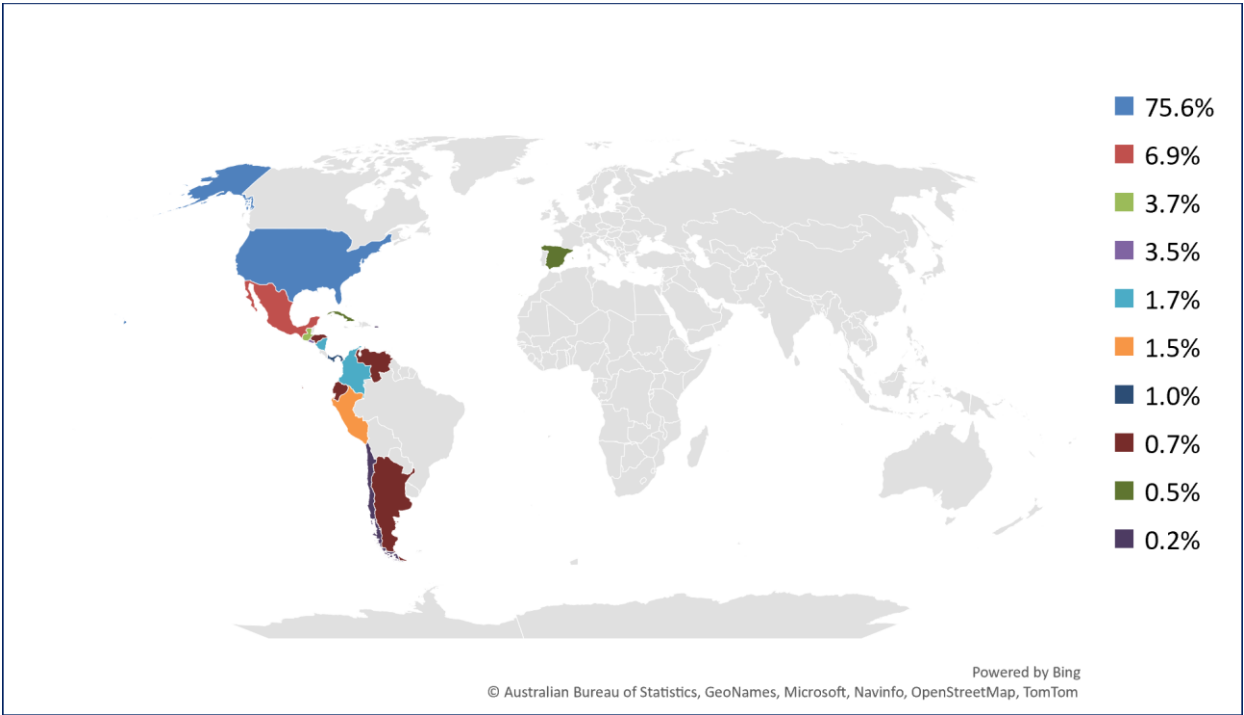


Table 4: Birth Countries of English Learners (Spanish) in BUSD



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

Benefits of DI Programs

The Dual Immersion program, referred to as Two-Way Bilingual Immersion Program in the research, 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*.

There are four different Dual Language program designs that 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 increases **intellectual flexibility and translates into higher achievement in all subject areas**. The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009).

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

Second language course content naturally explores social studies, math, science and the arts, **facilitating interdisciplinary perspectives and cross-cultural understanding** (ACTFL 2006).

Proficiency in other languages enables learners to gain direct **access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know** (ACTFL 2006).

Immersion helps **close the achievement gap** between English Learners and their English only counterparts. Research shows that English Learners have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an

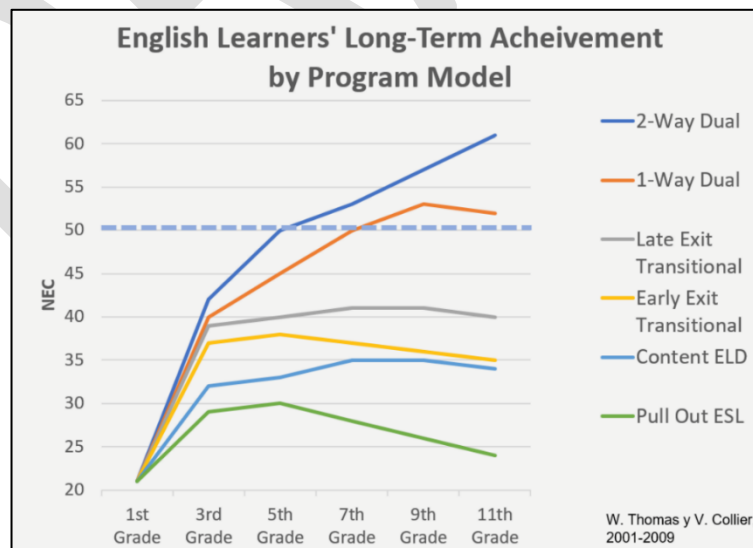
instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009).

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

Benefits 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 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 and 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).



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).

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

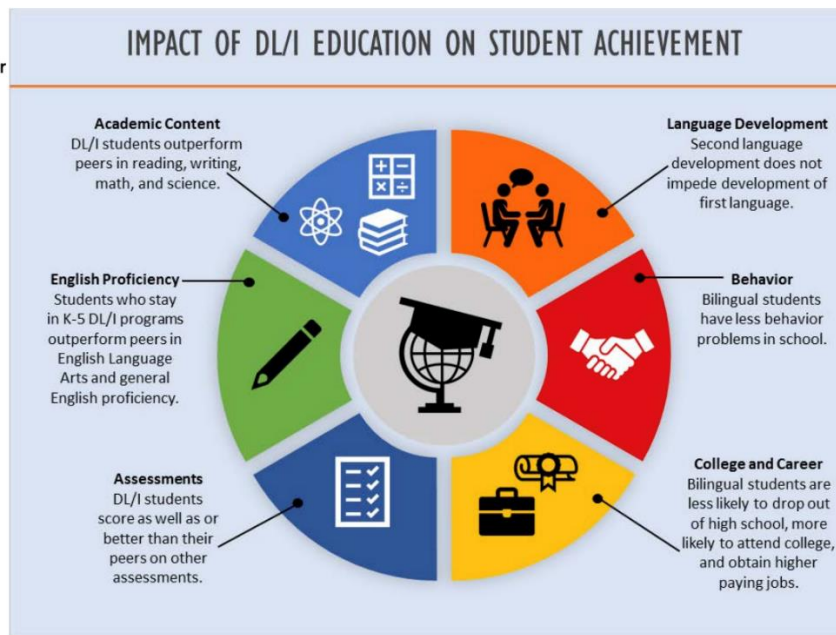


Figure 2. Impact of DL/I education on student achievement. See above for references.

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 students' 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 are able to 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 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. Curriculum and Instruction

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

4. Staffing and Professional Development

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

5. Leadership, Support, and Resources

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

6. Families and Community Involvement

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

Language Standards

The Dual Immersion Program is aligned with California state standards, as well as 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 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

- 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 who are identified on the Home Language Survey and through language assessments are also accepted in kindergarten.
- Other Native Spanish Speakers (NSS) who enroll from a Spanish-speaking country or from 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. DI program students enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) all to enter a **grammar-based instructional model**. 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 the use of Spanish in the early grades to provide a solid foundation for future academics. In Kindergarten 90% of classroom instruction is in Spanish and 10% is in English. In grades 1st and 2nd, 80% of classroom instruction is in Spanish and 20% is in English. The percentage of English instruction gradually increases at every grade level. By 5th grade, approximately 50% of the instructional day will be in Spanish and 50% in English that also include the music and P.E. specials that are offered in English to all students at these grade levels.

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

In this program, native English and Spanish speakers are learning the curriculum in either their first or second language, depending on the grade level and subject area. Because many students are learning content in a language they do not speak natively (Spanish), techniques that make instruction more comprehensible are necessary. Teachers in the Spanish Immersion Program use a variety of strategies 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, build on students' prior knowledge, support students' culture and incorporate 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.

Dual Language Immersion program schedules consist of the specific components at each grade level. Schedules for each grade level can be found in Appendix 1.

Dual Immersion Instructional Design K-5

The following table describes the percentage and minute breakdown by grade level for both Spanish and English. Please note that the percentage of English includes both Academic English Language Development and English Language Development (AELD). 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 Specials	20%	Academic English Language Development Specials
Second	80%	Spanish Language Arts Mathematics Social Studies/ Science Specials	20%	Academic English Language Development Specials
Third	70%	Spanish Language Arts Mathematics Social Studies/ Science Specials	30%	English Language Arts/ELD Mathematics Social Studies/Science Specials
Fourth	60%	Spanish Language Arts Mathematics Social Studies/ Science Specials	40%	English Language Arts/ELD Mathematics Social Studies/Science Specials
Fifth	50%	Spanish Language Arts Mathematics Social Studies/ Science Specials	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 to provide challenges)
- Anything else the elementary teachers would like to share with the middle school in order 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 the initial enrollment of their children in kindergarten. School staff will encourage and promote the completion of the program pathway through the eighth grade in order for students to meet the goals set out by the Dual Immersion program.

The Spanish Language Arts courses in middle school 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: <u>Two</u> 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: <u>One Content Area Class</u> 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: <u>One Language Arts (Elective) Class</u> 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 is able to 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 in order 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 placement of the students at the advanced levels of Spanish 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 that students meet academic and linguistic targets in both languages is in the forefront of this work. Teachers need to use assessments that are tied directly to their instruction to inform both their practice and the monitoring of their students as they move through the grade levels. Parents want to know how their children are progressing in these programs not only in English but in the second language. The table below

describes the different assessments to measure the progress of the students and may be streamlined as the program grows into the middle school years with special attention on 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)					

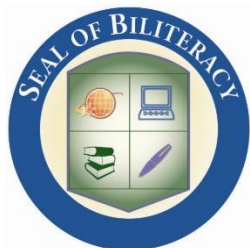
Burbank USD Dual Immersion Assessment Matrix – Middle School

Assessment Name	6 th – 8 th
iReady Language Arts in Spanish (reading comprehension & vocabulary)	Beginning of the Year (BOY) End of the Year (EOY)
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	9 th – 12 th
Course Finals: <ul style="list-style-type: none"> Spanish III AP Language AP Literature Community College Dual Enrollment courses 	End of each Semester
District Writing Prompts: <ul style="list-style-type: none"> English 9, 10, 11, 12 AP English Language AP English Literature ELD 1, 2, 3, 4 <p>Integrated assessment of reading comprehension, writing, & vocabulary; all students, regardless of enrollment in DI</p>	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 is required to maintain appropriate records to identify students who have met the

established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in a foreign language may be given to students who receive the SSB and pass the Advanced Placement exam at a level of 4 or higher.

As a result of 8-9 years of study in two languages, students will be able to advance into the high school programs fully prepared to participate in either 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" in accordance with 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 to meet 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 programs leading to biliteracy in elementary and middle school. As a participation recognition, this award is provided to *all* students enrolled in the program and *is not* based on the student's proficiency. This recognition is an entry on the path to biliteracy or multi-literacy.

Elementary Guidance

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

- Participation in the 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** demonstrated through:

- Participating in the Dual Immersion program that provides students with the opportunity 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 the 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 provides students with the opportunity 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 in addition to English. This recognition is aligned with the State Seal of Biliteracy requirements and is an indication that if a student continues 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**

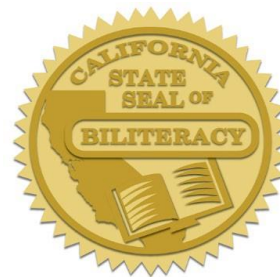
Attaining the level demonstrating English proficiency on the ELPAC, or any successor English language proficiency assessment, in middle school. Or attain a score that demonstrates an increase of one level or more from the score earned during the previous year on the ELPAC in middle school.

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 Evidence-Based Reading and Writing section of the SAT.

Additional English Proficiency Requirement for English Learners Only:

In addition to the requirements mentioned above, students who are 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 which will be 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 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 BUSD community at large, including key 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 that DI students will have access to the Advanced Placement coursework at the high school. The DI Task Force makes 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

It is the desire of the District 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 level.

Each school provides a number of events to keep families informed of classroom activities and students' progress including Back-to-School Night, Parent-Teacher Conferences, Program Information Nights, and Site Tours. There are also meetings conducted by administrators and parent leaders several times a year offering 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/or other family members to help their children be successful in school. Families can directly and indirectly, contribute their time and talents to the school in many ways including (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as PTA, ELAC and Site Council and (4) participating in fund-raising activities. Parents can also support the 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 involvement by families 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 develop a clearer understanding of how to better assist in their child's linguistic and academic development while gaining a greater appreciation for the development of their child's worldview.

Inviting Input and Ideas

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 for decision-making 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 also demonstrate the ways students are acquiring the language and developing cross-cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

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

Informing the Community

The DI program will strive to keep the general BUSD 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 general BUSD community about this exciting and unique program.

Administrators and families of the DI program understand the importance that growing awareness and understanding of the DI program will attract new students/families, generate both tangible support and goodwill and 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 students enter high school

Chapter 8: Professional Development

Throughout the State of California, Dual Immersion educators engage in state, regional, and local trainings, and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting. The District expects that the Burbank USD Dual Immersion program staff members participate in focused professional development annually to continuously build both methodology and pedagogical understanding of a grade level and an age group within the DI program. The following trainings keep teachers focused on the specific instructional components that make up 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 divergent 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 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 native language which allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in second language which facilitates communication with more members of the community and social support 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 number of minutes taught in each language during a regular school day. Hours are as follows:

Kindergarten 8:30 am – 1:00 p.m.

1st & 2nd grade 8:30 am – 2:25 pm

3rd – 5th grade 8:30 am – 2:45 pm

Grades 1 – 5 have a 20-minute recess break and a 43-minute lunch break on a regular school day.

Shortened and minimum days' minutes are adjusted by the teachers to match the ratio of Spanish to English instruction and are not included in the charts.

Kindergarten	257 Instructional Minutes per day (232 Spanish, 25 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 Immersion 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 prepare them to be world competitive as they pursue post-secondary education and career opportunities. We believe there should be equitable access to this education for all of our students. We also believe it is our responsibility to continue to engage 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

1. Open Application Period: Each year, applications will be accepted during a pre-designated time period. Informational meetings will be held during this period. Parents or guardians of prospective applicants 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 Secondary Education, or their designee.

B. Siblings: Siblings of students already enrolled in the program will be given first priority consideration, subject to 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, the application process will be held open until appropriate applications are received.

- E. Following the lottery, parents will be notified of their selection or placed on the wait list by the Instructional Services office.
- F. Placements made during the rest of the year will be made by the Director of Elementary or Secondary in consultation with the site principal, the EL Program Teacher on Special Assignment, and the DI teachers. Instructional Services will continue to 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 are available. The waiting lists will be maintained by Instructional Services.

II. GRADE LEVELS FOR ENTRY

- A. Kindergarten:
 - 1. Each year, to ensure a balanced class, a selection lottery will be held 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.
 - 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 & 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 carried out 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 one or both groups (Spanish speakers and non-native Spanish speakers) is not filled by Burbank residents, 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 Spanish speakers and non-native Spanish 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 residing outside of 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 to participate in question/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 special learning needs such as learning disabilities or physical handicapping conditions will be afforded equal access to participate. Upon enrollment, students will receive the same level of service and support provided 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) as described in the ACTFL Standards for Foreign Language Learning, for three learner performance ranges: Novice, Intermediate, and Pre--- Advanced. A student's ability to communicate in the language is described in terms of Comprehensibility, Comprehension, Language Control, Vocabulary Use, Communication Strategies, and Cultural Awareness.

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

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

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

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

proficiency assessments.

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

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

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

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

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

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

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

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

[Seal of Biliteracy](#) outlines such program pathways for the students who participate in second language learning beginning in Kindergarten or First Grade and continuing their second-language- learning program through their high school years. The State of California passed the first Seal of Biliteracy in 2011.

