



Ripona Language Academy Plan

Ripona Elementary

2021-2022

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Mission and Vision

We Believe:

- Students are our first priority.
- All students are capable of learning.
- All people have a right to an environment that feels safe and accepting both physically and emotionally.
- Individuals are entitled to the support and opportunity needed to realize their own unique potential.
- That life skills, as well as academics, are critical for a successful future.
- That integrity, honesty, problem-solving and decision-making are the core of our success.
- That our supportive community is essential to our high-quality schools.

District Vision

The Ripon Unified School District is committed to offering the highest quality education in the San Joaquin Valley. We provide a safe, positive, and stimulating environment where students are our first priority. Our district has state-of-the-art facilities that exemplify pride of ownership. Technology is cutting edge and abundant in all areas of the curriculum. It is accessible to students and staff both at school and at home, keeping the district competitive. We recognize that mutually beneficial relationships are essential between the district and community. Our children enjoy coming to school.

Our Mission

The Ripon Unified School District is committed to working together with parents and the community to provide a high-quality education. The district will create a safe learning environment characterized by trust and respect. We ensure that each student will be a contributing citizen in an ever-changing diverse and global society.

Ripon Unified School District Board Goals 2020-2021

Board Goal 1 – Learning Environment

- Keep all learning environments effective, safe, and engaging where all children can learn, achieve, and become college and/or career ready.
- Utilize a Multi-Tiered System of Supports (MTSS), provide learning experiences that have evidence of rigor, relevance, and relationships.
- Optimize student learning by utilizing high quality teaching practices and innovative strategies to prepare them to be future contributing citizens.
- The Board expects improvement in student learning for all students, including those who have special needs, who come from low income groups, or whose primary language is other than English.
- Continue implementation work on the 3-year English Learner Plan.
- Increase equity through culturally responsive teaching practices.
- Enhance technology-driven, interactive instructional practices to improve student learning utilizing online learning platforms.

Board Goal 2 – Fiscal Accountability

- Maintain a sound budget utilizing fiscal planning for the long-term infrastructure development so that the needs of students are central to fiscal decisions.
- Continue to communicate and maintain transparency in the budget process. Implement a strategy to address any structural deficits within the budget while anticipating and proactively addressing the impact of future cost increases with limited resources.
- Maximize the use of scarce dollars to address the budget shortfall pending for the upcoming 3 years (throughout the state) and protect the interests of the district.

Board Goal 3 – Teamwork

- Continue focus on nurturing partnerships with all stakeholders.
- Emphasize the role parents and community members play as valued partners with the District, schools, and teachers in the education of children and the future growth of the District.
- The Board expects all staff will work to achieve a high level of customer service throughout the District.
- Remain flexible and creative with problem resolution efforts in addressing the Coronavirus epidemic.

Board Goal 4 – Continuous Improvement

- Provide professional development to promote continuous improvement for all staff. Create and offer professional learning opportunities to develop leadership and talent at all levels.
- Recruit, attract, develop, and retain highly qualified staff in order to carry out our District's mission, goals, and objectives.
- All Ripon USD employees are expected to work together to continuously provide a high quality education to all students.

Board Goal 5 – Facilities

- Collaborate with the Superintendent to identify and prioritize District facility maintenance projects, as well as capital renovation and improvement projects with limited resources, recognizing that there is a need to maintain and provide quality facilities that support the educational program and related services of our District.
- Examine and take sequential action to implement and address short term (0-5 years) and long term (5-10 years) recommendations from the Facilities Master Plan and inputs from the Superintendent Facility Advisory Committee and school community.
- Complete a new Facilities Masterplan to address current and future needs of the school district.
- Ensure the District's interests to secure statewide matching and other funding is protected in order to maximize District's resources and meet short and long term needs of the District.

Board Goal 6 – Governance

- Examine and implement organizational strategies that help set, support, and address District needs and priorities.

- Broaden opportunities to expand RUSD's local input on county and state educational partners' policy.
- Support specific efforts and recommendations of the Superintendent to achieve the goals of the District.

Rationale for Implementation of a Dual Language Immersion Program

- Ripon Unified School District continues to support the development of its Dual Language Immersion Program as part of a growing movement recognizing the importance of supporting and promoting multilingualism.
- The United States of America has always been a multilingual and multicultural nation. Master of two or more languages has significant benefits to individuals, families, communities and the world.
- It is increasingly important to educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad.
- We envision a future in which all students have a goal to develop and maintain proficiency in English and at least one other language. Children who come to school from non-English speaking backgrounds should also have opportunities to develop further proficiencies in their first language.

Dual Language Immersion Program Goals

All students in the Dual Language Immersion program shall work to achieve the following goals:

Goal 1: Bilingualism and Biliteracy

Students have the goal to develop a high level of oral and written proficiency in both Spanish and English and attain the Seal of Biliteracy.

Goal 2: Academic Achievement

Students have the goal to achieve academic excellence in all subject areas, meeting or exceeding District and California State performance standards.

Goal 3: Socio-Cultural Competence

Students should be able to develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our community, society and around the world.

History

History of Ripon Schools

"Education was a vital ingredient in building a good individual. The citizens of Dent and Castoria Township, which was to become Ripon, demonstrated this early on in the development of the public school districts. Zinc House School was the first step in this process; being formed in 1852. The schools needed to be accessible to students by horse or by foot. This was the reason for a high number of schools in the Ripon area. By 1890 Ripon had 4 schools, with a daily attendance of 108 students: River School 14, Zinc School 33, San Joaquin School 32, and Ripon School 29."

Ripon Union High School

"The first year of high school was held in 1910-1911 at Odd Fellows Hall. There were fourteen pupils and one teacher. A teacher's salary in this time was \$150.00 a month. A permanent school building was needed so a bond election was held in June of 1911 for \$22,500, but it did not pass. Then in 1916, the third bond election was held and was approved with \$27,000 for a new high school."
Resource: CityofRipon.org

Present

Currently, our District houses 5 elementary sites and two high schools: Ripon Elementary, Ripona Elementary, Weston Elementary, Colony Oak Elementary, Park View Elementary, Ripon High School and Harvest High School. All of our elementary sites service students from grades Kindergarten through 8th, with the exception of two sites, that also house Transitional Kindergarten classes. Ripon High School services students in grades 9-12. Our second High School is an alternative education site that services students in grades 10-12.

Adoption of Seal of Biliteracy

The California State Seal of Biliteracy was established by Assembly Bill 815 and became effective January 1, 2012. The seal provides recognition for students who have attained a high level of proficiency in speaking, reading, or writing in one or more languages in addition to English. At the regularly scheduled meeting of October 10, 2011 the Board of Trustees of the Ripon Unified School District adopted the State Seal of Biliteracy program along with a Pathways to Biliteracy award for younger students on their way to the California State Seal of Biliteracy. Ripon Unified School District was the first district in San Joaquin County to adopt the Seal of Biliteracy and the Pathways to Biliteracy (awarded in 8th grade) honors.

The Dual Language Immersion Plan is in alignment with the District's program to promote and support biliteracy. Ripon Unified School District may make modifications to its Dual Language Immersion Program to meet the changing conditions and needs.

Program Features and the California Seal of Biliteracy

Benefits of Dual Language Immersion

The Dual Language Immersion Program has been 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 becomes truly proficient. The program design is evidence-based. A significant body of research has established many benefits for learning a second language. These benefits are cognitive, academic, economic and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world.

Research-Based Benefits for all Students in Dual Language Immersion Programs

1. 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)
2. 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)
3. 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)
4. 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 fosters intergroup contact and appreciation. (Cummins, 1986; Ager 2005)
5. Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding. (ACTFL, 2006)
6. 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)
7. Dual Language 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)

8. 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 English Only Speakers

- Dual Language Immersion allow our English speakers to develop fluency in a second language early on.
- Dual Language Immersion provides English speakers authentic access to and interaction with another culture.

Benefits for Native Spanish Speakers

- Dual Language Immersion programs help close the achievement gap. Research shows that English Learners have a higher rate of success in Dual Language Immersion Education vs English only mainstream 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 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)
- A benefit to a Dual Language Immersion program is that it is more likely that English Learner students may be reclassified by 7th or 8th grade, so that they can thrive academically in high school.

Successful Implementation of Dual Language Immersion Programs

The following program characteristics are key to the successful implementation of a Dual Language Immersion program and to the development of bilingualism, biliteracy, academic success and multicultural understanding.

1. Start a second language early.
2. Commitment to entering the Dual Language Immersion program in Kindergarten and attaining the Seal of Biliteracy.
3. Provide instruction based on additive bilingualism and language separation.
4. Create a positive instructional climate by raising the status of the minority language
5. Foster home/school collaboration.
6. Attract and retain high quality program personnel who are innovative, collaborative, creative problem solvers and who are linguistically capable of delivering grade level curriculum.
7. Focus on raising the status of target language through instruction in culture and transformative social change.

Program Elements

The Ripon Unified 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 from the school community.

Ripon Unified adheres to the following program principles as they work to develop a program that ensures bilingualism, biliteracy, high academic achievement and the development of multicultural understandings between students:

- Students start second language learning at the primary level through an “early” immersion process. The District creates a K-5 language sequence that moves into the middle school.
- Students continue to study advanced coursework at the high school level.
- Teachers provide instruction based on additive bilingualism and language separation.
- Staff work to create a positive and respectful climate for second language learning while promoting the “target language” and its speakers.
- The school fosters home/school collaboration.
- The District values high quality program personnel that are able to deliver the academic and linguistic programs.

K-12 Program Articulation

The Dual Language Immersion program shall be aligned to state and national standards, including the California World Language Content Standards and AP Spanish Language and Literature Learning objectives, as established by the American Council on the Teaching of Foreign Languages (ACTFL). Spanish language instruction at the elementary school level is integrated into the California Common Core Content Standards. In addition, our goal is for the Dual Program to align and begin to give our elementary students access to our high school AP Spanish Language objectives and classes.

The California World Language Standards focus on the five areas of learning languages:

- Communication: gain proficiency to communicate in languages other than English.
- Cultures: gain knowledge and understanding of other cultures.
- Connections/Content: connect with other disciplines and acquire information.
- Comparisons/ Structures: develop insight into the nature of language and culture starting in early elementary (if continuously enrolled) that can lead to intermediate, pre-

advanced, or advanced levels of proficiency by the end of high school.

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

Point of Entry into the Dual Language Immersion Program

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

Starting early and studying in the second language prepares students to become highly proficient by the end of high school. The Dual Language Immersion program accepts students into the program at kindergarten and 1st grade if they are Native English speaking (NES) and Native Spanish-speaking (NSS) to give students ample opportunity to study the second language or home language within their TK-12 experience.

New Native Spanish Speakers (NSS) who pass the school's required language assessments and have developing levels of English proficiency may enter at a later grade based on informal multi- faceted assessments developed by the school. English Speakers who pass the school's required language assessments and have developing levels of Spanish proficiency may enter at a later grade based on informal multi- faceted assessments developed by the school. Acceptance is also based on keeping the preferred 50:50 ratio of Native English Speakers to Native Spanish Speakers.

The over-arching goal of the TK-8 Dual Language Immersion program is communication. A communicatively 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 grade levels, they have the opportunity to 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. Dual Language Immersion program students should enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) that allows Dual Language Immersion program students to enter a literature and grammar-based instructional model. Their placement into World Language classes in high school allows them to fine-tune their reading and writing skills, prepares students to pass the Advanced Placement (AP) tests, and receive college credit for their years of study.



California State Seal of Biliteracy

The State Seal of Biliteracy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each school district or direct-funded charter school that confers the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student.

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

On October 10, 2011, the Ripon Unified School District Board of Trustees adopted Board Policy and Administrative Regulation 5126.

Criteria for State Seal of Biliteracy:

The California Department of Education has 3 criteria for earning the Seal of Biliteracy:

Complete all English Language Arts requirements for high school graduation with an overall GPA of 2.0+ in those classes.

Pass the California Assessment of Student Performance and Progress for English language arts (currently Smarter Balanced Assessments).

Demonstrate proficiency in one or more languages in addition to English through one of the following:

Passing a foreign language Advanced Placement examination with a score of 3 or higher.

Successful completion of a 4-year foreign language course of study with a minimum GPA of 3.0+ in that course of study, and oral proficiency in the language comparable to that required to pass an AP examination.

If no AP examination or off-the-shelf language test exists and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language, passing a school district

language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the Proficient level or higher. If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for the purpose of determining proficiency in a language other than English. A pupil who seeks to qualify for the State Seal of Biliteracy through a language that is not characterized by listening, speaking or reading, or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.

Passing the SAT II Foreign Language exam with a score of 600 or higher.

In addition, if the primary language of a pupil in any of grades nine through twelve (inclusive) is other than English, he or she shall also do the following to achieve the State Seal of Biliteracy:

Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California, or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of the grades one through twelve, inclusive.

Why Earn the Seal?

The Seal of Biliteracy validates biliteracy and raises the status of minority languages within a predominantly monolingual educational system.

The Seal of Biliteracy promotes foreign language study that prepares students for life beyond high school.

The Seal of Biliteracy promotes participation in Advanced Placement classes and exams.

The Seal of Biliteracy provides students with a competitive edge in the employment market as well as increased opportunities for higher education.

Research Findings

A Dual Language Immersion Program is designed to maximize the benefits of second language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child becomes truly proficient.

Learning other languages encourages students to participate actively in an increasingly interdependent world. Second language study also prepares students for full participation in an international job market. Students who participate in Dual Language Immersion education programs should be able to develop skills throughout their TK-12 experience that serve them well in the local, western region and Latin American countries.

Ripon Unified School District plans to adhere to the principles of the Dual Language Immersion program to offer both English speaking and Spanish speaking students the opportunity to develop high levels of literacy in two languages in their TK-12 development.

Research Review

The first two-way bilingual immersion (TWBI) programs, also known as Dual Language Immersion Program (DLIP), in the U.S. began in the 1960s and were based on well-researched French-English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI/DLIP Programs in the United States has grown to over 850 programs. As of 2017, there were 407 Dual Language Immersion programs in the State of California, with more than 95 percent with Spanish as the target language. As of January 2020, there are 513 Dual Language Immersion programs registered at <https://duallanguageschools.org/location/california/>. The state goal was to have 800 programs by the 2020 school year, and 1200 programs by 2030.

In order for a program to be a Dual Language Immersion program, the program must possess the following critical features:

1. The program involves instruction through two languages where the target (Spanish in this case) language is used for a significant portion of the students' instructional day
2. The program involves periods of instruction during which only one language is used i.e., no translation or language mixing by classroom teachers
3. Approximately equal numbers of native Spanish Speakers (NSS) and native English Speakers (NES) are enrolled
4. The students are integrated for most or all instruction

Research Findings

The leading researcher in Dual Language Immersion program education is Dr. Kathryn Lindholm-Leary, Professor Emeritus from San Jose State University in California, who studied the longitudinal development of the first DLIPs in California and has the largest research base on the development of Dual Language Immersion programs dating back to the mid-1970s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, *Dual Language Education (Bilingualism & Bilingual Education)*, in 2001 and it continues to serve as the seminal research base for Two-Way and Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted research analysis of programs in Maryland, Texas, Washington, D.C., etc. and are responsible for informing the field about the effectiveness of these programs on the development of both a target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students in different types of second language programs.

Research focuses on:

1. Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)
2. Academic achievement levels for both groups of students

A. Oral Language Proficiency Levels of Native Spanish Speakers and Native English Speakers Students

The national research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a Dual Language Immersion program as a kindergartener fluent in English continued to be fluent in English. There is no evidence in the research that participation of an NES in a Dual Language Immersion program caused delay or interference in oral English proficiency. By the end of 1st grade, 100 percent of the NES students continued to test orally fluent in English.

Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In 50/50 Dual Language Immersion program models, in first grade, 88 percent of NSS students tested orally fluent in Spanish. In second grade and above, 100 percent of the NSS students tested orally fluent in Spanish, but only 20% of NES students rated orally fluent in Spanish. By grades 4 and 5, 50 percent of the NES students rated orally fluent in both languages. By sixth grade, almost 70 percent of NES students gained Spanish fluency.

(Lindholm-Leary, 2001)

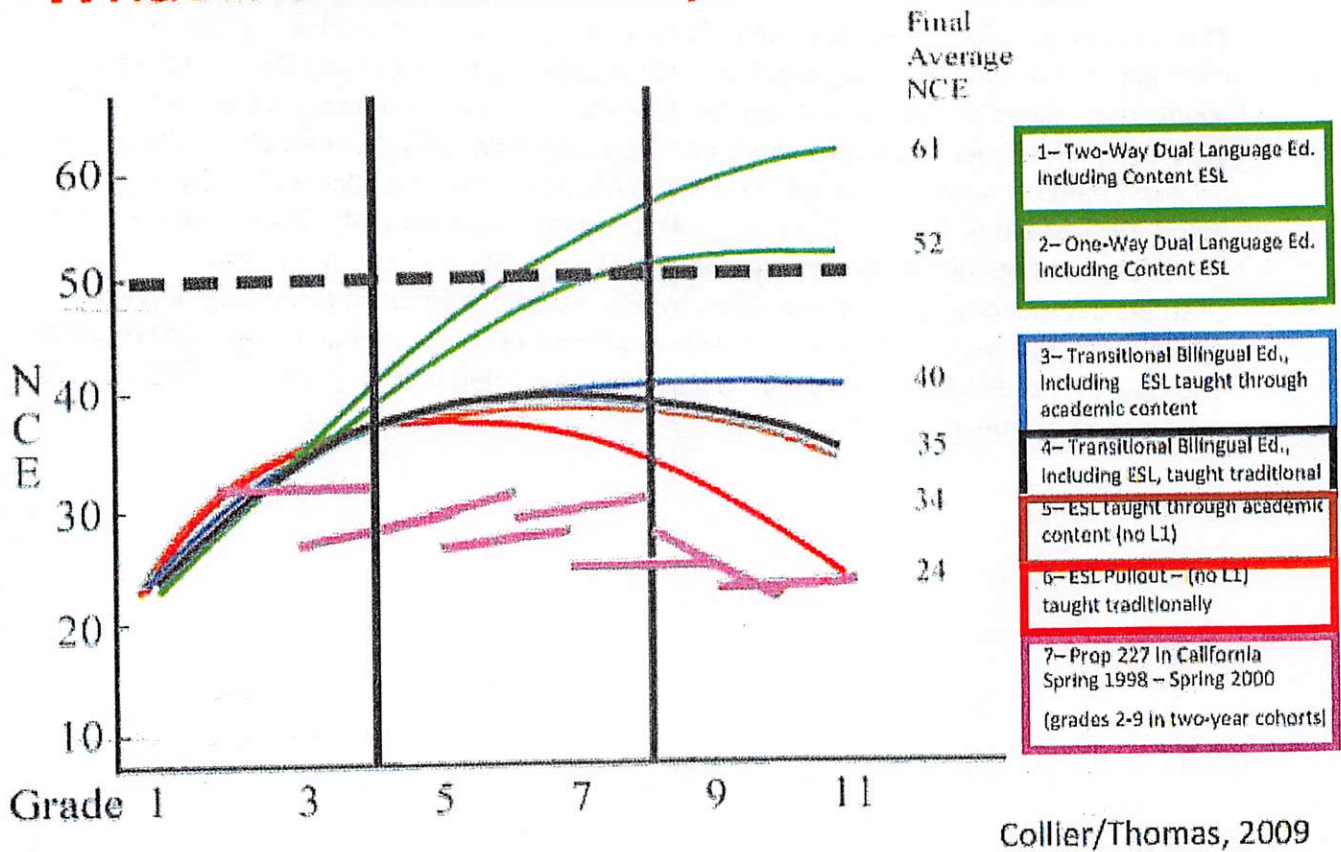
B. Academic Achievement

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

The researchers also found the length of time in the program is crucial: 4-7 years, at minimum, studying in both languages allowed students to close the gap between their test scores and those of their English-speaking peers. They also found that in the long-term data, few high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in the nation in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in Dual Language Immersion programs, NSS students tend to out-perform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. English-speakers in Dual Language Immersion programs also tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs.

Table 1: English Learners Long-Term K12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 2009)

What the research says - The Graph



Explanation of Collier Thomas Graph for DLIP plan:

The graph above represents Collier and Thomas' research on the following English learner instructional programs. Results have been consistent over time, repeated in rural and urban settings, and with various languages.

The initial research was conducted in 1999 and repeated in 2009 with almost duplicate results. The studies compare the performance of English learners in the following programs with the progress in academic achievement earned by native speakers of English in a 10-month school year. The native English performance defines the 50th percentile, or normal curve equivalent (NCE-an equal-interval percentile) on standardized norm-referenced tests and the average score on criterion-referenced tests as students move from grade to grade.

Seven Program Models:

1. Two-Way Dual Language Education including Content English as a Second Language (ESL). Content ESL means that content learning is scaffolded for English Learners. In this program, students from the majority and minority language attend the same classes at the same time, with the intention being that the majority language students learn the minority language, and the minority language students learn the majority language. The only exception, when they learn separately, is for second language instruction. Specific features are:
 - a. A minimum of six years of bilingual instruction;
 - b. A focus on the core academic curriculum rather than a watered-down version;
 - c. High-quality language arts instruction in both languages, integrated into thematic units;
 - d. Separation of the two languages for instruction (no translation and no repeated lessons in the other language);
 - e. Use of the non-English language for at least 50 percent of the instructional time;
 - f. An additive (that is, adding a new language at no cost to students' first language) bilingual environment that has full support of school administrators, teachers, and parents;
 - g. Promotion of positive interdependence among peers and between teachers and students;
 - h. High-quality instructional personnel, proficient in the language of instruction; and
 - i. Active parent-school partnerships (Howard & Christian, 2002; Lindholm-Leary, 2001; Thomas & Collier, 2002).
2. One-Way Dual Language Education including Content ESL program targets students of only one language. For example, teaching Spanish and English to native Spanish speakers, with the goal being full proficiency in both languages.
3. Transitional Bilingual Education including ESL taught through academic content is a 2-3 year program intended for EL students making an early transition to English-only instruction, with a component that includes scaffolding for content-area instruction.
4. Transitional Bilingual Education, including ESL, taught traditionally is typically a 2-3 year remedial program for English learners; Collier & Thomas recommend an upgrade to a one-way or two-way dual-language model.
5. ESL taught through academic content (no L1, meaning no instruction in the primary language, but includes English Language Development).
6. ESL Pullout – (no L1) taught traditionally. In a pull-out program, students are removed from class for ELD instruction by another teacher, or a paraprofessional working under the direction of a teacher, and all instruction is in English.

7. Prop 227 in California Spring 1998-2000 (grades 2-9 in two-year cohorts). Under Prop 227, English Learners received intensive ESL for the first year of instruction.

Dual Immersion Program Criteria and Student Participation Guidelines

Ripon Unified Student Participation Criteria

The Ripon Unified School District Dual Language Immersion Program (DLIP) accommodates students from different language groups and socio-cultural backgrounds. A variety of multicultural lessons, performances and celebrations, many of them entirely in Spanish, enrich the students' learning experiences. Students are taught the same content standards as other students in the District.

Native Spanish speakers and Native English speakers have distinct times during the instructional day for practice and instruction in Spanish Language Arts and English Language Development (ELD) starting in kindergarten. Dual Language Immersion programs also provide reading support services in both languages as needed.

Eligibility Criteria

- Families follow the regular enrollment process. Additional paperwork is required. Acceptance is also based on keeping the preferred 50:50 ratio of Native English Speakers to Native Spanish Speakers. (See Appendices B, C and F)
- Parents must make a multi-year commitment (elementary and middle school) to ensure that their children have the necessary timeframe to develop both biliteracy and bilingual skills (Appendix C – Dual Language Immersion Family Commitment Compact)

Dual Immersion Program Participants

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

English Learners

English Learners contribute to classroom diversity and promote the authentic use of the Spanish language in the classroom. A key benefit to this group of students, particularly if their home language is Spanish, is their opportunity to learn English while maintaining and improving their Spanish language in an academic setting. In general, English Learners who participate in the program are more likely to succeed in school than if they attend mainstream English classes. (Lindholm-Leary, 2009)

English Dominant Students

English dominant students begin their program at the transitional kindergarten / kindergarten level or first semester of first grade only as part of this early immersion process. Older students wishing to enter the program at the upper grades must have bilingual skills equivalent to those in the program and pass school-designed proficiency tests to determine literacy (written and oral) in the target language and proficiency levels in English. These assessments must be pre-approved by the school administrator and should be reviewed by the Dual Language Immersion Program key personnel before placement into the program is finalized.

Special Services

Students with concerns of speech articulation, fluency, or voice may be referred for speech services. Concerns of receptive/expressive language, sentence structure or organization may be brought to a Student Study Team to discuss concerns and problem-solve strategies to continue to work with the students in the program. Behavior concerns may also be brought to a Student Study Team for review and discussion.

Transfers and Late Enrollees

When space is available in the upper grades, a few students may meet the program and linguistic capabilities to move into the program. These students are often Spanish-speaking students who may be considered for the program at other grade levels when they can demonstrate language skills and knowledge necessary to be successful in the program. The placement of late enrollees into the program is to be decided by a Dual Language Immersion Program Assessment Team on a case-by-case basis.

Dual Language Immersion Program Registration Process (K/1 Enrollment)

1. Parents and guardians of incoming kindergarten and first grade students apply to have their students participate in the Dual Language Immersion Program. Parents may start the registration process online at <https://www.riponusd.net/enrollment-registration> and take the required documents to the posted registration event, or turn it in for review at any elementary site beginning the following week.
2. Specific dates for TK/Kindergarten Orientation and Registration are on the website.
3. Families who want to enroll children in the Dual Language Immersion Program but do not live in Ripon must complete an interdistrict Transfer Request form. Begin the transfer process by submitting a Request for Interdistrict Attendance Permit to your school district of residence and contact Ripon Unified's district office for next steps. (209) 599-2131 Interdistrict students will only be accepted if space is available and all requirements are met.
4. Upon entrance into the program, parents are asked to sign a Parent DLI Program Compact Letter to verify their understanding that they are making a multi-year commitment to the program for their students.

K-12 Program

“No child needs to lose a language to learn a language.” Dr. Kathryn Lindholm-Leary

The Dual Language Immersion program differs greatly from earlier bilingual programs offered in many California districts. Unlike those programs, Dual Language Immersion provides both native Spanish speakers and native English speakers the opportunity to learn to read, write, and communicate effectively in Spanish and in English while achieving high levels of academic achievement. This is an “additive bilingual” program, meaning that a child’s first language continues to be strengthened and augmented while he/she is gaining a second language. In addition, students have the opportunity to develop an understanding of and an appreciation for other cultures, develop a high self-esteem and experience positive interactions with people from other cultures and countries.

Instructional Program

- Core content instruction in the classroom is in and through both languages.
- The program follows the District’s core curriculum and uses state-adopted materials.
- Grade-level Common Core State Standards are taught.
- The delivery of the lessons are taught by using one language at a time.
- Teachers are trained and receive continuous professional development to ensure best instructional practice.

Program Model

Grades K-3:

- Language Arts is taught in English/Spanish.
- English Language skills and concepts are taught using the CA Common Core Standards cross curricular and units are developed as a whole language approach in Social Studies and Science. Math is then spiraled using a Spanish Math curriculum to strengthen and develop a deeper understanding of mathematical practices, concepts and skills.
- 30 minutes of English language development is provided daily, using the Common Core State ELD Standards.

Grades 4-5:

- Language Arts is taught in Spanish.
- English Language skills and concepts are taught using the CA Common Core Standards cross curricular and units are developed as a whole language approach in Social Studies and Science.
- New math concepts are taught in English and spiraled mathematical concepts are supported in Spanish to deepen math reasoning.
- Instruction is split between Spanish and English.
- There is a continued emphasis on English language development and academic vocabulary.
- Literacy continues to be developed in both languages.

- High academic and linguistic expectations are in place.

Grades 6-8:

- Students are given a block of time or 'elective' period with a Spanish teacher.
- Students are exposed to Spanish literature and world social events through the lens of World Languages.

Ripon High Program

SPANISH I

Year Course • 10 Credits

UC "E" Requirement

CSU "E" Requirement

Prerequisite: "C" or better in previous English course.

Basic introduction to the Spanish language and culture. This course is aimed at helping students attain proficiency in the skills of listening, speaking, reading, and writing in a way that makes language learning a meaningful activity. This course presents the language within the context of the contemporary Spanish-speaking world and its culture. It is designed to meet the University entry requirements in oral and written forms.

SPANISH II

Year Course • 10 Credits

UC "E" Requirement

CSU "E" Requirement

Prerequisite: "C" or better in Spanish I.

Spanish II is a continuation of Spanish I with the emphasis on oral skills, via group work, grammatical structure, reading comprehension, and writing composition. This course elicits a high level of student participation in the learning process and avoids relying on any one theory of language learning.

SPANISH III

Year Course • 10 Credits

UC "E" Requirement

CSU "E" Requirement

Prerequisite: "C" or better in Spanish II.

Students expand the practical vocabulary needed for active language use and deepen their appreciation of Hispanic culture through an introduction to literary works by authors from Spain and Latin America. This course elicits a high level of student participation in the learning process and avoids relying on any one theory of language learning.

SPANISH IV

Year Course • 10 Credits

UC “E” Requirement

CSU “E” Requirement

Prerequisite: “B” or higher in Spanish III.

Spanish IV is a continuation of Spanish III and emphasizes conversation and writing composition. More complex grammatical concepts are presented through cultural contexts.

AP SPANISH LANGUAGE CULTURE

Year Course • 10 Credits • GRADES 11-12

UC “E” Requirement

CSU “E” Requirement

Prerequisite: Spanish III or IV with the grade of “B” or better and teacher’s approval. Mandatory summer assignment and application are required.

Spanish IV (AP) is an advanced course that is a continuation of Spanish III. This course emphasizes preparation for the AP Spanish language exam through intensive vocabulary and grammar development, reading, writing and oral practice.

AP SPANISH LITERATURE AND CULTURE

Year Course • 10 Credits • GRADES 11-12

UC “E” Requirement

CSU “E” Requirement

Prerequisite: “B” or higher in AP Spanish Language.

Mandatory summer assignment and application are required.

The AP Spanish Literature course provides students an introduction to Peninsular, Latin American and US Hispanic literature. This course is equivalent to a college literature class. The course allows students to show their proficiency in interpersonal, presentational and interpretive communication while examining 38 key works of literature through historical and contemporary cultural contexts. Course work is done entirely in Spanish and is designed to promote critical reading and analytic writing skills.

SPANISH FOR HERITAGE LEARNERS I

Year Course • 10 Credits

UC “E” Requirement

CSU “E” Requirement

Prerequisite: “B” or higher in AP Spanish Language.

Spanish for Heritage Learners 1 is designed to develop the language, literacy and cultural skills of Heritage Learners of the Spanish language. Many students, whose home language is Spanish, possess the basic interpersonal communication skills of the language, but are limited in reading, writing and understanding the cultural aspects of Latin American. The course offers a total of 9 units: each lesson covers the 5 C’s of foreign language learning: communication, cultures, connections, comparisons and communities. All lessons will help develop a cultural understanding of Spanish speakers, as well as a cognitive academic language proficiency in Spanish. The lesson will also apply 21st Century Skills to the acquisition of knowledge and oral and written language production.

SPANISH FOR HERITAGE LEARNERS II

Year Course • 10 Credits

UC “E” Requirement

CSU “E” Requirement

Prerequisite: Spanish for Heritage Learners I.

This course is an extension of Spanish for Heritage Learner I.

Assessment and Accountability

The Dual Language Immersion program's success can be demonstrated by student progress towards meeting program goals. The Dual Language Immersion program teachers use the common core content and proficiency standards to define learning expectations and standards-aligned assessments to measure student growth, improve planning and teaching, and increase overall program effectiveness. Program success is predicated on the careful development of an infrastructure (personnel, technology, policies and practices) that supports an accountability process. This process includes ongoing student assessments using multiple measures in both languages, data collection and monitoring, and program evaluation and reporting.

The following chart outlines the assessments that are likely to be used in the program to measure both academic progress in both languages, Spanish language development and cross-cultural attitudes and proficiencies.

Table: Assessments & Progress Monitoring Measures K-12

Program Goals	Standards	Assessments
Academic Achievement	Common Core Standards in all content areas including Spanish, ELA, ELD and Mathematics	Informative Assessment In Classroom Supports: <ul style="list-style-type: none"> •DIBELS/Running Records (TK-- 5) •IStation Eng. & Span. (K-5) District Assessments: <ul style="list-style-type: none"> •STAR Early Literacy Eng. & Span (K-2) •STAR Reading Eng. & Span. (3-8) •English Writing Assessment (3-8) State Assessments: <ul style="list-style-type: none"> •SBAC (3-8) •ELPAC (TK -8)

Second Language Proficiency	English Learner	ELD Standards Once A Trimester: assessments tracking English Language Development Growth in Listening, Speaking, Reading Comprehension and Writing (including ongoing classroom assessments) with ELD Monitoring Folders
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Dual Language Immersion Program Evaluation and Reporting

Program participants, teachers, administrators and parent leaders plan to analyze and interpret relevant data to inform instruction practices, improve the program, and share findings with stakeholders.

In addition, program participants plan to communicate to parents, administrators and community about student performance, progress and effectiveness of the DLIP as a whole through parent education meetings, parent teacher conferences and report cards.

Curriculum and Instruction

Curriculum

The Dual Language Immersion Program curriculum is aligned to the California Common Core Standards and to the principles of second language learning. The curriculum is interdisciplinary, standards-based and fully articulated for all students in the TK-8 program. "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices." (Levin, Haertel, Kirst, Williams, & Perry, 2006)

The curriculum is designed to develop literacy in both languages by developing a daily schedule at all grade levels with specific language times for content instruction, clearly identifying the language of instruction and time allocation. Materials continue to reflect the student population and promote cross-cultural appreciation. Staff continues to refine curriculum within and across grade levels to articulate skills and curriculum. Teachers continue to plan for curriculum development, program review and textbook adoption consistent with Dual Language Guiding Principles and goals. The program continues to address high academic Common Core Standards that extend and expand student learning, using interesting and relevant textbooks, instructional materials and technology consistent with program goals and with second language acquisition research.

Instruction

Teachers use successful research-based immersion programs that have common learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. Dual Language Immersion program teachers strive to share a clear and consistent understanding of program curriculum, instructional practices and content, and objectives of the Common Core and ELD standards.

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

Best Practices and Instruction

The Dual Language Immersion program promotes the capability to use the best practices of instruction. Teachers incorporate strategies that integrate language and content into their lessons across disciplines and provide comprehensible and differentiated instruction as needed.

Teachers stay in one language during a given lesson, rather than mixing English and Spanish, so that students are instructed in “one language, one face”. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills.

Immersion instruction is carefully designed, integrating language and content (Math, Social Studies, Science, etc.), addressing second-language learner needs and encouraging transfer of skills, strategies and knowledge across languages. This curriculum integration addresses core content.

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

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

Students in the Dual Language Immersion program may also receive Social Studies curriculum in Spanish which cover state adopted content standards for Social Studies and Common Core State Standards. There is an emphasis on literature, writing and grammar standards at each grade level based on the Spanish Language Arts Standards from San Diego County Office of Education. https://commoncore-espanol.sdcoe.net/Portals/commoncore-espanol/Documents/2018_09_18_K-12_SLD_Standards_Translated.pdf?ver=2018-09-18-101554-827

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

The goal of teaching students to listen, speak, read and write fluently in two languages, while maintaining high levels of academic achievement, is a daunting one. For this reason, instruction in the Dual Language Immersion classroom must be both rigorous and strategic, as well as

motivating, engaging, interactive and intellectually challenging. Students have multiple opportunities to experience meaningful interaction with others, to engage with a variety of literary and informational text and to collaborate with peers on authentic academic tasks. Teachers utilize a wide variety of instructional strategies to ensure that both groups of language learners are acquiring a second language and also understanding the content instruction in both languages. These strategies include:

- Engagement with grade-level text and intellectually rich tasks
- Collaborative discussions about content
- A focus on meaning making
- Whole and small group interaction
- Consistent use of specific instructional and management routines
- Daily formative assessment
- Use of scaffolded sentence frames and word banks
- Extensive teacher modeling and use of examples to make learning more comprehensible for all students
- Use of repetition, visuals, models, gestures, etc.
- Use of chants, rhymes, songs and drama
- Use of online resources and technology

Teachers also work diligently to maintain the language of instruction. This means that, although a Dual Language Immersion teacher may be totally bilingual and biliterate, he/she uses only the language of instruction designated for a particular subject area when teaching that subject area. Teachers do not translate or move from one language to another. This is particularly critical in the early grades.

All Dual Language Immersion teachers attend professional development each year so that they continue to strengthen their instruction. In addition, all teachers have opportunities throughout the year to meet with grade-level peers, and with colleagues across grade-levels, to collaborate, to share instructional ideas and strategies, to analyze data, to work in various committees and to engage in continually improving this program for all students.

Articulation of Cultural Activities

- Día de los Muertos
- Cesar Chavez Day
- Cinco de Mayo
- Día del Niño
- Las Posadas

English Language Development

According to both state and federal regulations, any student identified as an English Learner (a student who has a home language other than English, and is not yet fluent in the English language as determined by state assessments) must receive a program of English Language

Development as part of his or her core instruction. In traditional ELD programs, English Learners are separated from already-fluent and native-English speakers for 30-60 minutes per day. During this Designated ELD time, English Learners receive strategic instruction that is specific to their language development and language acquisition. They then return to a whole class setting for the remainder of the day, during which time the teacher provides Integrated ELD through content instruction.

In the Dual Language Immersion classroom, however, English Learners and English dominant students must remain together for the entire day, as this configuration allows maximum opportunities for cross-learning of language. In this design, both Integrated and Designated English Language development are provided during and through the English period of the day.

Communication and Parent Outreach

The Dual Language Immersion program plans to have ongoing outreach. The program hopes to expand and improve its communications with both the Spanish-speaking and English-speaking families in the Ripon community at large, including key information about the documented success of Dual Language Immersion education for students.

Sharing News and Information

Throughout the District there are a number of events to keep families informed of classroom activities and students' progress including: Back-to-School Night, Parent-Teacher Conferences, School Site Council, English Learners Advisory Council, Parent Faculty Club, and more. Regular communications include school newsletters, postings on the individual school site website pages, and email announcements.

Encouraging Hands-on Involvement

The active engagement of Dual Language Immersion program families is especially critical to the success of the Dual Language Immersion Program. The Dual Language Immersion 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 when pandemic situations allow, (3) accepting leadership positions, such as PFC, ELAC and Site Council and (4) participating in fundraising activities.

Parents can also support Dual Language Immersion program by serving on committees, planning special cultural events, chaperoning field trips and volunteering for specific classroom activities.

Advancing Students through Parent Outreach

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

The District and school sites may post the Dual Language Immersion program Plan and the Seal of Biliteracy Pathways (see appendix A) on their websites. In addition, the Dual Language Immersion program and Seal of Biliteracy Pathways continue to be presented at DELAC and ELAC meetings.

Activities/ Events

- Dual Language Commitment Night/Event
- Send out teacher newsletters
- Send out a school monthly newsletter in both languages
- Keep the website page active and updated in both languages
- Use automated phone calls to remind parents of meetings in both languages
- Have parents sign Parent Compact forms at the kindergarten level
- Give parents information on Seal of Biliteracy awards starting in kindergarten
- Hold a recognition award ceremony for Pathway of Biliteracy candidates after students complete 5th grade
- Access to (Aeries) in order to track student progress over their TK-8 program and 9-12 pathway participation.

- Hold information nights for parents on the Pathway and Seal of Biliteracy Awards
- Recognize Pathway and Seal of Biliteracy candidates
- 8th and 9th grade DLIP students receive information outlining the importance of ELA proficiency and with information on the Seal of Biliteracy Pathways.
- Teachers review the Pathway and Seal of Biliteracy with their students

- Provide an annual orientation to the high school World/Foreign Language offerings and the Seal of Biliteracy to all DLIP students starting in 9th grade
- Host multi-level grade tours each Spring for incoming students
- Discuss Seal of Biliteracy at RHS Back-to-School Night

Glossary of Terms

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 diminish 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)

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

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

Language Separation Policy: Dual Language 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 language development, disrupts the natural flow of speech and generally does not promote teacher best practices of accommodations for

comprehensible input through the second language. (Howard, Sugarman, Perdomo, and Adger, 2005)

Proficiency: It is the ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing.

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

APPENDIX A

Attaining the Seal of Biliteracy at Ripon High School

Want to earn the Seal of Biliteracy? Here's how!



The California Department of Education has 3 criteria for earning the Seal of Biliteracy:

- 1:** Completion of all high school graduation requirements in English with a 2.0+ overall.
- 2:** Pass the SBAC assessment at grade 11 at or above the standard met achievement level (English Learners must also attain the proficiency level (4) on the ELPAC assessment).
- 3:** Demonstrate proficiency in 1 or more languages in addition to English through one of the following:
 - Passing a foreign language Advanced Placement examination with a score of 3 or higher.
 - Passing the SAT II Foreign Language exam with a score of 600 or higher.
 - Successful completion of a 4-year foreign language course of study with a minimum GPA of 3.0+.

RHS has identified 3 pathways to the Seal of Biliteracy. We recommend review of the pathways and grade level sequences (along with their descriptions and requirements) as well as careful consideration of the student's skill level, academic habits and educational goals when choosing which language learning experience is most appropriate.

Course Placement	9th Grade	10th Grade	11th Grade	12th Grade
Pathway 1 <i>Student with no language experience in Spanish</i>	Spanish I	Spanish II	Spanish III	Spanish IV or Spanish AP-Language and Culture
Pathway <i>Recommended for most incoming Spanish-speaking freshmen</i>	Spanish Heritage 1	Span Heritage II	<i>AP Span. Language and Culture*</i>	<i>AP Span Literature & Culture**</i>
Pathway (Pre-req) <i>Student passed Spanish I elsewhere/out of district/state.</i>	Spanish II	Spanish III	Spanish IV or <i>AP Span Language and Culture*</i>	<i>AP Span Literature & Culture**</i>

The following exams would presumably be taken in the year of study indicated:
 *AP Spanish Language & Culture Exam **AP Spanish Literature & Culture Exam *
Bolded courses met A-G requirements. *Bolded and italicized* courses earn additional GPA credit with a grade of C or higher.

Pathway Descriptions and Entrance Requirements

- ★ Pathway 1: Designed for students who wish to pursue Spanish as a 2nd language. Spanish I is NOT appropriate for Spanish heritage speakers.
- ★ Pathway 2: Designed for Spanish heritage speakers with little or no formal instruction in Spanish. Fosters continued literacy development and oral communication skills through exposure to a variety of literary genres, writing opportunities, grammar lessons, and presentations of Spanish speaking cultures.
- ★ Pathway 3: Designed for students who successfully passed Spanish I in middle school, if offered. Spanish II is NOT appropriate for Spanish heritage speakers.

APPENDIX B

Dual Language Immersion Program Registration Process (K/1 Enrollment)

The Dual Language Immersion program accepts Kinder and 1st grade students into the program without prior entrance assessment to give students ample opportunity to study the second language or home language within their TK-12 experience. Students interested in participating in the Dual Language Immersion program after the 1st grade must be a direct transfer from a Dual Spanish program or should be assessed and reviewed by their dual immersion team. Students meeting or exceeding speaking, reading, and writing in Spanish may be placed in the program, if space is available.

1. Parents and guardians of incoming kindergarten and first grade students must apply to have their students participate in the Dual Language Immersion Program. Parents may start the registration process online at <https://www.riponusd.net/enrollment-registration> and send in the required documents online as requested.
2. Specific dates for TK/Kindergarten Orientation and Registration are on the website.
3. Families who want to enroll children in the Dual Language Immersion Program but do not live in Ripon must complete an interdistrict Transfer Request form. Begin the transfer process by submitting a Request for Interdistrict Attendance Permit to your school district of residence and contact Ripon Unified's district office for next steps. (209) 599-2131 Interdistrict students will only be accepted if space is available and all requirements are met.
4. Upon entrance into the program, parents should sign a Parent DLI Program Compact Letter to verify their understanding that they are making a multi-year commitment to the program for their students.

Transfers and Late Enrollees

When space is available in the upper grades, a few students may meet the program and linguistic capabilities to move into the program. These students are often Spanish-speaking students who may be considered for the program at other grade levels when they can demonstrate language skills and knowledge necessary to be successful in the program. The placement of late enrollees into the program is to be decided by a Dual Language Immersion Program Assessment Team on a case-by-case basis.



Dual Language Immersion Program Family Commitment Compact

Ripon Unified School District is committed to the success of every student. Our goal is that each child is:

- Challenged by a rigorous academic program
- Enjoys school and learning
- Feels a sense of belonging
- Is capable and confident

In addition to those foundational basics, our Dual Language Immersion Program students:

- Goal is to become bilingual by developing high levels of proficiency in the students' native languages and in a second language
- Demonstrate multiculturalism through positive cross-cultural attitudes, behaviors, and high levels of self-esteem
- Strive to have no statistically significant achievement gap between native English speakers and English learners

Ripon Unified School District commits to:

- Provide a language-rich environment in the dual-language classroom
- Teach reading and math in English and Spanish.
- Dual Immersion Program through our 50/50 Model
- Extend Spanish literature to grades 6-8 as the program grows
- Offer pathways through high school in order to meet the Seal of Biliteracy requirements
- Consistently strive for the academic success of every student

In order to support a high-quality and sustainable Dual Language Immersion Program, parents commit to its long-term success.

As a parent, I commit to:

- Stay informed about my child's progress by attending parent-teacher conferences and school meetings about the dual language program.
- Talk to the teacher or principal if I have questions.
- Support my child's bilingual and biliterate development by maintaining a positive attitude regarding my child's second language learning.
- Remember that the process of language acquisition is a long-term commitment, and that it takes five to seven years to acquire a second language.
- Maintain my student's participation in the Dual Language Immersion program through at least 5th grade so he or she may fully develop full language skills in both Spanish and English.

Student Name: _____ **Program Entry Date:** _____

Parent/Guardian Signatures: _____ **Date:** _____

_____ **37** _____ **Date:** _____

APPENDIX D

Guiding Principles for Dual Language Education

Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn Lindholm Leary & David Rogers
2018, Third Edition

The Guiding Principles for Dual Language Education is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or development bilingual programs) with planning and ongoing implementation.

Based on the New Mexico Dual Language Program Standards and grounded in research on effective schools, the publication was developed by the Center for Applied Linguistics in 2005 with an expert panel of researchers and practitioners from across the United States, revised in 2007 and in 2018.

STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program planning, implementation, and evaluation.

STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.

STRAND 3	INSTRUCTION
Principle 1	Instruction methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.

STRAND 4	ASSESSMENT AND ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.

STRAND 5	STAFF QUALITY AND PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.

STRAND 6	FAMILY AND COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.

STRAND 7	SUPPORT AND RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

APPENDIX E

Global California 2030 Speak. Learn. Lead.

An initiative of State Superintendent of Public Instruction Tom Torklakson, CDE 2018

<https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>

APPENDIX F



Dual Immersion Program: Parent Interest Form

Ripona Elementary World Language Program

415 E. Oregon

Parent/Guardian Information

Names: _____

Address _____

Cell # _____ Work # _____ Email _____

Student Information

Name: _____

Student's grade in August _____

Birthdate _____

I am interested in learning more about the Dual Immersion (DIP) Program. I would like to...

_____ Speak to someone about the Dual Immersion Program

_____ Enroll my child in the Dual Immersion Program