

DUAL LANGUAGE PROGRAMS – TWO-WAY IMMERSION

IRVINE UNIFIED SCHOOL DISTRICT

Presentation to IUSD Board of Education

November 18, 2014

Bilingual Education for English Learners

- In California, bilingual and dual language programs provide options for addressing the needs of English learners
 - ▣ Building foundational academic knowledge in L1
 - ▣ Developing communicative and academic language skills in English
 - ▣ Integrating English fluent students play important role in EL student success
 - Strong language models – exposure to higher levels of proficiency
 - Social interaction in learning contexts – language use for a variety of purposes
 - Cultural awareness development

State Legislation

- Existing legislation requires parents of EL students to submit the Alternative Education Program waiver for participation in a bilingual or dual language program
- Ballot Measure/New legislation for 2016 - SB 1174 (Lara) – requires LEAs as part of their LCAP process, to determine the best instructional services for EL pupils and native English speakers
- If adopted, the parent waiver is removed and local control determines necessity of programs

Dual Language Program

- What are the goals of a dual language program?
 - ▣ 1) Develop a high level of proficiency in the child's first language
 - ▣ 2) Develop a high level of proficiency in the child's second language
 - ▣ 3) High academic achievement in “content” areas of language arts, math, social science, science, the arts for all students in both languages
 - ▣ 4) Demonstrate ability to “operate” in both cultural/linguistic environments and work harmoniously with others from diverse cultural groups

Dual Language Program

- What are the key elements of a successful dual language program?
 - ▣ 1) Administrative support
 - ▣ 2) Community and parental support/commitment
 - ▣ 3) Qualified teachers supported with ongoing training (BCLAD, fluent in both languages)
 - ▣ 4) Appropriate & sufficient materials in the partner language
 - ▣ 5) Time for teachers to prepare instructional materials in the two languages
 - ▣ 6) Ongoing program evaluation

Dual Language Program

- How is a dual language program integrated with other programs at a school site?
 - ▣ Develop a common vision of equity for all students that values diverse language and culture.
 - ▣ Provide professional learning for all staff so that the philosophy and program goals are shared.
 - ▣ Leverage resources to support the specific needs of the dual language program staff.

- How can "quality control" be maintained in a dual language program?
 - ▣ Ongoing monitoring of the program through analysis of student data
 - ▣ Ongoing collaboration of teachers in and across grade levels
 - Program design
 - Curriculum development and implementation
 - Formative and summative assessments

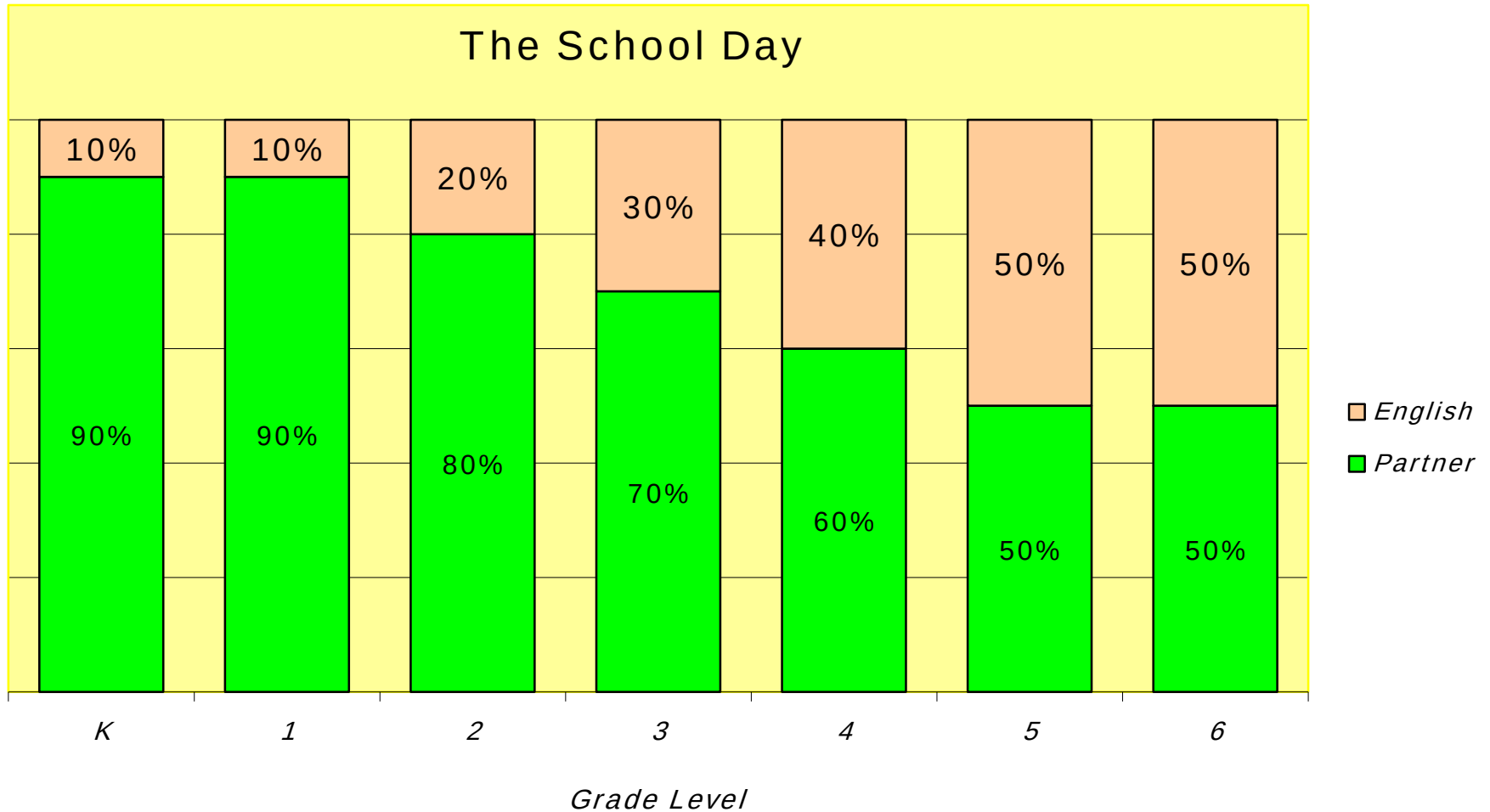
Two-Way Immersion - Dual Language Program

Two-Way Immersion is a distinctive form of dual language education in which balanced numbers of native English speakers and native speakers of the partner language are integrated for instruction.

- In Two-Way Immersion, when is English Language Arts introduced?
 - ▣ Language arts in the partner language is introduced in Kindergarten and Grade 1.
 - ▣ English language arts (ELA) is introduced in Kindergarten and increased in time per day.
 - ▣ First formal English literacy and language instruction begins in 3rd grade. (How language works; exceptions to the rules; language differences)
 - ▣ For further development of oral language
 - English learners receive designated English Language Development (ELD).
 - English speakers receive language development in the partner language as needed.

Two-Way Immersion

How much instruction is given in English?



Two-Way Immersion - Student Outcomes

What Research Says:

- ▣ Students develop bilingual, biliteracy, and bicultural skills
- ▣ Students perform at or above grade level on standardized reading and math tests in English
- ▣ Students achieve at or above grade level in reading and math tests measured in the partner language
- ▣ EL students close the achievement gap with native-English speaking students by fifth grade
- ▣ EL students access complex information in the primary language, increasing academic achievement overall
 - Build strong foundation of first language skills
 - Transfer content knowledge as students develop English language skills

Two-Way Immersion - Requirements for Implementation

□ Qualified Teachers

- Certified bilingual and biliterate
- Skilled in techniques and strategies specific to delivering instruction and instructional pedagogy in dual languages
- Ongoing training of teaching and support staff (outside training/trainers mandatory)

□ Location

- Based upon enrollment projections
- Available classroom space for full K-6 program
- Current school culture and vision

□ Student/Client Base

- 40% to 60% of the students will be native or proficient English-speakers
- 40% to 60% of the students will be native or proficient **Non-English-speakers**

IUSD Student Demographics

- Total Student Population = 31,621

- Language Minority Students = 12,260
 - Fluent English Proficient (FEP) = 3510
 - Reclassified to Fluent English Proficient (RFEP) = 3389
 - **Limited English Proficient (EL Students) = 5361**
 - 5 yrs or less in US Schools = 4283 (80%)
 - LTEL = 1078 (grades 6-12)

IUSD Student Demographics

□ 72 Languages Represented

Language	Students	%
Mandarin	2597	21%
Korean	2303	18%
Farsi	1086	9%
Spanish	957	8%
Japanese	822	7%
Vietnamese	669	5%
Arabic	641	5%
Hindi	302	2%
Cantonese	291	2%
Russian	222	2%
Urdu	196	1.6%
Tamil	184	1.5%
Pilipino (Tagalog)	149	1.2%
Hebrew	139	1%
other	1702	

EL Student Program Placement

Grade	Tk	K	1	2	3	4	5	6	Total		7	8	9	10	11	12	Total
EL students	152	533	664	646	736	475	392	325	3923		331	263	255	220	203	166	1438
Newcomers	23	158	57	40	40	39	27	33	417		64	33	40	13	4	5	159
W/D	2	56	23	15	15	14	7	7	139		6	8	1	1			16

Language	TK	K	1
Spanish	13	33	43
Vietnamese	10	20	26
Cantonese	2	10	6
Korean	22	77	95
Mandarin	34	130	143
Japanese	10	43	68
Arabic	13	33	52
Farsi	8	33	61
Hindi	8	15	21

IUSD General Education Programs for English Learners

□ Newcomers Program K-12 – Structured English Immersion

- Recommended placement for beginning English learners
- Multi-aged; non-graded (flexibility-transition-observation)
- Structured and explicit instruction for language acquisition within the context of teaching and learning throughout the instructional day
- Grade level readiness – CA Common Core and ELD Standards
- Sheltered content area instruction (SDAIE) – building background knowledge – comprehensive overview
- Instructional support – lower student/teacher ratio

IUSD General Education Programs for English Learners

□ Structured English Immersion (SEI) K-6

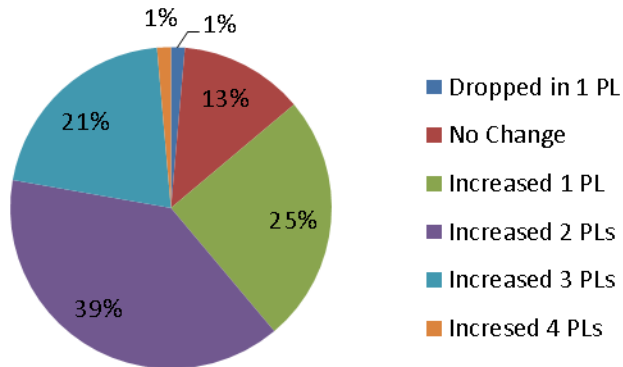
- Recommendation for beginning English learners
- Structured and explicit instruction for language acquisition within the context of teaching and learning throughout the instructional day
- Grade level mastery – CA Common Core and ELD Standards
- Sheltered content area instruction (SDAIE)
- Instructional support – lower student/teacher ratio
- School of Residence

Program Results for K-6

How successful are these programs at promoting EL achievement?

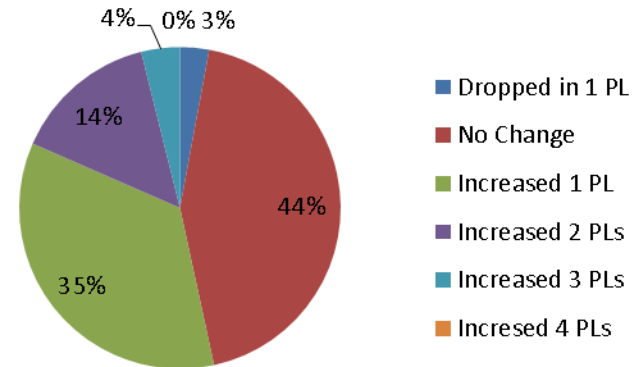
Change in 2012 and 2013 Overall CELDT Scores

English Learners Enrolled in Newcomer Program 9 Months or More



Change in 2012 and 2013 Overall CELDT Scores

English Learners Enrolled in Newcomer Program 3 Months or Less*

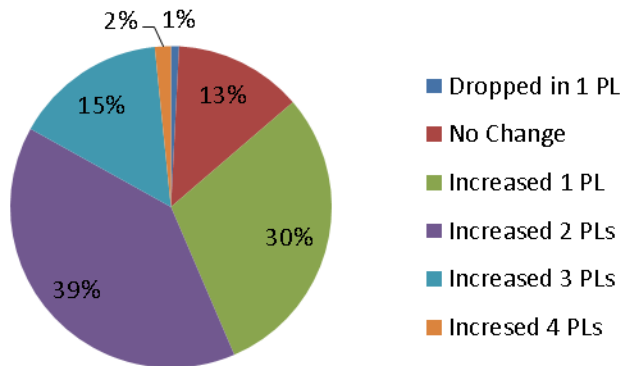


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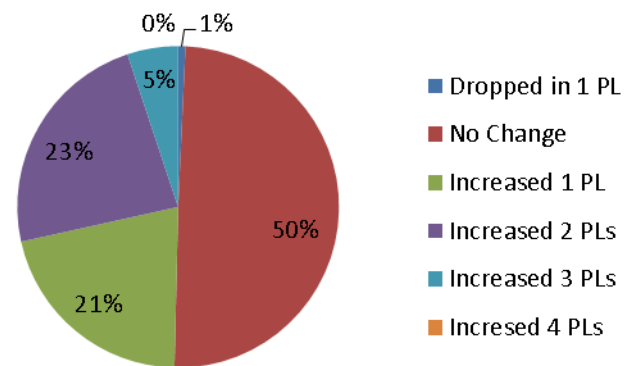
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Change in 2011 and 2012 Overall CELDT Scores

English Learners Enrolled in Newcomer Program 3 Months or Less



IUSD General Education Programs for English Learners

□ English Language Mainstream (ELM)

- ▣ Recommendation for intermediate to advance English learners
- ▣ School of Residence
- ▣ Grade level mastery
- ▣ Various instructional models – differentiation to meet the diverse needs in the classroom
 - Structured English Immersion (SEI) – Structured and explicit instruction for language acquisition within the context of teaching and learning throughout the instructional day (Instructional support to lower students/teacher ratio is available.)
 - English Language Development – 30 minutes daily
 - Sheltered content area instruction (SDAIE)

Pathways to Bilingualism and Biliteracy

□ Two-Way Immersion – Spanish/English and Mandarin/English

- Interest was initially expressed by a small group of English-speaking families
- Parent outreach in January 2005 (letters and surveys sent to both Spanish and Mandarin speaking families in their home languages)
- Outreach targeted families with incoming Kindergarteners 2005, 2006, 2007
- After these outreach efforts, we were not able to generate viable numbers to create a program.

□ Foreign Language Assistance Program (FLAP)

Application for 2008-09 & 2009-10 – 5 year program; grades 3-12

- Mandarin Chinese
 - K-6 Feeder Schools – Bonita Canyon, Culverdale and Turtle Rock (afterschool)
 - Rancho Middle School (Elective)
 - University High School (World Language Course)
- Korean
 - K-6 Feeder Schools – College Park, Greentree, and Deerfield (afterschool)
 - Venado Middle School (Elective)
 - Irvine High School (World Language Course)

□ Chinese Language Enrichment Program - 2010

- Drafted proposal for afterschool programs for 6th grade students
- Developed IUSD Summer School ACE Program 2010
- Offered Elective study at Rancho Middle School 2010-2013
- Offered World Language Course at Woodbridge High School 2012 - Present

CA State Seal of Biliteracy

Established by Assembly Bill 815 and effective January 1, 2012

- IUSD began awarding the CA State Seal of Biliteracy spring semester of the 2012-2013 school year.
- Recognizes 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.
 - ▣ Completion of all English course requirements for graduation with an overall grade point average of 2.0 or above in those classes
 - ▣ Proficient level or above on state standardized assessments
 - ▣ Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:
 - Score of 3 or higher on a foreign language AP exam
 - Score of 4 or higher on an International Baccalaureate exam
 - Completion of a 4-year HS course of study in a world language – attainment of an overall grade point average of 3.0 or above
 - Passing the Scholastic Assessment Test II foreign language examination with a score of 600 or higher
 - ▣ If the primary language of the student is other than English, he/she has to attain a proficiency level of Early Advanced on the CELDT in addition to the criteria listed above
- 1281 IUSD Seniors were eligible for receiving the Seal (Spring 2012, 2013, 2014)

Program Outreach...

- Visited **Gates Elementary School** and learned from various stakeholders within the Saddleback Valley Unified School District:
 - ▣ The program has moved three times to gain sufficient enrollment. (700 students currently attend from within the district.)
 - ▣ Gates Elementary is a Charter school that attracts enrollment from across Orange County. (100 students from outside the district attend.)

Two-Way Immersion (Dual Language) Program

Considerations for Implementation

□ Concerns:

- Access to and recruitment of qualified, appropriately credentialed teachers
- Training for Teachers above (and different from) that which is provided for all IUSD teachers
- Continuity of instruction - qualified substitute teachers
- Start up costs for each classroom as it grows
- Current Language Minority Program goal is to cultivate the “neighborhood connection” via the SEI Cluster Model – Two-Way Immersion program is a magnet program (like Montessori)

Two-Way Immersion (Dual Language) Program

Considerations for Implementation

- Aligned to LCAP goals and Continuous Improvement Efforts
- Williams Settlement
 - ▣ Availability and access to materials and adopted texts in both languages
- Alignment to Common Core Standards
- Access to existing IUSD programs: GATE, Special Education, Art, Music, and Science, etc.

Current IUSD Initiatives



- Full implementation of the Common Core Standards
- K-8 Mathematics textbook adoption beginning 2014
- New CCSS Report Card – K-6
- 1st year of Smarter Balanced Assessment
- Multi-Tiered Systems of Support (MTSS) & Positive Behavior Interventions and Support (PBIS) implementation

Current IUSD Initiatives



□ Technology integration

- New course management system - Canvas
- New attendance and substitute reporting system - ASEOP
- New gradebook – Aeries.net
- New online Universal ELA & Math Screeners K-6

Enrollment & Classroom Space

School Year	Moderate Enrollment Projections	Current Classrooms Available	Additional Cumulative Portables Required	Cost of Additional Portables
2015-16	18,132	572	7	\$ 553,000
2016-17	19,137	593*	4	\$ 316,000
2017-18	20,456	614**	17	\$ 1,343,000
			28	\$ 2,212,000

Elem. Enrollment Increase over 3 years	2,324
Total Portables added over 3 years	28
Total Cost of Portables over 3 years	\$ 2,212,000

* Available Classroom space increase due to opening of Heritage Fields

** Available Classroom space increase due to opening of PA5B

Enrollment Growth

□ Elementary School Enrollment Growth

Projections	2014	2019	Growth
Conservative	16498	19779	3281
Moderate	16933	22283	5350

** Cypress Village and Portola Springs included in these numbers*

Enrollment Growth

- Based on both our conservative and moderate enrollment projections and facility considerations over the next 5 years, if we implemented and grew a two-way immersion program, we would likely have to:
 - relocate existing programs from current sites (APAAS, Special Ed, etc.)
 - displace neighborhood students