Our school’s story
We see the biliteracy/multiliteracy, cultural, and linguistic demands and needs of our bilingual/multilingual student population as our number one goal in our program. We support the simultaneous development of both languages. We work hard to look at our practices and ideologies with a sociocultural lens to promote the development of critical pedagogy. The passion for our program comes from both our pride in our bilingual community but also our recognition that our language practices have value. While we are a new school we are a very old community of Native and Latino families; culture and language are everything to us. They are what make us succeed and push us forward in a world where they are not always valued in the way we value them. They give us the strength to overcome obstacles and succeed wherever we may decide to go in the great country.

Our Areas of Strength
We have strong commitment from our administration and teachers. We have students who want to be in our program and who work hard. Our honors and AP classes create an equitable educational offering for our students. Our comprehensive Spanish language arts component creates a space of biliteracy where students feel comfortable inquiring about their language processes.

Our Challenges and Next Steps
We need to work with English content teachers more to encourage them to see themselves as bilingual teachers on the other side of language development. We see a huge need to work with our recent arrival immigrants to give them the academic and linguistic opportunities they need to be successful in post secondary work. We need to work on informing current and incoming parents about how our program works and be more active in engaging our parents.

Our Words of wisdom
The great educator Paulo Freire tells that we must "read the word to read the world" for bilingual and multilingual this has even greater connotations as we have more than one world to read. The importance that we read all our worlds is key for our success. Remember that all our worlds are important and we must never sacrifice one for the other.

Contact: Mishelle Jurado, jurado@aps.edu To Learn More: https://aha-aps-nm.schoolloop.com/schoolprofile
Our school’s story
The Dual Language Immersion Program at Marshall Elementary School (now the Dual Language Academy) was initially founded by a group of teachers, parents, and district personnel who believed that a dual language immersion program would benefit our school community. The program began with 2 kindergarten classes in 2005 as a strand within Marshall Elementary School in Seaside, California. Grade levels were added each year until the first cohort reached 5th grade in 2011. At that point, Parents within the school community began advocating for extending the program to 8th grade to ensure a continuous dual language experience up to High School, and advocating for charter status to increase budgetary control and site governance. The Dual Language Academy was founded as a locally funded charter school in July of 2014, separated off from Marshall Elementary, and occupied the Campus at 225 Normandy. The first year as a Charter school saw 350 students enrolled in grades K-7. Since that time enrollment has climbed to 450 and is planned to reach capacity at 600 students in 2021.

Our Areas of Strength
Students at the Dual Language Academy have consistently done well in Spanish language, spelling and writing contests. In the past 2 years, Dual Language Academy students have placed 1st in several local Spanish Spelling Bees. Three students from the Dual Language Academy were invited to participate in the National Spanish Spelling Bee in 2016 and A Dual Language Academy student entered and won a state-wide Spanish writing contest sponsored by the Embassy of Spain.

Our Challenges and Next Steps
Continuing to improve language acquisition instruction will remain the key focus for us at the Dual Language Academy. There continues to be a need for Professional Development and focused learning walks targeting student language use in both English and Spanish. This is needed to continue to shift our teachers from a mindset of “giving instruction” to a mindset of “facilitating learning”.

Our Words of Wisdom
Students only learn language by using it in meaningful contexts. If the teacher is doing more than 50% of the talking, students are not going to acquire much language in class. Comprehensible input + lots of scaffolded, rigorous, meaningful output = rapid language acquisition.

To Learn More: https://dlamp-mpusd-ca.schoolloop.com
Contact: Tom Van Heukelem, tyanheukelem@mpusd.net
Our school’s story
Approximately 13 years ago, Principal Vickie Sewing and Agua Fría (AF) Elementary teachers formed a bilingual committee to research the most effective academic programs for ELLs. We learned that 1- and 2-way dual language (DL) immersion programs affected the greatest academic gain as well as having the highest prospect of closing the achievement gap. DLI was a viable option due to a few key factors: our high number of bilingually endorsed teachers and a multitude of ELL students as well as some native English students, many of whom were heritage learners reclaiming another language. AF implemented three strands of programming: a 2-way DL immersion strand, a 1-way DL immersion strand and an English strand. The 2-way strand followed a 90/10 model while the 1-way DL strand followed a 70/30 model. Even in the nascent years we began to see a difference in academic achievement between the strands. This, coupled with new research, led us to change the 1-way DL program to mirror the percentages of instruction of the 2-way. At the end of the 2013-14 school year, the administration and the leadership team decided to merge our 1- and 2-way DL strands, thereby allowing for the mixing of all students in the DL program. At the end of the 2014-2015 school year, our Superintendent approved our elimination of English programming at the kindergarten level. A major impetus for transitioning from a PreK-6 school (AF) to a PreK-8 school (ECRA) was a community survey, which resoundingly favored dual language instruction. All DL students in middle school receive half of their instruction in Spanish and half in English. And beginning 2015 - 2016, we have begun DL programming in our Pre-K classrooms.

Our Areas of Strength
In the school year 2013-2016 Agua Fría/El Camino was selected as 1 of 3 schools in NM as a Bright Spot School, receiving a share of over $100,000 of technical assistance and support from the Kellog Foundation. In addition, through our strong professional relationship with Dual Language Education of New Mexico, our staff has participated in a range of professional learning designed to constantly improve our dual language instruction and programming.

Our Challenges and Next Steps
One question we’re grappling with is how to assess content proficiency in both languages assuring all students’ instructional needs are being met. Recently ECRA learned that they would become a DL Focus School for the city of Santa Fe, with next steps including a multi-year transition in order to become fully Dual Language at all grade levels.

Our Words of Wisdom
Agua Fría / El Camino Real Academy recognizes the achievement gap that exists for our Hispanic and ELL students and seeks to eliminate discrepancies through an effective dual language immersion (2-way) program that also fosters multicultural compassion and high levels of academic achievement for both native Spanish and English speakers.

To Learn More: http://www.elcaminorealacademy.com

Contact: Holly Call, hcall@sfps.k12.nm.us
Franklin Dual Language Academy
Los Angeles Unified School District

Our school’s story
Franklin Dual Language Academy’s story begins in 2008 at Aldama Elementary’s Dual Language Program in Northeast Los Angeles. Since then, a dedicated group of parents and teachers have built a thriving program that would go on to establish the FDLA 6-8 program on a separate campus, a mile away from Aldama. That is nine grades on two campuses. Because FDLA is situated on a high school campus, there are plans to expand the program through 12th grade, potentially being the first program in Los Angeles Unified School District that can deliver the promise of a K-12 bilingual education.

Our Areas of Strength
Our program’s strengths lie in family investment, dedicated teachers, the possibility of a K-12 program and economic and cultural diversity. The grassroots parent movement that started the Aldama program remains a force at the middle school level. Scores of parents sleep overnight on the sidewalk for a coveted spot in the Aldama Dual Language kindergarten class. With few exceptions, the programs have been staffed by the same teachers, in the same grade level over the years. We celebrate and appreciate the cultural and linguistic diversity of our families and our program promotes global citizenship and language appreciation.

Our Challenges and Next Steps
Early on, Aldama was unable to deliver on its promise of providing a quality education to the students that opened the program. Dual Language teachers received lay-offs, felt unsupported at both the site and district levels, struggled to recruit Spanish speaking families who had been burned by bilingual programs of the ’80s and ’90s that failed to reclassify English Learners, and were constantly in search of highly qualified bilingual teachers. Even today, with stable teaching forces, both schools are challenged with how to differentiate support in and outside of the classroom for families from different language, cultural, and socio-economic backgrounds.

Our Words of wisdom
Programs need:
• supportive administrators,
• passionate lead teachers that parents trust,
• qualified teachers who collaborate and create what they need, rather than wait for resources that may never come,
• training in differentiated instruction to provide all students an equitable education,
• and committed parents from English speaking and target language homes.

Contact: Rebecca Roe, rebecca.roe@lausd.net To Learn More: https://franklinhs-lausd-ca.schoolloop.com/dual

CABE 2-Way Dual Language Immersion Program Showcase 2017
Our school’s story
Washington Elementary began its Dual Immersion journey in 2002. At that time the program had to be heavily promoted by those that believed in its potential for success and academic opportunities for our students. Parents put their faith in the school to reach the biliteracy goal for their child by the completion of elementary school. The years that came after the program’s success called for growth, within the Corona Norco Unified School district, paving the way for additional schools to open their doors to Dual Immersion programs. The challenges of staffing credentialed BCLAD teachers and recruitment of students early on gave way to a breakthrough and led to an abundance of credential staff looking for opportunities to be part of our district’s program and a waiting list of students hoping to be admitted. Since opening our doors to Dual Immersion we have been committed to biliteracy and a multicultural educational for all of our students in our program. We continue to look for ways to improve this gift of knowing two languages. As we look to promote our ninth 6th grade class this year, we are excited for what the future holds for our program and students.

Our Areas of Strength
The community that has been built within our Dual Immersion program is a definite strength. The students support each other and see each other as family. Also, we have been able to maintain the fidelity of the program and instructional minutes in order to achieve success in both languages. Our district curriculum plan is followed at each grade level to ensure that we are providing the right amount of English and Spanish minutes.

Our Challenges and Next Steps
When students begin in kinder, we never know what the future needs may be for them. We continue to seek out effective intervention programs for students in Spanish, just as we have in English. It is a challenge to help maintain the focus of Spanish when a child is struggling and resources are not as readily available. We continue to seek out strategic interventions that fully support the acquisition of a second language.

Our Words of Wisdom
Dream big and seek out information on programs that are thriving. We do not need to do this alone, so look to those that have gone before you and strive to make it even better. Collaboration with parents and community are a key to success.

To Learn More: [http://www.cnusd.k12.ca.us/Domain/1741](http://www.cnusd.k12.ca.us/Domain/1741)
Contact: Veronica Rodriguez, [Verodriguez@cnusd.k12.ca.us](mailto:Verodriguez@cnusd.k12.ca.us)
Our school’s story
Los Amigos began as a dual immersion program in 1998 on three different Palmdale School District sites. Each site had two Kindergarten classes, which grew one grade each year until the year 2000. In 2001, Los Amigos School was formed on the PSD temporary campus on 37th street east. By 2005 when Los Amigos students and staff moved into its current beautiful building, the school had reached grade levels through seventh grade and it has been growing ever since. The full 50/50 dual immersion program is currently fully implemented in grades K-8. Dual language students are expected to become biliterate; to communicate through listening, speaking, reading, and writing in two languages. Through biliterate instruction, students achieve academic success, develop a positive self-image, and attain cross-cultural understanding.

Our Areas of Strength
Los Amigos was recognized with the CABE (California Association of Bilingual Educators) Seal of Excellence in 2012. The award was given based upon the rigor of the program, with scores growing over 200 points on California Standardized tests, and the strength, talent, and desire of its faculty, staff, and learning community to ensure students are bilingual and biliterate by the end of 8th grade. Additionally, there are four CABE State Teachers of the Year on the faculty. Los Amigos has consistently had the highest reclassification rate of our English learners as well as the highest student attendance rate in the Palmdale School District. Each year, Los Amigos is asked to host visitors from other two way and dual immersion programs so that instructional strategies and dual language methodologies can be shared and promoted on more school campuses.

Our Challenges and Next Steps
An ongoing challenge is recruiting highly qualified BCLAD Spanish teachers as veteran teachers retire.

Our Words of Wisdom
Dual Immersion in the 21st Century is a wonderful gift that is given to our students.
Dual immersion education has three principal advantages:
1) Students develop full oral, reading, and writing proficiency in two languages;
2) Students achieve at academic levels that are similar to or higher than those of their peers;
3) Students are better prepared to participate in today’s global society as bilingual and biliterate citizens.

To Learn More: http://www.palmdalesd.org/Domain/19 Contact: Sonia Salcedo, SSalcedo@palmdalesd.org
Multicultural Learning Center
Los Angeles Unified School District Charter

Public Charter School
2-Way Dual Immersion
Whole School Program
Spanish and English
90/10 Model
Grades K-8
400 Students
Student Home Language: 50% Spanish, 50% English
Founded 2001

Our school’s story
The Multicultural Learning Center (MLC) brings together a diverse community of learners where cultural and individual differences are the building blocks of academic, social, and intrapersonal success. Within an environment of positive cross-cultural attitudes and social justice, students achieve bi-literacy in Spanish and English by the eighth grade. Children create meaning and come to know and respect each other through group processes, research and questioning, and use of the arts and technology as tools for developing literacy and multicultural understanding. Students are supported by highly competent and dedicated teachers and staff who value and demonstrate the tenets of social justice while providing access to an integrated, bilingual curriculum rich in problem-solving, critical thinking, and creative expression. Teachers create opportunities for students to solve social and personal challenges in ways that build responsibility, tolerance, and resiliency. As students of different cultural and linguistic backgrounds learn side-by-side, they develop skills and understandings necessary for global citizenry and community leadership. Students value diversity, honoring what they know and who they are, developing strong emotional intelligence, self-confidence, and compassion for others.

Our Areas of Strength
1) Thematic/Integrated Approach to Teaching
2) Reader’s and Writer’s Workshop in two languages
3) School-wide use of GLAD Strategies
4) School-wide focus on Growth Mindset and Positive Behavior Practices
5) Arts Integration and Project-Based Learning
6) Parent Engagement
7) Inclusion Model for Students with Disabilities

Our Challenges and Next Steps
We are in the process of expanding and increasing enrollment and developing a Professional Development Center to share our best practices with developing dual immersion schools. We are developing partnerships with universities to develop pre-service internships and student-teaching opportunities on our campus.

Our Words of Wisdom
Dual Immersion programs are by design an opportunity for multicultural education and social justice and at the same time, develop young people who have the potential to become agents of social justice.

Contact: Gayle Nadler, gayle@mlccharter.org
To Learn More: http://www.mlccharter.org/pages/Multicultural_Learning_Center

CABE 2-Way Dual Language Immersion Program Showcase 2017
Our School’s Story
Napa Valley Language Academy (NVLA) is a 90/10 K-6 Dual Immersion Charter School in the Napa Valley USD, founded in 1993. We started with a kinder and first grade class and added a grade each year. Our vision is that all students will acquire the academic, critical thinking, and communication skills necessary to become self-motivated and competent, lifelong learners. Our program places the highest value on authentic educational experiences emphasizing the acquisition of a second language, visual and performing arts, science and technology. Students learn respect for themselves; their community; and the diverse world in which they live while developing a moral consciousness that will help them build integrity into their lives, and they acquire the priceless gift of dual-language fluency. Both Spanish and English speaking students are essential to the program’s success; students learn their new language from one another while developing life-long friendships. Student’s appreciation for cultures, development of their talents and self-expression are enhanced through the Visual and Performing Arts. Our parents participate in decision-making on all levels.

Our Areas of Strength
- We have dedicated and well trained teachers.
- School wide GLAD
- School wide AVID
- Before and after school intervention classes
- Positive school culture for our staff, students, and families.
- Data driven/Strong PLCs
- Strong Parental Involvements
- Leadership opportunities for students
- International Spanish Academy feeder pattern K-12
- World music program embedded during the school day (vocal and instrumental)
- Technology embedded learning

Our Challenges:
- Closing the achievement gap
- Finding engaging books in Spanish
- Motivating students to speak Spanish in the upper grades
- Networking with other dual immersion schools
- Common assessments for dual immersion schools

Our Next Steps:
- Maintain staff training and stay up to date on the latest research around dual immersion
- Sharing our story through social media and making connections

Our Words of wisdom
* Be sure the community and school boards understand the need for DI*
* Visit other DI programs to network*
* Hire a person to coordinate parent volunteers and trainings, and events to further integrate the school community*

Contact: Alejandra Uribe, Principal auribe@nvusd.org Ann Dearborn, Academic Specialist aearborn@nvusd.org
To Learn More: http://www.nvlacharter.org
Orange County Educational Arts Academy
Independent Charter (authorized by Santa Ana USD)

Our school’s story
A public charter school serving approximately 590 students in grades TK-8, OCEAA was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well-rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. Knowing that students do better when their families are involved, we strive to create a school culture where teachers and parents are partners in the educational process. OCEAA promotes global citizenship through its Two-Way Bilingual Immersion Program (TWBI), which follows the 90:10 language model in grades TK-6: students are taught reading and writing in Spanish first, adding English literacy instruction gradually until there is a 50:50 balance of language instruction in 5th and 6th grades. (An English Only/Structured English Immersion program is being phased out; EO/SEI will be available only in Grades 7-8 in 2017-18.) OCEAA outperforms its chartering district on all state indicators. In fact, when we break down data by program, students in our TWBI Program significantly outperform their school & district peers enrolled in English Only Programs. Our TWBI students also score well on the APRENDA tests in Spanish. Results from our 2016 CA Parent School Survey show 95% of parents agree that OCEAA is a motivating, safe and welcoming school. Local measures like these help us monitor our progress.

Our Areas of Strength
• small school where students are known well
• maintaining enrollment in upper grades
• developing the whole child
• positive school climate
• reading & writing workshop
• performance-based arts instruction
• established literacy RTI program
• parent engagement

Our Challenges and Next Steps
• maintaining enrollment in upper grades
• launching a math RTI program
• benchmarks for multicultural competencies

Our Words of Wisdom
Maintain faith in educating the whole child; standardized test scores don’t tell the whole story!

To Learn More: http://www.oceaa.org
Contact: Claudia Sachs, csachs@oceaa.org
San Martin/Gwinn Environmental Science Academy
Morgan Hill Unified School District

Public School
Dual Language Immersion
Strand within the school
90/10 Model
Grades K-5
573 Students
Home languages:
289 Spanish; 284 English
Founded 2012

Our school’s story
A proud long-standing member of the community, San Martin Elementary School was established in 1895 and became a part of the Morgan Hill Unified School District in 1966. Raymond Gwinn was a junior high school before unification. Eventually, San Martin and Raymond Gwinn Schools merged with grades K-3 at San Martin and 4-6 at Gwinn. Since 2013, our focus on environmental science allows us to provide our students with new hands-on activities and project-based learning. We are proud that San Martin/Gwinn Environmental Science Academy is a place where children succeed in a number of ways, where their efforts are recognized, and where they can learn in an orderly, structured environment. During the 2010–2011 school year, a group of dedicated staff had approached the superintendent’s executive cabinet with the idea of bringing to Morgan Hill a better program for English Language Learners. As a result of the group’s research and deliberation, the members of the executive cabinet surveyed the community to assess their interest in a Spanish Dual Immersion Program. The overwhelming response of the community was “yes.” In August of 2012, Morgan Hill Unified School District (MHUSD) established its first Dual Language Immersion Program for the families of the Morgan Hill Community. The first cohort of students enter the 5th grade this year at San Martin/Gwinn Elementary and the program will continue at this site at until the students complete their 8th grade year.

Our Areas of Strength
Our Dual Immersion program has been very successful teaching our students biliteracy and multiculturalism. Our staff does a great job of integrating environmental science concepts during academic instruction. Students at San Martin/Gwinn elementary are aware of the global and environmental problems, and they thrive in working on solutions to problems our community experiences. SMG staff and students work on character, and we are proud that our students are caring, responsible, respectful, trustworthy and fair.

Our Challenges and Next Steps
Currently, our dual immersion program’s challenge is hiring BCLAD teachers for our classrooms. Each year, we open two new cohorts, and it has been very difficult to hire high quality educators who can teach our children.

Our Words of Wisdom
Our Motto is: "I will value my education. I will work hard with a positive attitude to create a better future for myself and for my community."

To Learn More: http://smg.mhusd.org  Contact: Claudia Olaciregui, olacireguic@mhusd.org

CABE 2-Way Dual Language Immersion Program Showcase 2017
Our School’s Story
Tierra Vista School had been a school that offered two program models for many years: The traditional Mainstream English Program and the Transitional Bilingual Program. With some research and help from experts in the field in 2008/09, our principal decided that we would be ready to implement a Two-Way Dual Language Immersion Program in 2009/10. Our principal and bilingual teachers met as a group to discuss ideas, plans and concerns. Most teachers were convinced that this was the most beneficial program for our students while others were still unsure. Eventually, we had buy in from most teachers. It is hard to believe that we are now in our eighth year of implementation. There is a strong sense of community among our teachers, families and students that promotes appreciation of language and culture, equity, diversity, and respect. We continue to improve instruction for our students by attending Dual Immersion conferences/trainings, replicating our successes and facing our challenges as perfect opportunities for improvement. Our Dual Immersion Tierra Vista teachers are proud to be biliteracy and bilingualism advocates and supporters.

Our Areas of Strength
One of our biggest strengths is our staff’s fidelity to the 90/10 model. We learned early on that doing so would be one of the most crucial factors in seeing success in our program. Another area of strength is the sense of unity among teachers and students. Both are committed to the program and see and value the importance of bilingualism and biliteracy. When you walk into our classrooms, you see equity, excellent collaboration and respect among teachers and students.

Our Challenges and Next Steps
One of our biggest challenges is the need to bridge our Transitional Bilingual and Dual programs. We know that each program has completely opposite goals and know that Dual Immersion is the ideal program for bilingualism and biliteracy. Our next steps in addressing this challenge are carefully looking at student enrollment, home language and staffing.

Our Words of Wisdom
Before you decide to implement a Dual Immersion program, take 1-2 years for extensive research by visiting schools with existing programs, inviting experts to staff meetings and attending trainings. And remember that remaining true to your Dual Immersion program, with patience, is highly important to your program’s success.

To Learn More: http://www.oceanviewsd.org/tvs  Contact: Norma Nedilskyj, nnedilskyj@oceanviewsd.org

CABE 2-Way Dual Language Immersion Program Showcase 2017