



Board Meeting Date: 6/8/26

Title: Countryside Elementary Spanish Dual Language End-of-Year Program Update 2025-2026

Type: Discussion

Presenter(s): Lisa Barnholdt, Countryside Elementary principal; and Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: The attached report provides a comprehensive end-of-year update on the Countryside Elementary Spanish Dual Language (SDL) program for the 2025–2026 academic year. Concluding its third year of implementation, the program reached an operational milestone by expanding to Grade 3 and supporting students across the K–3 continuum.

This update utilizes the research-based *CAL Guiding Principles for Dual Language Education* framework to document systemic progress using a three-tier rating scale (Minimal, Partial, and Full Implementation) across seven strategic priority areas:

- **Leadership Development and Program Coordination:** Evaluates administrative coordination, division of leadership responsibilities, and the development of a vertical alignment plan.
- **Academic Performance and Language Acquisition:** Details student growth metrics, including the launch of the Renaissance STAR Spanish assessment system (*Alfabetización Temprana, Lectura, and Matemáticas*) alongside *FastBridge* early reading indicators.
- **Program Model Fidelity and Instructional Quality:** Examines adherence to the program's language allocation models (80/20 in K–1 and 70/30 in Grades 2–3) and the delivery of the *Benchmark Adelante* literacy curriculum.
- **Professional Development and Coaching Support:** Reviews targeted staff training, the Biliteracy Planner intensive, and structural coaching schedules provided to instructional staff.
- **Family and Community Engagement:** Outlines the establishment of the 8-member parent SDL Advisory Committee, bilingual communications, and cross-cultural community events.
- **Equity, Access, and Inclusion:** Analyzes enrollment infrastructure, including the dual waitlist system, lottery priority systems, and outreach efforts led by the Spanish Cultural Liaison.
- **Intervention Support and Student Success Systems:** Reviews formalized Multi-Tiered System of Supports (MTSS) protocols designed in partnership with the

Lightbulb Lab to deliver targeted interventions in the appropriate language of instruction.

This report covers a foundational year of program growth. It includes significant operational achievements, identifies key administrative and teaching areas for ongoing improvement, and lays out a plan of action for the 2026–2027 school year.

Recommendation: No recommendation is being made at this time. This presentation is an informational update for the board.

Desired Outcome(s) from the Board: Thoroughly read materials and prepare questions.

Attachments:  **SDL EOY Program update**