



Reed Union School District

SPANISH TASK FORCE

ACTION PLAN

2023-2024





Reed Union School District Spanish Task Force Action Plan

2023-2024



Signatory Page

This Spanish Task Force Action Plan has been completed and approved.

Superintendent

Date

Board President

Date



Table of Contents

Introduction and Intent	5
Background	6
Language Learning Research	6
Program History	6
Current RUSD Spanish Program Overview	7
Reed Elementary	8
Bel Aire Elementary	8
Del Mar Middle	8
RUSD Spanish Task Force	9
Spanish Task Force Group Participants	9
Meeting Dates & Times	9
Data Findings	10
High School Placement Data	10
Academic Data	11
2022-2023 California Assessment Student Performance and Progress (CAASPP)	11
Survey Data	12
Spanish Task Force	14
The Vision	14
Norms and Agreements	14
Presentation Utilized During Task Force Meetings	15
District-Wide School Site Evaluation	16
Spanish Program SWOT Analysis	16
Action Plan	17
Spanish Action Plan Phases of Integration	17
Final Statements	27



Appendix	28
Appendix A: Stakeholder Surveys	28
Spanish Task Force Survey for Parents/Guardians	28
Spanish Task Force Survey for RUSD Staff	30
Appendix B: School Site SWOT Analysis	31
C1: SWOT Analysis for Reed Elementary	31
C2: SWOT Analysis for Bel Aire School	32
C3: SWOT Analysis for Del Mar School	33



Introduction and Intent

Reed Union School District (RUSD) is committed to high quality education for all students. It is the mission of the District that each student will be challenged and inspired to reach their fullest intellectual, social-emotional and creative potential to positively impact the world. Each RUSD student will receive the support and opportunity to develop the skills to be a motivated learner who is committed to academic excellence, a creative problem solver, an effective communicator, an engaged citizen and a balanced individual who is their best self.

The Spanish Task Force has kept this mission as a guiding light during the process of evaluation, discussion, and proposed actions to an updated Spanish program that affords all students the opportunity to access advanced Spanish courses and to find joy in language acquisition. The Spanish Task Force has ensured alignment to the District's existing Strategic Plan and Local Control Accountability Plan (LCAP) goals through common norms, guiding principles, data collection and analysis and stakeholder feedback.

The Spanish Task Force has a collaborative vision that extends broadly through the student educational experience, Pre-K thru Eighth Grade. The Spanish Task Force vision is that all students in Reed Union School District will have a fun Spanish experience that includes a rigorous curriculum with credentialed teachers and trained staff that have high expectations and utilize strong instructional strategies that create interest and joy. The goal is to meet students' individual learning needs while creating an excitement for foreign language learning and a readiness for high level Spanish instruction. The committee acknowledged that language acquisition is not just about learning a new language, but also developing a deeper understanding of all languages and developing new areas of your mind and strengthening your brain's ability to think and focus.

The goal is to meet students' individual learning needs while creating an excitement for Spanish learning, access to higher level high school Spanish coursework, and a readiness for real world application of language.



Background

Reed Union School District (RUSD) has a history of a high quality Spanish program. Data demonstrates that RUSD students are well-prepared for upper level Spanish courses in high school. Most RUSD 9th grade students begin high school in Spanish V-VI. The Task Force also recognizes that language acquisition can have a correlational impact on achievement in other academic areas as well. The staff and parents also look for ways to continue to grow and improve on an ongoing basis and keep Spanish fun and a desired course selection.

Language Learning Research

RUSD believes that Spanish instruction is a component of a well-rounded curricular offering that is supported by research. The National Education Association (NEA) [states that learning another language benefits students](#) in ways that improve academic performance. Research shows that [foreign language classes improve students' ability to perform analytical tasks](#) and [to take on more than one task at the same time](#). Research also supports that [students who learn another language can have improved standardized test scores, reading ability and problem solving skills](#).

Program History

In partnership with the Foundation, Del Mar has offered a Spanish program since 2005. The program is a 3-year sequence, beginning with Introduction to Spanish, moving to Intermediate Spanish and concludes with Advanced Spanish. The majority of students at Del Mar enroll in Introduction to Spanish as 6th graders and matriculate up through the coursework during their 3 years at Del Mar. The classes are not grade specific, whereby students can begin Intro to Spanish in 6th, 7th or 8th grades. Additionally, students who can demonstrate proficiency in Spanish content (speaking, listening and speaking) may enter the program at the Intermediate or Advanced levels after teacher evaluation. Upon successful completion of the sequence, demonstrated through proficiency in all areas, students will be recommended at a minimum of second year Spanish in high school, with many graduating 8th graders being recommended for enrollment in the third year of high school Spanish.



Spanish instruction was offered at Bel Aire Elementary prior to 2018. In the 2018-19 school year, each class had a 50 minute block once per week using a self created curriculum. Although the teachers have changed throughout the years, the amount of time and method of instruction has remained similar.

At Reed Elementary, Spanish instruction began in the 2018-19 school year for second grade exclusively due to an excess of .2 FTE available from the Bel Aire Spanish program. Second grade students received instruction on a biweekly basis. In the 2020-21 school year, due to the restrictions of COVID, staff could not travel between sites. One elementary Spanish teacher taught Spanish exclusively at Reed. All grade levels participated. Lessons were taught asynchronously and virtually through Zoom. In 2021-22, Reed returned to the 1 day per week Spanish with a .2 FTE. All 2nd grade students received lessons biweekly. Kindergarten and 1st grade students received lessons on a rotating basis.

In the 2022-23, there was little to no Spanish instruction at Reed due to the inability to staff the position. For the 2023-24 school year, Spanish resumed the previous programming. The Spanish program at Reed has been experiential. The focus has been building exposure and appreciation for culture and language. A formal curriculum has not been implemented.

All Spanish programs have been heavily and enthusiastically supported by donations raised through the Foundation for Reed Schools.

Current RUSD Spanish Program Overview

The [American Council on the Teaching of Foreign Languages](#) (ACTFL) states that students gain linguistic strength by practicing three modes of communication- presentational communication, interpretive communication and interpersonal communication. ATF provides that students gradually increase their presentational communication by practicing singing and speaking, their interpretive communication by listening and reading, and their interpersonal communication by having dialogues between students or teacher/student. RUSD strives to support students' language acquisition by applying these strategies within our programs.



Reed Elementary

At Reed Elementary, our Spanish program is experiential and exposes students to the Spanish language and culture through interactive lessons, songs, and stories. Lessons include teacher-created activities & materials as well as resources from a program titled Spanish Mama. Spanish also is embedded in Morning Meetings which is a shared instructional practice across classrooms. Second grade students are offered the opportunity to select Spanish Club as part of the 2nd Grade Friday Clubs. There is one Spanish teacher that is assigned to 20% of her time for Reed Elementary.

Bel Aire Elementary

At Bel Aire Elementary, our Spanish program includes a structured curriculum from Sing and Speak Spanish which uses songs and vocabulary to build students' Spanish, as well as supplemental resources, such as developmentally appropriate Spanish novels, and experiences, such as presentations and cultural celebrations. Students are offered a weekly Spanish Club during lunch recess for two of the three trimesters. The program intends to drum student interest with exposure to hispanic cultures and connections to the students' world, as well as prepare the oldest students at Bel Aire for the option of taking Spanish at the middle school level. The same Spanish teacher that is assigned to Reed Elementary is assigned to Bel Aire Elementary. Eighty percent of her assignment is at Bel Aire.

Del Mar Middle

At Del Mar Middle School, our Spanish program builds all the essential skills and competencies: Listening and Speaking, Reading and Writing, and Cultural Awareness. Spanish at Del Mar is a choice program in our elective offerings.

Introductory Spanish starts the transition for 6th graders from Bel Aire Spanish toward high school, using a textbook supplemented by other resources. Typically, over 80% of incoming 6th graders choose Spanish as an elective. Del Mar currently offers three sections of Intro to Spanish.

Intermediate and Advanced Spanish add age-appropriate complexity to prepare our 7th and 8th graders for the variety of high school programs they'll enter, including public, independent, and parochial schools. Del Mar currently offers four sections of intermediate Spanish and four sections of Advanced Spanish.



RUSD Spanish Task Force

The Superintendent asked for recommendations and volunteers, and started two Spanish Task Force Groups for RUSD: one for all stakeholders and one for the staff members. Spanish Task Force Groups collectively have had 5 meetings from Fall of 2023 to Spring of 2024. The Spanish Task Force is made up of a variety of stakeholders that all care deeply about the Spanish program at Reed Union School District. RUSD is grateful for those that are involved and that willingly participated and gave their time.

Spanish Task Force Group Participants

Board of Trustees	Administrators	Teachers	Foundation Reps	Parents	Students
Afsaneh Zolfaghari	Dr. Kimberly McGrath	Jay Rhodes	Annie Defesche	Adriana Mason	Hugo Zorn
Shelby Pasarell Tsai	Dr. Mary Niesyn	Danyel Harrington		George Jeha	
	John DiCosmo	Janette Mutilva		Sarah Reid	
	Chad Stuart			Alty Falvey	
	Michael Song			Amy Kaufman	
				Ann Danielson	
				Jessica Reus	
				Kelly Larkan Coover	
				Nicolás Borda Barrero	



Meeting Dates & Times

Stakeholder Group Meetings	RUSD Staff Only Group Meetings
September 26, 2023 December 5, 2023 February 27, 2024	October 20, 2023 January 31, 2024

Data Findings

High School Placement Data

One of the markers of a successful Spanish program at RUSD is to analyze the level of Spanish that Reed graduates test into at high school level Spanish classes. This accounts for all 8th graders that attended Del Mar and attended Redwood. It can be assumed that some students took Spanish while at Del Mar and some did not. However, it is notable that the highest category, at 31, is students that have tested into Spanish V-VI at a 9th grade level (noted in bold).

Redwood High School Spanish Class Placement of Del Mar Middle School Graduates in 9th Grade for 2023
(Updated 2024 data requested from Redwood)

	Spanish I-II	Spanish III-IV	Spanish V-VI	Spanish for Spanish Speakers
Number of Enrolled 9th Graders from RUSD	13	17	31	1

	French I-II	French III-IV
Number of Enrolled 9th Graders from RUSD	14	1

Progress Monitoring and Data

On an annual basis, RUSD will analyze different data points and measurements to gather feedback on the Spanish program.

- Measure and track enrollment into DM Spanish programs. As students begin making a choice of which program to participate in for 6th grade, this data point will be interesting to analyze.
- Measure and track Spanish club participation
- Spanish program enrollment at Redwood High School
- Correlational - English Language Arts achievement for Spanish program participants

Academic Data

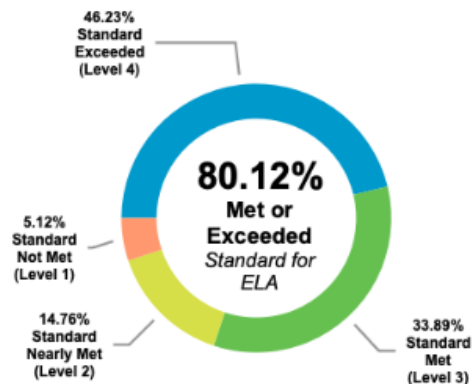
Research supports that foreign language instruction can have a positive impact on student academic achievement that includes a deeper understanding of the English language.

2022-2023 California Assessment Student Performance and Progress (CAASPP)

The state of California assesses public school students yearly in core subject areas beginning in the third grade. The state uses the California Assessment of Student Performance and Progress (CAASPP) to assess English Language Arts (ELA).

ELA

Percent of students within each achievement level



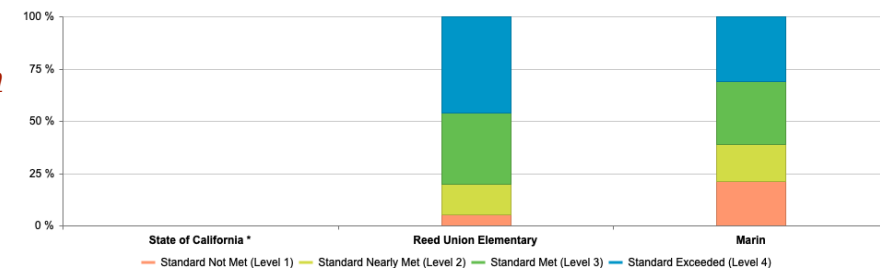
Survey Data

of 2023, RUSD provided staff

* State of California data is embargoed: State-level data will become available following the public release of 2022–23 results.

Please use the Search Tool in the top right to search for your county, district, or school results.

2022–23 Achievement Level Distribution - All Grades

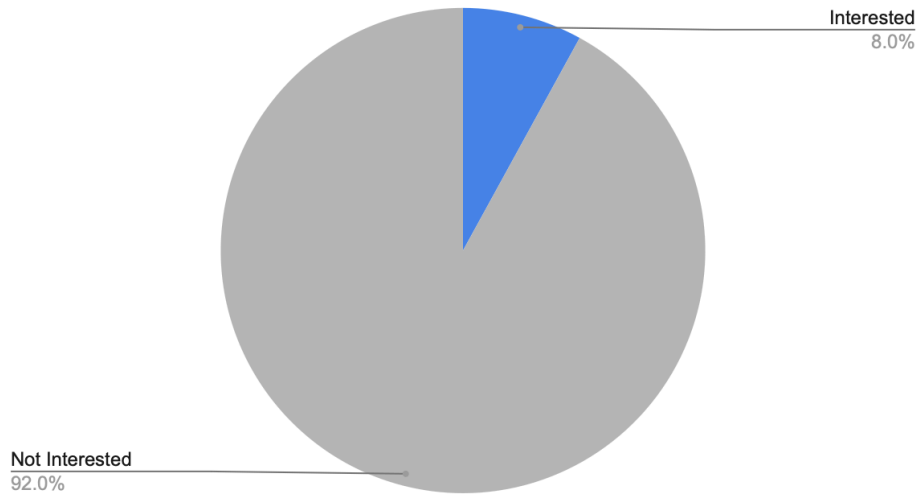


In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

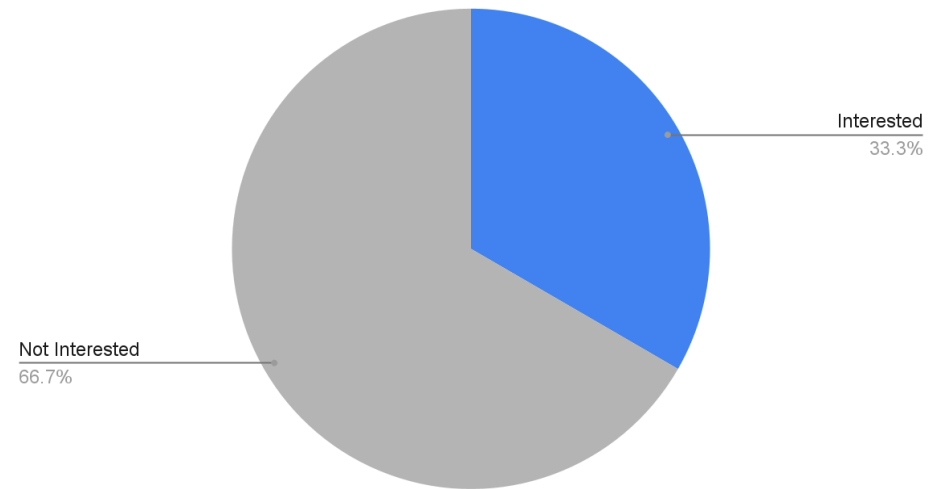
In Fall
and
Reed Union

parents/guardians surveys to determine interest in serving on the Spanish Task Force and to collect information on stakeholder experience. The survey allowed for stakeholder feedback on the current program, as well as ambitions and ideas for RUSD exploration for an offering of a future Spanish language program. (See [Appendix A: Stakeholder Survey](#))

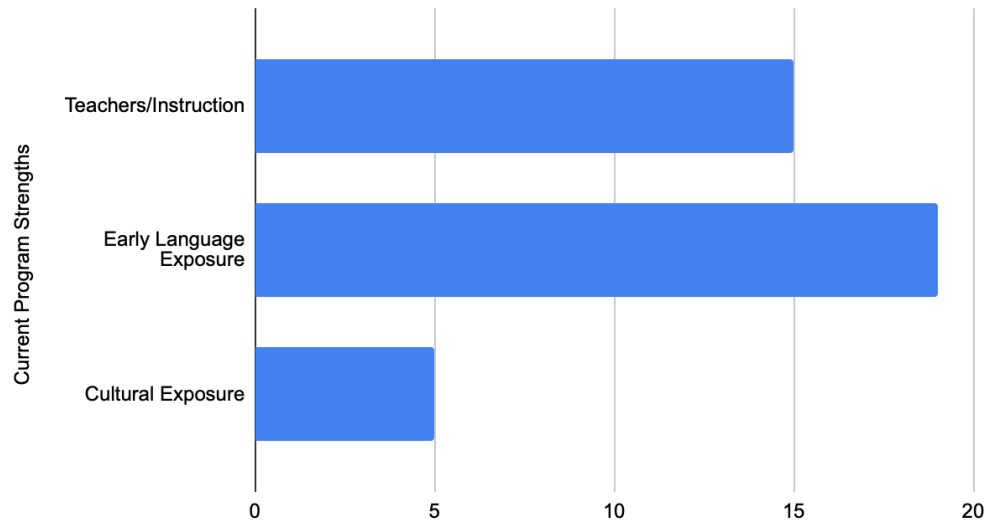
Staff Participation on the Spanish Task Force



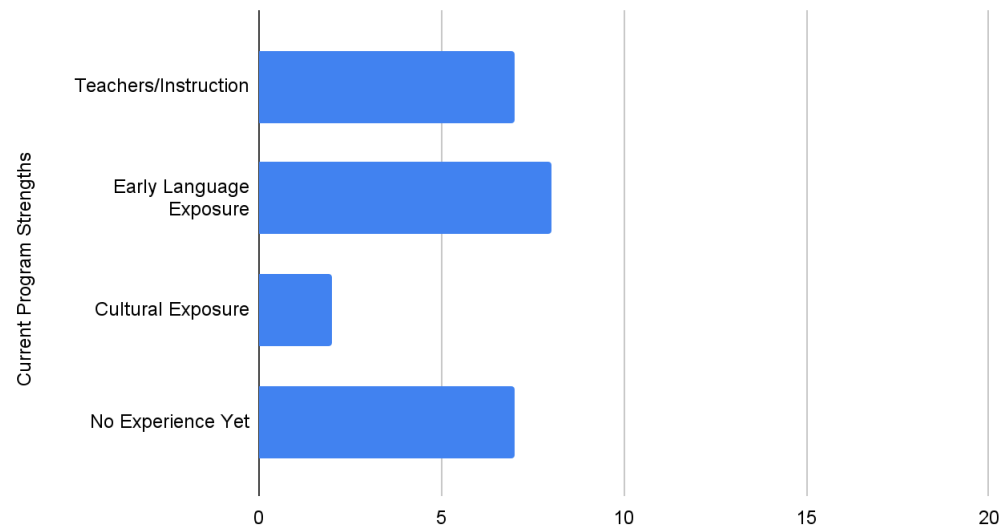
Parent/Guardian Participation on the Spanish Task Force



Staff- Strengths of the Current Spanish Program



Parents/Guardians- Strengths of the Current Spanish Program



Summarized Areas of Growth and Ideas for Exploration	
Supplemental Spanish classes offered outside of the school day for RUSD	Use of supplemental language learning apps/digital programs
Increased Spanish language extracurricular opportunities, field trips and exchange programs	Increased focus on Spanish dialogue and conversational opportunities that build vocabulary for students
Increased consistency and frequency of Spanish during the school day	Increased opportunities for Spanish language practice at home
Expansion of Spanish instruction to all grade levels with curriculum and scaffolded learning benchmarks as part of the core RUSD educational offering	Implementation of daily, embedded Spanish language practice in classrooms
Full immersion of Spanish during Spanish instruction/classes	Increased opportunities for students to experience and engage with multicultural groups to learn about cultures, traditions and events



Spanish Task Force

The purpose of the Spanish Task Force Groups is to explore these ideas and ensure a District-wide program that honors the current fantastic elements of the Spanish program and analyzes ways to continue to improve for all RUSD students Pre-K through 8th Grade with stakeholder input. The Spanish Task Force consists of an encompassing group that welcomes all stakeholder representatives and a subgroup of solely RUSD staff members.

The work of the Spanish Task Force also aligns with RUSD's Local Control Accountability Plan (LCAP), as the LCAP goals states:

- #1: Increase student achievement so that all students are proficient or advanced in grade level standards.
- #2: Collaborate with parents to create a safe and supportive learning environment that fosters teaching and learning.

The work of the Spanish Task Force also aligns with RUSD's Strategic Plan, as the Strategic Plan states:

- #1 - Provide rigorous curriculum and evidence-based instructional strategies.
- #3 - Recruit and develop the most talented staff.

The Vision

The Spanish Task Force vision is that all students in Reed Union School District will have a Spanish experience that includes a rigorous curriculum with highly trained staff that have high expectations and utilize strong instructional strategies. The goal is to meet students' individual learning needs while creating an excitement for Spanish learning and a readiness for high level Spanish. A system will be established that further develops instructional strategies as well as outside support to ensure that individual student needs are met.

Norms and Agreements

The RUSD Spanish Task Force has established procedural and behavioral norms to support inclusivity, productivity and collaboration. The Spanish Task Force members agree to the procedural and behavioral norms provided in the table below for all meetings and activities.



Norms & Agreements

1. Keep the focus on the growth of students and excitement for the program
2. Assume positive intent
3. Listen with care and actively solicit the input of others
4. Speak generally without staff or student names

Presentation Utilized During Task Force Meetings

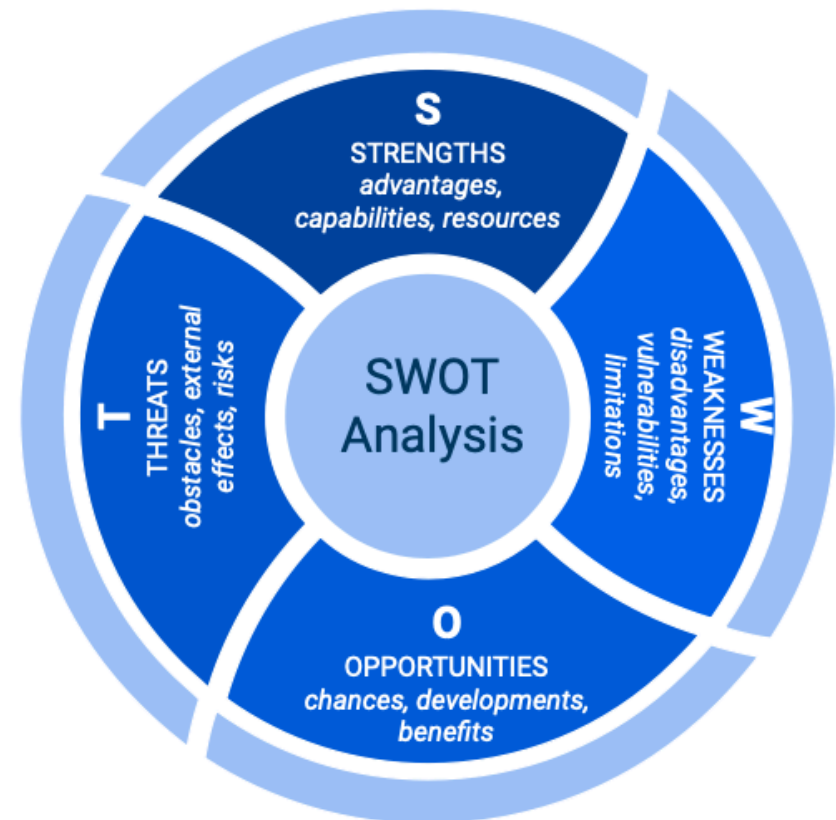
 Spanish Task Force Presentation - 2023-24

District-Wide School Site Evaluation

RUSD schools administered self-evaluations through staff input to identify current instructional and supplemental resources available to address the range of achievement and growth performance groupings of students. The staff listed resources in the areas of curriculum, instruction, assessment, in-class support, outside of class support, technology, professional learning and identified areas of need that contributed to each school's Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis.

Spanish Program SWOT Analysis

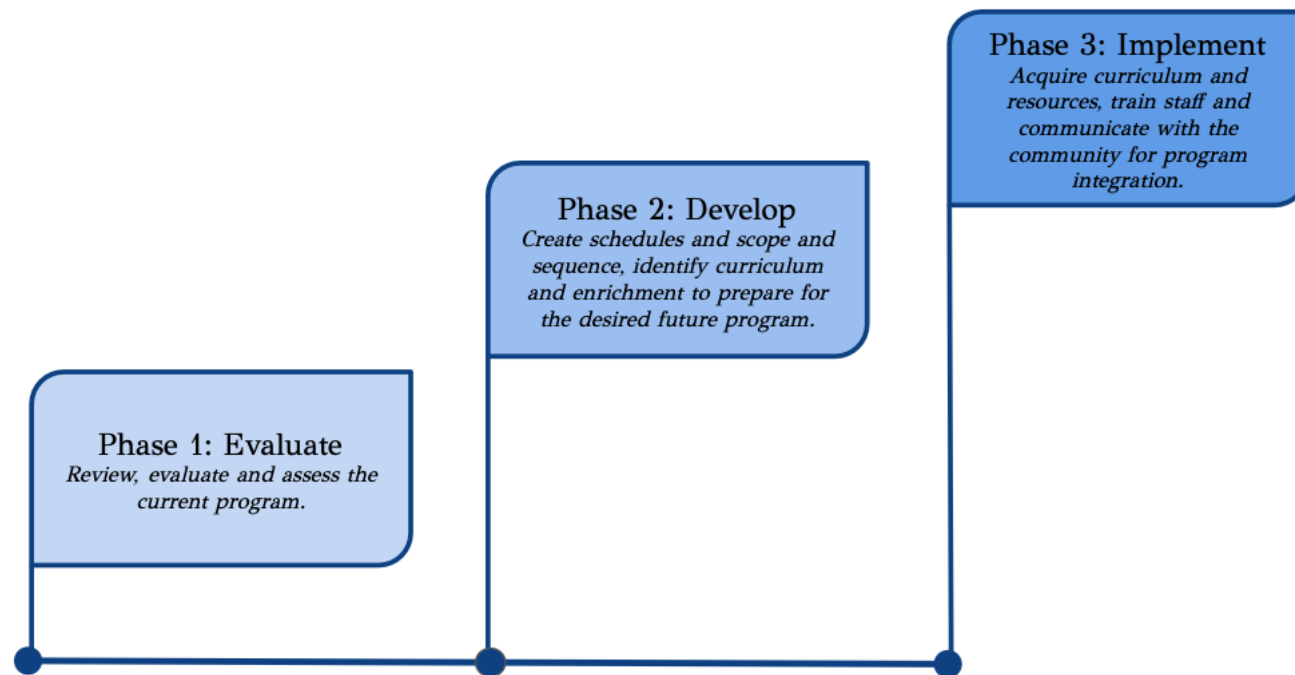
The schools' staff members analyzed the Spanish program's strengths, weaknesses, opportunities and threats (SWOT). (See [Appendix B: School Site SWOT Analysis](#)) The cumulative information from the school sites' SWOT analysis has been compiled in a summative SWOT representative of RUSD PreK-8th Grade. The Spanish Task Force has reviewed this information to support a cohesive plan for a robust Spanish program that provides equitable opportunity for challenge and support for each student in RUSD.



Action Plan

The following Action Plan has been established to support a robust Spanish program for RUSD by leveraging the District's strengths, addressing identified areas of weakness, engaging in opportunities for growth while being mindful of hurdles that may threaten the Spanish program's success. This Action Plan captures the intent of the District's Spanish Task Force. The District must acknowledge that this plan may change as new information, ideas, resources and priorities may present that necessitate precedence and adaptation of the content of this Plan. This Action Plan assumes that all individuals are willing and active participants working together for the implementation of this Plan.

Spanish Action Plan Phases of Integration





Focus for Spanish Program

Understanding that students benefit from world language acquisition, RUSD aims to:
 increase exposure to Spanish opportunities
 provide a fun opportunity
 create a deep appreciation of language acquisition
 provide conversational opportunities

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
Staff *							
Explore additional staffing options to increase instructional time and frequency for Reed and Bel Aire. Consider alternative/integration methods. Include certificated and classified options.	District Office	Phase 1	Funding projections; Staffing assignments; Current schedules	TBD	Funding projections; Current budget; Needs assessment; Hiring pool demographics	Hiring completions Number of courses with Spanish integration	Increased Spanish FTE to 4 • 2 full-time Spanish teachers at Del Mar with fully enrolled classes • 1 full-time Spanish teacher at Bel Aire • 1 full-time Spanish teacher at Reed
Explore potential funding sources for additional Spanish staffing	District Office School Board	Phase 1	Grant research; funding allocation categories	TBD	Meeting Agendas and Minutes; Grant opportunity list; Fund allocation categories	Grant submittals; Future RUSD Budget	Discussions with Foundation reps completed. Additional parent enthusiasm and support achieved.
Explore alternative options for staffing to maintain high quality instructional exposure with qualified staff	District Office	Phase 1	Professional development time	TBD	Risk and cost analysis	Personnel assignments	Board approval achieved for additional staffing funding. Integrated Spanish staff flown, interviewed, and hired for integrated Spanish teacher at



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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
							Reed Elementary, Dr. Niesyn and staff worked hard on initial implementation. Reed Elementary continues to make adjustments to form a lasting program.
Curriculum *							
Explore and potentially pilot PK-5th Grade curriculum that aligns with Del Mar's Program	Elem Staff	Phase 2	Professional Development; curriculum samples	TBD	Spanish curriculum options list; Rubric for curriculum qualities; Assessment of options with rubric	Written recommendation for PK-5th Spanish curriculum pilot and adoption	Piloting curriculums and supplementary materials at PK-5 • RazPlus Español, high quality Spanish resources to enhance literacy, at Reed Elementary (targeting 2nd grade) • Garbanzo, an online interactive library that compliments any Spanish curriculum, at Bel Aire



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Explore additional (more fluid/flexible) middle school curricular and creative scheduling options to prepare kids for Spanish 1 Including support for transitions through grade levels Explore how to mix classes (like 7th grade intro class, etc.)	DM Staff	Phase 2	Professional Development; curriculum samples	TBD	Spanish curriculum options list; Rubric for curriculum qualities; Assessment of options with rubric	Written recommendation for 6th-8th highschool readiness Spanish curriculum	Del Mar piloting additional supplemental resources: Garbanzo and IXL Spanish Exploring barriers to access (see below)
Audit of current Spanish materials and manipulatives	Spanish Staff	Phase 1	Professional Development	TBD	List of current Spanish materials and manipulatives; Rubric for curriculum qualities	Completed list and rubric(s) for assessment of current materials and manipulatives; Written identification of strengths and needs	Spanish Team creating a rubric to examine curriculum and supplemental materials Spring 2025
Develop scope and sequence for RUSD Spanish language program PK-8	Spanish Staff	Phase 2	Professional Development	TBD	Sample scope and sequences	Written RUSD PK-5th Scope and Sequence for Spanish	Spanish Team working on an articulation plan PK-8 that will inform an RUSD scope and sequence
Explore reconfiguration of Spanish access at Del Mar for students typically not enrolled in Spanish (SpEd, Strategies, Elective Wheel, etc.)	DM Administration	Phase 1	Professional Development	TBD	Review current offerings; Needs Assessment	Future course offerings	Del Mar is exploring barriers to access Exploring ways to reconfigure main



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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
							schedule to increase access • Exploring ways to get students not in Spanish some foundational Spanish content so they can be successful in Spanish when they enter Spanish 1 in High School (want to make sure our students are well prepared to complete all A-G requirements)
Instruction *							
Explore ways to increase consistent instructional delivery models / opportunities / time in PK-5 through integration	Staff	Phase 1	Professional Development	TBD	PD Calendar; PD topic references and resources	Written list of common instructional opportunities, schedule and mapping for implementation	• Full Spanish integration at Reed Elementary (see below) • In addition to weekly Spanish class for every grade level, Bel Aire is testing out



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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
							different integration models and exposure methods (see below)
Explore ways to have fun daily exposure to Spanish In PreK - 2 include natural language exposure through play, integration, etc.	Staff	Phase 1	Professional Development	TBD	PD Calendar; PD topic references and resources	Written list and assembled common resources with agreed upon implementation expectations	- Spanish integration schedule that outlines specific touchpoints with every grade level - Full Spanish integration into Builder Studio (curriculum slides being updated) - Spanish teacher collaboration with grade level teams - support with alignment of instructional and practices 2nd grade Spanish club = ~ 10 students for each 5-6 week session - Spanish exposure during community time - Spanish teacher part of that



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							department and integrating Spanish into planning
Explore ways to increase student opportunity and frequency of exposure in Spanish language learning for 3-5th, gradually increasing 3rd through 5th	BA Staff	Phase 1	Professional Development	TBD	PD Calendar; PD topic references and resources	Written list and assembled common resources with agreed upon implementation expectations	Increased Spanish exposure at Bel Aire: • Spanish lunch table 1-2 times per week - conversational practice (15 students per week) • Spanish seminar in 5th grade • Monday Morning meeting where whole school is exposed to spanish language and culture • Bracket for voting for Spanish language songs • Spanish Word of the Week - use the word in a sentence and get a reward • Spanish Cultural Celebration in January

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							• BA TV show - some student announcements are in Spanish or have Spanish theme • Spanish teacher pushes into Library 2 times a week - reads Spanish books (5th grade) • In Spring 2025, plan to analyze the main schedule and see where there may be opportunities to add Spanish integration, classes, etc ...
Explore ways to ensure introduction to Spanish builds enthusiasm for continuance of language learning at Del Mar	Reed and BA Staff	Phase 1	Professional Development	TBD	PD Calendar; PD topic references and resources	Intro. to Spanish syllabus reflects learning strategies, curriculum, structure, systems and routines that build enthusiasm	On average, 80% of Del Mar 6th grade students enroll in Spanish. This will continue with an annual analysis. Information has also been requested from Redwood on enrollment in Spanish



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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
							courses.
Explore integration of new language acquisition apps with competitive components and explore potential AI to build engagement	IT Team	Phase 1	Professional Development	TBD	PD Calendar; PD topic references and resources	List of endorsed resource apps with description for use and agreed upon implementation expectations.	• Piloting curriculums and supplemental materials at all three sites (Raz Plus Español, Garbanzo, and IXL Spanish) - as appropriate, instructional materials or tasks may be accessed via a student app • Teachers are also exploring additional Spanish apps like Duolingo and always looking for new resources to enhance learning
Explore ways to incorporate/integrate Spanish exposure across subject areas	Site Admin and GLC Leads with Spanish Staff	Phase 1	Professional Development	TBD	PD Calendar; PD topic references and resources	List of subject area-driven ideas for Spanish integration with agreed upon implementation expectations	Reed Elementary: • Integration schedule that identifies touchpoints for every grade level + collaboration with grade level teams to determine



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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
							natural exposure opportunities • Full Spanish integration into Builder Studio Bel Aire Elementary: • 5th Grade Seminar in Spanish • Bel Aire will analyze schedule Spring 2025 to identify opportunities for more integration and develop
Experiences / Enrichment							
Create and implement a consistent schedule for increased language exposure in PK-2 (including integration opportunities)	Reed Admin	Phase 2	Professional Development	TBD	PD Calendar; PD topic references and resources	Written language exposure schedule for PK-2	• Spanish integration schedule that outlines specific touchpoints with every grade level • Working on a scope and sequence that outlines content exposure and progression



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Create and implement an experiential Spanish progression for RUSD (e.g. guest speakers, dancers, field trips, exchange programs) *See sample below.	Site Admin and Staff	Phase 2	Professional Development	TBD	PD Calendar; PD topic references and resources	Written experiential Spanish progression with agreed upon implementation expectations	- Over the summer, researched and created a list of opportunities and experiences - Team has reached out to many and are experiencing roadblocks in terms of responses and/or scheduling logistics - Additional clerical support has been added to support and facing similar challenges
Develop and communicate opportunities for Spanish-speaking volunteers e.g. read and tell stories in Spanish and tell Spanish-speaking cultural experiences	Staff	Phase 2	Professional Development	TBD	PD Calendar; PD topic references and resources	School Calendars, Newsletters	- Del Mar's Community of Experts - added a Spanish speaking question to connect to Spanish speaking experts - Plan to follow up with Spanish Task Force members about volunteering or connecting with Spanish cultural



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							experiences
Incorporate Spanish language references across school settings for posted information	District Office/Staff	Phase 1	Printing supplies and translation services	TBD	Observation	Written information posted in Spanish across settings	- Spanish posters in shared spaces at Reed Elementary - Posters created at DM and Spanish versions were requested. - Spanish Word of the Week and Spanish announcements on BA TV Show
Develop a list of Spanish developmentally appropriate field trips across grade levels - Spanish art exhibitions and performances - hands-on experiences - Diego Rivera murals in SF (Humanities integration) - Mill Valley Film Festival - Costa Rica or Spanish-speaking field trip during Spring Break (1 week with a tour operator)	Task Force	Phase 2	Pre-identified District considerations and limitations for field trips	TBD	Meeting agendas and minutes	Written list of field trips for various developmental level/grades that goes for Board approval each Spring	- Over the summer, researched and created a list of opportunities and experiences - Team has reached out to many and are experiencing roadblocks in terms of responses and/or scheduling logistics - Additional clerical support has been added to support and facing similar

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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
Latin America school connections - student exchange (2 week immersion for DM Students)							challenges
Explore in-school supplemental experiences for Spanish language through guests, hosts, virtual field trips, celebrations, Zoom opportunities, assemblies, etc. - Global Studies Program hosting Spanish-speaking students - Virtual reality opportunities to see other countries, etc. - Dancers/ performers - Food preparations	Staff	Phase 2	Pre-identified District considerations and limitations	TBD	Meeting agendas and minutes	Written list of supplemental experiences organized by developmental/grade levels	- Been in touch with Principal of a school in Puebla Mexico in hopes of setting up some type of relationship - Working with Rotary Club of Tiburon-Belvedere on a potential project to support needed materials, equipment, and training for a “modern pen pal” experiences that supports language learning and cultural connections - Puebla School Principal mentioned an interest in a future student exchange program



Focus for Spanish Program

Understanding that students benefit from world language acquisition, RUSD aims to:
 increase exposure to Spanish opportunities
 provide a fun opportunity
 create a deep appreciation of language acquisition
 provide conversational opportunities

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
Explore motivational opportunities at Del Mar to increase interest in Spanish learning: - Designated experiences (such as an immersive two-week trip to a Spanish speaking country for Advanced Spanish) - Spanish leadership opportunities - Peer tutoring - Paid Spanish tutoring before/after school - Bel Aire and Del Mar TV exposure	DM Admin and Staff	Phase 2	Professional Development	TBD	PD Calendar; PD topic references and resources	Written program incentives by course with agreed upon implementation expectations; Reflected in course syllabi	- Researched immersive trip companies and opportunities - BA TV show - some student announcements are in Spanish or have Spanish theme
Utilize Del Mar Spanish students to build enthusiasm for the Spanish Language Program to younger students through Reed and Bel Aire visitation	Site Admin	Phase 3		TBD	Site to site communications; Field trip approval	Course Syllabi and Calendars reflect visitation schedule	No progress to date - Phase 3
Explore the extension of penpals beyond Intro to Spanish at Del Mar including virtual conferences, class Zoom connections, etc.	DM Admin and Staff	Phase 2		TBD	Department Meeting Calendar topic	Course Syllabi	See above - initial conversations with Puebla School and Rotary support
Develop a graphic/video/etc. for communication re. High School class enrollment scope and sequence relative to the RUSD Spanish Program	DM Admin and Staff	Phase 2	Professional Development	TBD	PD Calendar; PD topic references and resources	Graphic; Newsletters/Handbook Correspondence	No progress to date - Phase 2
Parent / Community / Volunteer							

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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
Develop communication to build community awareness of the Spanish language program and benefits of language acquisition for students	District District Office/ Staff	Phase 3		TBD	Newsletters	Newsletters; Handbooks	Site newsletters keeping parents up to date on progress Phase 3 actions needed for further communication
Invite native Spanish speakers in the community to participate in activities at schools in and out of the classroom	District District Office/ Staff	Phase 3		TBD	Newsletters	Newsletters	• Del Mar's Community of Experts - added a Spanish speaking question to connect to Spanish speaking experts • Plan to follow up with Spanish Task Force members about volunteering or connecting with Spanish cultural experiences
Incorporate Spanish language exposure at broad community gatherings and events • Students sing at Back to School night • Display Spanish projects • Students provide planned speeches in English and Spanish • Yearbook ideas	District District Office/Staff	Phase 3		TBD	Calendars; Newsletters; Event Agendas	Newsletters; Images	No progress to date - Phase 3



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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
Outside the Classroom							
Clubs - Discuss Spanish class availability with the Ranch - Discuss the incorporation of Spanish movies and music - Explore Spanish Clubs - Early mornings - After school - Conversational @ Lunch, etc. - Explore academic support opportunities to ensure equitable student access to academics - Explore paid Spanish tutoring opportunities by Del Mar Advanced Spanish students	District Office	Phase 2	Budget; Volunteer requirements; Location	TBD	Meeting Schedule	Recommendations and report out of findings to Board and Task Force Correlational data: YouthTruth survey results to show an increase in engagement at BA and DM levels	Spanish Clubs: - Reed - 2nd Grade Spanish club = ~ 10 students for each 5-6 week session - BA - Spanish lunch table 1-2 times per week (15 students per week) In communication with Cinelounge Founder around Spanish movie showings and other community language opportunities
Recess/Lunch Explore using “Language Tables” for conversational practice	Site Admin	Phase 2		TBD	Newsletters	Program experiential progression	Spanish Clubs: - Reed - 2nd Grade Spanish Club = ~ 10 students for each 5-6 week session - BA - Spanish lunch table 1-2 times per week (15 students per week)



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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
Library - Analyze Spanish books at all 3 libraries (Phase 1) - Order additional Spanish and bilingual books as needed (Phase 2) - Order audio books, movies, music in Spanish for library use and home check out (Phase 2)	Librarians	Phase 1 and 2		TBD	Inventory; Rubric for quality; Needs assessment	Inventory lists; Fund request for books and audiobooks Additional students testing into levels II and beyond	Spanish teachers are working with school librarians to analyze Spanish offerings at all three sites. All three sites have ordered additional books: - Reed - worked with new Spanish teacher to identify and order 33 new Spanish books to support integration + use bilingual books that relate to holidays/heritage celebrations - Bel Aire - provided a box of Spanish books to teacher for classroom library + ordered 12 new bilingual books (biographies, poetry books, and picture books) and Spanish picture dictionaries for the library



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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
							collection • Del Mar - ordered 13 Spanish language books (graphic novels, bilingual texts, biographies / autobiographies) + lessons in Advanced Spanish using “Choose Your Own Adventure” books
Professional Learning *							
Explore professional development opportunities: - Value and positive developmental growth of dual language learning - Spanish language integration in daily learning activities	District Office/ Staff	Phase 1	Professional Development	TBD	PD Calendar; PD topic references and resources	PD Minutes	Half-day Spanish Team Meetings throughout school year so teachers have the time and space to collaborate, align practices, and work on Spanish Task Force plan: - Team met twice in Fall 2024 = 6 hours - Team plans to meet twice in Spring



Focus for Spanish Program

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Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Metric (start with how and then note completion)	Progress to Date in Year 1
							2025 = 6 hours
Visit Spanish-integrated classrooms in other districts	District Office / Site Admin	Phase 2	Professional Development	TBD	PD Calendar; PD topic references and resources	Trip completion	No progress to date - Phase 2
Establish professional development time for vertical alignment for Spanish language integration through department/cross-grade level and school collaboration	Admin and Staff	Phase 2	Professional Development, Adopted curriculum	TBD	PD Calendar; PD topic references and resources	PD Minutes; Written scope and sequence, progression of experiences, motivational incentives and common practices, etc.	Half-day Spanish Team Meetings throughout school year so teachers have the time and space to collaborate, align practices, and work on Spanish Task Force plan: • Team met twice in Fall 2024 = 6 hours • Team plans to meet twice in Spring 2025 = 6 hours

*Sample Progression of Grade-Level Spanish Language Program Experiences

Del Mar Middle School		
	• Assemblies • Field trips to other countries • Spanish connection programs • Student exchange/global studies • Prioritize speaking and conversational Spanish	• Add history of Spanish-speaking countries into Humanities • Peer tutoring/leadership opportunities • Other dancing performances and PE integration
Bel Aire School		
	• Visit Hispanic/Latino restaurants • Museum visits • San Rafael Mission field trip • Movie night • Assemblies • Readers' theater • Spanish-speaking "stars"	• Ofrenda • Co-teaching • Deep dive-Spanish opportunity • Spanish club
Reed School		
	• Cook foods from Spanish-speaking countries • Spanish-speaking read aloud • Assemblies with prominent Spanish-speaking guests (athletes, professionals, artists, etc.) • Bilingual signs • Flamenco dance performance assembly • Spanish story time once a week • Spanish movie night • Student Spanish presentations • Guest native Spanish speakers • Thematic trimesters • Día de los Muertos projects • Lunch table conversations in Spanish	• Spanish story frequency • County cultural appreciation visual arts • Hands-on co-teaching/integration



Final Statements

A wide range of stakeholders came together to explore creative ideas and engage in civil discourse in order to evaluate and improve an already high-performing Spanish program for Reed Union School District. Because of this collaboration, all students in our District will have increased access to challenge through a community effort that equitably extends opportunities towards college readiness. Reed Union School District is thankful for all of our stakeholders and their involvement in this process. The District looks forward to the evolution of this plan throughout its implementation and the continued collaboration with our community.



Appendix

Appendix A: Stakeholder Surveys

Spanish Task Force Survey for Parents/Guardians

Reed Union School District (RUSD) is committed to continual improvement. RUSD has 5 focus areas this year. One of those focus areas includes Spanish. We are taking the opportunity to analyze our current PreK to 8th grade Spanish program, celebrate the strengths, and look for opportunities to develop the program even further.

If you are interested and willing to serve on the RUSD Spanish Task Force, we would appreciate your time and input. The Task Force will meet 3 or 4 times throughout the school year. Each meeting will take place from 3:30-5:30pm in Del Mar Middle School's Library. The meeting dates are: September 26, 2023, December 5, 2023, February 27, 2024, and possibly one more if needed.

1. Do you have an interest in serving on the Spanish Task Force? If yes, please provide your name and contact information.

If yes, what is your interest, passion, experience with Spanish or World Languages?

2. If you have experience learning a second language, what type of experience have you had? Classroom learning? One-on-one instruction? Online learning? Long-term immersion? Short-term immersion? Something else?

3. If you would like to offer your input, please let us know your thoughts.

A. What do you see as areas for growth or new ideas to explore for our Spanish program?

B. What do you see as the strengths of our Spanish program?



C. Any other ideas to share about Spanish? Thoughts on frequency of Spanish instruction or your wishes for the Spanish program, etc.?



Spanish Task Force Survey for RUSD Staff

Reed Union School District (RUSD) is committed to continual improvement. RUSD has 5 focus areas this year. One of those focus areas includes Spanish. We are taking the opportunity to analyze our current PreK to 8th grade Spanish program, celebrate the strengths, and look for opportunities to develop the program even further.

Two school board members, the Superintendent, site administrators, Spanish teachers, and parents will serve on the Task Force. If you are interested and willing to also serve, we would appreciate your time and input. The Task Force will meet 3 or 4 times throughout the school year. Each meeting will take place from 3:30-5:30pm in Del Mar Middle School's Library. The meeting dates are: September 26, 2023, December 5, 2023, February 27, 2024, and possibly one more if needed.

1. Do you have an interest in serving on the Spanish Task Force? If yes, please provide your name and contact information.

2. If you would like to offer your input, please let us know your thoughts.

A. What do you see as the strengths of our Spanish program?

B. What do you see as areas for growth or new ideas to explore for our Spanish program?

C. Any other ideas to share about Spanish? Thoughts on frequency of Spanish instruction or your wishes for the Spanish program, etc.?



Appendix B: School Site SWOT Analysis

C1: SWOT Analysis for Reed Elementary

Strengths • There IS a program! • Exposure to language at a young age facilitates recognition and aspects of production such as pronunciation.	Weaknesses • Limited exposure • <i>Few class minutes / contact time (PreK: 30 min/week; K-2: 30 min once every 5 weeks)</i>
Opportunities • More frequent instruction • Daily exposure (not necessarily instruction) • Focus on FUN!!! • Order bilingual books at each library • Integration with other instructional areas (e.g., music, stories) • “Language tables” for conversations during lunch and/or recess time • Native speakers involved in classrooms, blacktop areas • Ranch/BTCCC Spanish hangouts (not textbook), Spanish aftercare • After School Spanish movies, music • Include more volunteers, non-accredited teachers for activities • Volunteer spanish story time (parents, au pairs, nannies etc) • Field Trips to Spanish-speaking cultural and/or language experiences	Threats/Barriers to Improvement • More frequent instruction requires a part-time or full-time teacher on site • Mindful of the community who isn’t focused on Spanish

C2: SWOT Analysis for Bel Aire School

Strengths - Continued study of the language instills a confidence that is noticeable among rising 6th graders at Del Mar; they're eager to participate whereas many pure beginners are shy and hold back. - Engaging, resourceful educators - Consistency - Young children absorb more in passing	Weaknesses - Not all students are eager to participate/learn by singing - One 50 minute period per week not enough exposure - Current curriculum not vetted - Need scope and sequence - One teacher spread thin and shared
Opportunities - More minutes in 5th grade (via seminars?) - More minutes for all - Review and implement an updated curriculum to align w/ Del Mar - Partner with Ranch? - PK-5 schedule flexibility throughout the day - Spanish Club (w/parent volunteers) - Lunch Club - Incorporated in more class meetings - Spanish immersion trip / field trips - Can they choose to pick Spanish instead of music or other alternative class - In school opportunities (bringing in hosts, virtual field trips, etc.) - Teacher aide or parent volunteers to lead sessions	Threats - If more time for Spanish, time taken away from other subjects in the day - Other trade offs with electives - Kids that struggle academically will have a hard time picking up an academic elective - COVID developmental delays - Hiring of Spanish teachers - Funding - Community Interest/support - Lack of time/setting for vertical alignment / department collaboration



C3: SWOT Analysis for Del Mar School

Strengths • Experienced teachers • Desirable program for students • Great reputation for families and the community • Curriculum with a variety of elements, including third-party materials and self-created materials. • Preparation for academic achievement and real-world conversation • Positive feedback from high schools and our graduates on the preparation our students receive • Songs and music, especially in Intermediate. • Movies • Duolingo Leaderboards • Penpals	Weaknesses • Ensure the Intro class engenders enthusiasm for Intermediate and Advanced Spanish
Opportunities • Speaking in content language outside the walls of Del Mar. Trips? • Virtual connections to Spanish speaking countries • Virtual reality opportunities for virtual field trips • Visit to Bel Aire by Del Mar Spanish students to “market” the Del Mar program prior to elective choices. (Like Leadership) • Work with the Ranch to offer one-day-per-week tutoring. • Optional conversational club outside of school. • Early-morning Spanish Club like the Math Club. • Two-week trip to a location known for language learning—for example, San Miguel de Allende or	Threats • Students in SPED or enrolled in gen ed strategies do not have access to the program. With that, how do we allow access to the program for foundational Spanish for students with learning challenges can be successful in high school Spanish? High school Spanish is an access point to UC’s and CSU colleges. • Students who graduate from Strategies may not be able to enroll in Spanish mid-year. • Perception that if students DO NOT take Spanish in middle school they are behind when they enter high school.

Cuernavaca, México.

- AI/Chat GPT opportunities.
 - Some software assesses quality of oral expression.
- Continue penpals beyond Intro Spanish. More frequently? Zoom calls?
- Better support system for Spanish students. It doesn't exist the way it does for other subjects.
 - Peer tutoring.
- Access to Spanish: Make Spanish a non-elective.
 - Additional electives—for example, three total
- Add Spanish to the Wheel.
- Opportunities for more competition like Duolingo.
- Provide planning time for Spanish Department (vertical alignment) and Cross Curricular Planning (with teachers from different departments)

Field Trip ideas:

- Invite Spanish-speaking chaperones
- Inviting Spanish dancers/performers
- Inviting demonstrations of Spanish food preparations
- Spanish art exhibitions and performances - hands-on experiences
 - Diego Rivera murals in SF (Humanities integration)
- Mill Valley Film Festival
- Costa Rica or Spanish-speaking field trip during Spring Break (1 week with a tour operator)



- Global Studies Program - hosting Spanish-speaking students - Latin America school connections - student exchange (2 week immersion for DM Students)

Virtual Ideas:

- Airpano.com
- Nearpod.com