

**CONTRACT NAME: AGREEMENT BETWEEN INTREPID  
PHILANTHROPY FOUNDATION AND DAVIS JOINT UNIFIED  
SCHOOL DISTRICT**

**BRIEF DESCRIPTION OF CONTRACT:** The Intrepid Philanthropy Foundation has awarded a LIGHT grant to Emerson Junior High School and César Chávez Elementary School to be used for teacher professional development.

The grant was awarded based on a project entitled “Bringing World Languages Alive in Davis Joint Unified” which was submitted by a team of teachers from the two schools.

The grant was awarded in the amount of \$30,000 to be paid over a period of two years beginning in April of 2017.



## GRANT AGREEMENT

The Intrepid Philanthropy Foundation ("Grantor") and Davis Joint Unified School District ("Grantee") hereby enter into this Grant Agreement (the "Agreement") effective as of April 1, 2017.

1. **Grant Award.** Grantor hereby awards a LIGHT Awards grant in the amount of \$30,000 (the "Grant") to Grantee for the teacher professional development project titled "Bringing World Languages Alive in Davis Joint Unified" led by Mele Echiburu ("Team Lead"), per the proposal submitted in January 2017. This grant is for the period of April 1, 2017 – June 1, 2019 with payments to be made in April 2017 (\$20,000) and April 2018 (\$10,000).

2. **Use of Grant Funds.** Grantee agrees to use the Grant funds exclusively for educational purposes as described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code") as such purposes are more specifically set forth in Section 1 above. Without derogating the foregoing restriction, no portion of this Grant is earmarked for use (or shall be used) in carrying on propaganda or otherwise attempting to influence legislation. Grantee shall not use any portion of the Grant funds to: (a) participate or intervene (including the publishing or distribution of statements) in any political campaign on behalf of or in opposition to any candidate for public office, (b) fund any specific voter registration drive that is conducted in a manner that favors a particular candidate or slate of candidates, (c) make grants to individuals on a nonobjective basis, (d) support terrorist acts or organizations that further terrorist activities, or (e) for any non-educational purpose. Grantee agrees to repay to Grantor any portion of the Grant proceeds that is not used for the educational purposes set forth in Section 1 above.

Grantee is responsible for ensuring that the Team Lead informs Grantor in a timely manner of difficulties in making use of the funds for the purposes described in the project's application. Any significant changes to the proposed timeline, project scope, team membership, or budget will need to be approved in advance by the Intrepid Philanthropy Foundation. Approval for such changes can be requested by the Team Lead.

3. **Grantee's Reports.** Grantee will submit to Grantor an interim report covering both the substance of its activities under this Grant (including the manner in which the Grant funds have been used) and the financial administration of the Grant, no later than February 1, 2018 and December 29, 2018. A final report is due by June 15, 2019. In addition to the narrative and financial accounting, which will be submitted via an online form provided to the Team Lead, the final report must also include a final product that can be shared through the LIGHT Awards Program website for the benefit of all educators.

Reports shall also include copies of all press releases and other public announcements of the Grant. Grantee shall also maintain records of receipts and expenditures relating to the Grant and shall make such records available to Grantor at reasonable times.

4. **Grantee's Tax Status.** Grantee represents to Grantor that it is a governmental unit described in Section 170(c)(1) of the Code, and that it is neither a "private foundation" as defined in Section 509(a) of the Code nor a "Type III" supporting organization as described in Section 509(a)(3)(C) of the Code (other than a "functionally integrated type III supporting organization" as defined in Section 4943(f)(5)(B) of

575 Market Street, Suite 3625  
San Francisco, CA 94105  
T 415 343 0831 F 415 543 0735  
lightawards.org



the Code). Grantee agrees to notify Grantor immediately of any changes in its tax status or any organizational changes (including any changes in key personnel) during the term of the Grant.

5. **Grant Review.** Grantee will permit representatives of Grantor to visit Grantee's premises and review Grantee's activities, and will permit Grantor, at its own expense, to conduct an independent financial and/or programmatic audit of the expenditure of this Grant.

6. **Notices.** All notices or reports required or permitted under this Agreement shall be deemed to be given when personally delivered to the recipient thereof, or when mailed by certified first class mail, return receipt requested, postage prepaid, addressed to the recipient at the address set forth below, or at such other address designated by written notice in accordance with this Section 6:

Grantor: Intrepid Philanthropy Foundation  
c/o Rockefeller Philanthropy Advisors  
Attention: Joanne Schneider  
575 Market Street, Suite 3625  
San Francisco, CA 94105

Grantee: Davis Joint Unified School District  
526 B Street  
Davis, CA 95616

7. **Representations.** Grantee represents and warrants to Grantor that (a) Grantee is a Code Section 170(c)(1) governmental unit duly organized and validly existing under the laws of the State of California (b) this Agreement constitutes the legal, valid, and binding obligation of Grantee, enforceable against Grantee in accordance with its terms except as enforcement may be limited by any applicable bankruptcy, insolvency, reorganization or similar laws affecting creditors' rights generally and except as enforcement may be limited by general principles of equity; and (c) Grantee has the absolute and unrestricted right, power, authority and capacity to execute and deliver this Agreement and to perform its obligations hereunder.

8. **No Assignment.** Grantee shall not assign any of its rights or delegate any of its obligations under this Agreement to any individual or entity without the prior written consent of Grantor, which consent may be given or withheld in the Grantor's sole discretion.

9. **Successor and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of the parties and their respective successors and permitted assigns.

10. **Construction.** Every covenant, term and provision of this Agreement shall be construed simply according to its fair meaning and not strictly for or against any party. All pronouns and variations thereof shall be deemed to refer to the masculine, feminine or neuter, singular or plural, as the context may require.

11. **Headings.** Section and other headings contained in this Agreement are for reference purposes only and shall not be used to describe, interpret, define or limit the scope, extent, or intent of this Agreement or any provision hereof.



12. **Dispute Resolution.** In the event of any controversy, dispute or claim between the parties relating to this Agreement, the parties agree that the following procedure shall be used in an attempt to resolve the dispute:

(a) A meeting (the "Initial Meeting") shall promptly be held at which the parties shall attempt to resolve the dispute through their respective representatives who shall have full decision making authority regarding the matters in dispute.

(b) If an Initial Meeting has not occurred within ten (10) days after a party has requested in writing such a meeting of the other party or if the dispute has not been resolved to the mutual satisfaction of the parties within thirty (30) days following the written request for the Initial Meeting, the dispute shall be submitted to mediation facilitated by a neutral mediator mutually approved by the parties, which approval shall not be unreasonably withheld or delayed by either party. If the parties cannot agree on a mediator, the Superior Court of the County of San Francisco shall appoint a mediator. Mediation shall be held in San Francisco, California. Any costs and fees, other than attorney fees, associated with the mediation shall be shared equally by the parties.

(c) The parties agree to participate in good faith in the Initial Meeting and the mediation conferences.

If the parties are unable to resolve the dispute through negotiation or mediation, then either party may bring a suit in the Superior Court of the County of San Francisco for resolution of the dispute or pursue other applicable legal remedies.

13. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions, whether oral or written, of the parties with respect thereto.

14. **Amendments.** This Agreement may not be amended except by written instrument signed by the parties hereto.

15. **No Waiver.** The failure of any party to enforce at any time or for any period of time any one or more of the terms or conditions of this Agreement shall not be a waiver of such terms or conditions or of that party's right thereafter to enforce each and every term and condition of this Agreement.

16. **Severability.** In the event any provision or portion of a provision of this Agreement is held to be invalid, void or unenforceable, the rest of the Agreement shall, so long as its enforcement is consistent with the intent of the parties in entering into this Agreement, remain in full force and effect and shall in no way be affected, impaired, or invalidated.

17. **Governing Law.** This Agreement and the respective rights and obligations of the parties hereto shall be construed and interpreted in accordance with the laws of the State of California, without reference to its conflict of laws provisions.



18. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be considered to be an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Grantor and Grantee have approved and executed this Agreement effective as of the date first above written.

**Intrepid Philanthropy Foundation**

By: J. Schnuch

Title: Philanthropic Advisor

Date: 3/30/17

**Davis Joint Unified School District**

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## Bringing World Languages Alive in Davis Joint Unified

---

**Ralph Waldo Emerson Junior High, Davis, Yolo**

### **Narrative**

---

#### **Proposal Subject Area(s)**

Foreign Language or ELD

#### **Brief Narrative**

To prepare our World Language students for the 21st century and become global citizens, we hope to teach language in a way that the brain naturally learns a language, through strategies that make language comprehensible, personable and relevant to the student and to assess students according to the new language proficiency standards. The goal of our project is to receive training in TPRS, Teaching Proficiency through Reading and Storytelling, and to be certified in an ACTFL- approved (American Council on the Teaching of Foreign Languages) language proficiency assessment. It has been demonstrated that through the TPRS method, students achieve proficiency quicker than through the traditional textbook method of teaching foreign languages. Training in language proficiency assessments allows our team to accurately assess language proficiency according to the ACTFL standards. If our grant is approved, funds would be used to cover direct costs for the training of our World Language team.

#### **What is your project goal?**

The goal of our project is to receive training in Teaching Proficiency through Reading and Storytelling (TPRS), and to be trained in language proficiency assessments that are approved by American Council on the Teaching of Foreign Languages (ACTFL).

#### **What does the first year of professional development project entail?**

Year 1 Focus: TPRS

Our first training is a three day TPRS training. We chose three trainers that are known in the TPRS field and are located in California. All team members will attend one of the trainings:

- 1) Blaine Ray: 6/21-23;
- 2) Scott Benedict: 6/29-30;
- 3) Von Ray 8/8-10

<https://tprsbooks.com/tprs-workshops/?month=jun&yr=2017>

Our second training is with Trainer Scott Benedict. He lives locally and will do a personalized site specific follow-up

training in August for our team. Scott Benedict charges a one time fee, so this would be a perfect opportunity to invite other language teachers in the district. Scott will become our local TPRS consultant throughout our process. Team leader, Mele Echiburu, will coordinate trainings.

Throughout the year team members will observe one another and later reflect and modify our teaching accordingly. During our monthly collaboration time we will discuss, evaluate and analyze our teaching methods. Lastly, our blog, Bringing Languages Alive at Davis Joint Unified, will chronicle our journey and create a learning community for our school and district that will connect our project with other world language teachers near and around the globe.

### **What does the second year of professional development project entail?**

#### **Year 2: Language Proficiency Assessment**

Our team will participate in a two day Modified Oral Proficiency Interview (MOPI) training and a one day Writing Guidelines for Familiarization (WGF) training. The MOPI workshop introduces the ACTFL rating scale, the structure and rating of the MOPI. We will observe and conduct live practice interviews. The WGF introduces the different level descriptors and the criteria for assigning a global writing proficiency rating. We will explore a variety of writing tasks across levels of proficiency and design appropriate writing assessments. We chose these ACTFL approved assessments because the teachers do the assessment rather than use an online service. Trainers come to our site so we may include other interested teachers within our district. Mele Echiburu will coordinate the training date to fit everyone's schedule. <https://www.actfl.org/assessment-professional-development/professional-development-workshops/proficiency-assessment-workshops-opi-wpt>

July 2018: Team attends the National TPRS Conference. This final conference will give us the opportunity to refine our skills and practice new skills as we observe the TPRS experts. <http://www.ntprs.info>

### **Have you engaged in professional learning on this topic before?**

While our team members each come with years of language teaching experience, none of us have received TPRS training or have had specific training in language proficiency assessment. Our textbook curriculum does not address the ACTFL language proficiency levels and assessments are based simply on verb conjugations, vocabulary lists and grammar rules. The proposed trainings would give us the necessary tools to get students speaking and writing the target language in the classroom and to move progressively through the proficiency levels.

Since our school is not Title 1 we do not receive extra funding for professional development. We do not have foreign language acquisition opportunities within our district. The Spanish department has tried for several years to find monies for developing an ACTL aligned assessment for all proficiency levels and has been unsuccessful. Without this grant, none of the aspects of our project could occur.

### **How does your project contribute to personal and professional growth?**

We all want our students to acquire and use the target language successfully so that they may progress to the next level. We question if our textbooks' grammar and vocabulary scope and sequence is the most effective way to teach and assess a language. Through our research we have learned that explicit grammar and vocabulary instruction has little impact on language acquisition and growth. We have learned that reading and learning through

context is a much more enjoyable method of acquiring a language than learning the language through a textbook. While we are all experienced and motivated world language teachers, we lack the training in current methodologies. With the acceptance of our grant proposal, our trainings would enhance our teaching, strengthen our team and define our district as world language leaders. We hope to use our experiences to guide our district with decisions so that students entering our district have the best options for learning another language.

**How does your professional development affect your school community?**

Emerson and Cesar Chavez play an important role in the world languages in our district. Students that enroll in the K-6 grade Spanish immersion program at Cesar Chavez continue their immersion education at Emerson. Many of these students are English language learners and continue their English learning while also involved in the Spanish classes. Together, these students represent the majority of the students in the Spanish AP classes at Davis Senior High School. With this important role in the district it is paramount that the students entering our programs have the best language experience possible. These trainings will provide our team with the most current research, the most effective teaching strategies and a more accurate knowledge of proficiency levels. With this shift in how we teach and assess languages, our students will become aware of their own proficiency levels, make language goals and become active participants in their journey of acquiring a second or third language.

**What are the characteristics of your team that would support the success of your project?**

We are all immersion teachers, with the focus of teaching in the target language, whether it be English or Spanish. Our immersion team includes four Spanish teachers and one English as a second language teacher. We acknowledge that regardless of the language taught, the input must be comprehensible and relevant. We are a cohesive and committed team and we know that learning TPRS together will allow us to create a successful learning experience. With our regular collaboration time that is provided by our sites and our own scheduled time that we meet, we'll share and discuss our experiences in the context of our common goal. In addition, with our different schedules, we are able to have team members observe each other's classes and provide instant feedback and encouragement. As we begin to see successes, we will share our knowledge with our colleagues and begin our trainings. We all agree that professional growth is more effective if it is done as a team and the journey is shared.

**How will you measure success?**

Academically, we do not have a baseline for language proficiency levels in Spanish since we use the textbooks' assessments. Using the ACTFL aligned proficiency standards assessments, MOPI and WGF, we will assess at the beginning and end of each term. If our students are meeting the expected language proficiency levels for their specific class, we know that our trainings and strategies have been successful. Anecdotally, if we notice an increase in their oral participation, confidence and attitude, we know that our TPRS methods are working. If we have sparked an interest amongst our respected colleagues within our district, then we have galvanized a change in current teaching methods. Most importantly, if our enrollment in world language classes increase at our schools, we know that we have inspired more students to enroll or continue with language learning and we have met the goal of making language acquisition fun and effective.



**How will you share what you learn?**

As a reflection of this learning process we will create a blog about our journey in achieving higher language proficiency. This blog will not only catalog experiences and resources but it will also help us maintain communication with other world language teachers that we meet in our trainings. We will include oral and writing samples of our students as growing evidence of our project. These successes, experiences and reflections will be updated continuously on our blog, becoming a resource tool for other colleagues, as we increase communication about our classes and promote a professional dialogue about our process. In addition, this online method of chronicling our experiences and resources is open to the community to have a peek into what is bringing languages alive in Davis Joint Unified Schools. As experience increases, grant recipients will become TPRS, MOPI and WGF trainers within the district and share our gained knowledge with the world language teachers of our district.

**Other information:**

Our schools are in a unique situation. We are fortunate to teach in Davis, where schools are strong and local families and businesses support us. Although, none of this support can be used towards professional development. In addition, because we do not serve in a lower socioeconomic school, we would never qualify for special funding or grants that aim to serve lower socioeconomic districts.

The Light Awards program is the first program that we have found that can help our unique situation. Without this grant, world languages at our school would continue to be taught in the traditional method and assessments would be based on their memorization of verb conjugations rather than speaking proficiency. We are hopeful that our success with the Light Awards can help the world language teachers teach languages in a way that prepare students for the 21st century.

## Team Member Information

Name	Current Teaching Position	Years at Current School	Total Years Teaching	Email	Cell Phone
Mele Echiburu (Team Lead)	Teaches Spanish 35 (Spanish Immersion 7th graders), Spanish 55 (Spanish Immersion 9th graders), Spanish 3 (traditional Spanish) and Computer Arts. Department Head, Tech Mentor, School Site Council	2 years here, 9 in district's Spanish Immersion	23 years	mechiburu@djud.net	530-304-9647
Sharon Davies	Teaches 8th grade Spanish Immersion. 7th grade Spanish Immersion Social Studies and a traditional Spanish 3 class. Currently a permanent teacher with 20 years in the district teaching immersion, 2 years at Emerson Junior High and 18 years at Cesar Chavez Elementary School.	2	20	sdavies@djud.net	(916) 213-7548
Tina Bastin	Currently teaches Spanish 7-9th grade at Emerson. This is her first year at Emerson; she was moved up to the junior high level because of program need. She normally teaches immersion at Cesar Chavez and will return there in the fall, 2017. At Cesar Chavez, she will join the Cesar Chavez part of this team with Alejandra. This will allow us to have 3 team members from Emerson and 2 from Cesar Chavez.	1	14	tbastin@djud.net	(530) 852-1998
Alejandra Hernandez Ruiz	Teaches 5th grade Spanish Immersion at Cesar Chavez Elementary School Active at the district level with English Language Learners strategies and proficiency	2	3	ahernandezruiz@djud.net	(209) 380-2145
Jason Teves	Teaches English Language Development 7-9th and 7th AVID based cluster elective Has 13 years of teaching, all at Emerson	13	13	jteves@djud.net	(530) 757-5430

## Lead Principal Information

Name	# of Years at Current School	Email	Phone Number
Stacy Desideri	4	sdesideri@djud.net	(530) 757-5430

### Additional Principal Information:

*Denise Beck, Principal at Cesar Chavez Elementary School (530) 757-5490*

## Lead School Information

School Name	County	Address	Website	Phone	School Type
-------------	--------	---------	---------	-------	-------------

Ralph Waldo Emerson Junior High	Yolo County	2121 Calaveras Davis, California 95616	<a href="https://eme-djused-ca.schoolloop.com/cms/page_view?d=x&amp;piid=&amp;vpid=1440237758988">https://eme-djused-ca.schoolloop.com/cms/page_view?d=x&amp;piid=&amp;vpid=1440237758988</a>	<b>Number</b> (530) 757-5430	Traditional Public
---------------------------------	-------------	--	---	---------------------------------	--------------------

#### **Brief Description of School:**

*Ralph Waldo Emerson Junior High:*

- *grade levels served: 7-9 grade*
- *number of students: 477 students*
- *number of teachers: 35 Emerson Teachers*
- *school demographics:*

*Hispanic or Latino: 98*

*American Indian or Alaska Native: 2*

*Asian 49*

*Pacific Islander 0*

*Filipino, Not Hispanic: 8*

*African American, Not Hispanic: 17*

*White, not Hispanic: 280*

*Two or More Races: 3*

*Total: 477*

*16% receive or reduced lunch*

*School performance metrics: CAASPP Results for English Language Arts/Literacy: 31% exceeded the proficiency standard, 43% are at the proficient level, 14% nearly met the standards and 12% did not meet standards. CAASPP Results for Mathematics: 57% exceeded the standards, 18% are at the proficient level, 11% nearly met the standards and 13% did not meet standards.*

*Important partnerships or initiatives:*

#### **Additional School Information:**

*We have one teacher from our feeder school, Cesar Chavez. This school is also located in Davis (Yolo County). This is a K-6th grade Spanish Immersion.*

- *grade levels served: K-6 grade*
- *number of students: 581 students*
- *number of teachers: 30*
- *school demographics:*

*Hispanic or Latino: 179*

*American Indian or Alaska Native: 2*

*Asian 68*

*Pacific Islander 3*

*Filipino, Not Hispanic: 7*

*African American, Not Hispanic: 8*

*White, not Hispanic: 308*

*Undeclared: 6*

*Total: 581*

*Free and reduced lunch: 8% receive free and 1% receives reduced lunch.*

## **Grant Administration**

### **Grant Recipient Organization**

Davis Joint Unified (intended for the Spanish Immersion Department/ESL at Emerson Junior High and Cesar Chavez Elementary School)

### **Federal Tax Identification Number**

68-0343640

**Contact Information**

Matt Best Deputy Superintendent Davis Joint Unified School District Email:  
mbest@djusd.net Office number: 530-757-5300 x 105

**If your grant recipient is your school district, are you required to submit an Intent to Apply?**

No, our district does not require us to submit an Intent to Apply, nor do they need to be reviewed or approved at board meetings. However, all principals and the Superintendent of Education are all aware of this grant application and fully approve it.

**Grant Processing Fees**

No

**Budget Notes**

---

Prices set for travel are an extreme estimate. We erred on the side of caution and set tickets and hotel a little higher than they may actually be. The location of the NTPRS conference in July 2018 has not yet been determined. So we based the price of tickets as if we were going to this summer's location.

Also, our district offers collaboration time for teachers to get together and we can receive reimbursement for that time. This may motivate other teachers in the district to come to our meetings and our own trainings. This is a great way to spread our new knowledge across the Davis Joint Unified School District.

<b>Project Name</b>	<b>Bringing World Languages Alive in Davis Joint Unified</b>			
<b>Team Lead</b>	<b>Mele Echiburu</b>			
<b>Category</b>	<b>Year One Cost</b>	<b>Year Two Cost</b>	<b>Category Totals</b>	<b>Explanation</b>
Trainings	\$1,795.00	\$6,175.00	\$7,970.00	Year 1) 3 Day TPRS Training (with group discount) Registration for 5 is \$1795; Year 2) Modified Oral Proficiency Inventory (\$2950, Trainer travel, hotel, and per diem additional) and Writing Guidelines Familiarization at our site (On-Site: \$1,250 Trainer travel, hotel, and per diem additional), National TPRS Conference for a max of 5 is \$1975 (\$395 each)
Consultants	\$1,600.00		\$1,600.00	Year 1) 2 Day Training/consultation with Scott Benedict, August 7-8 (\$1500) at our site and \$100 for food
Materials/Supplies/ Equipment	\$5,000.00	\$2,700.00	\$7,700.00	Year 1) TPRS novels and TPRS props for each classroom. Year 2) Assessment materials, as needed
Collaboration/Subs	\$1,875.00	\$1,875.00	\$3,750.00	Year 1) 2 Release Days for 5 teachers/5 subs @ \$150/day=\$1500. 5 Monthly After School Meetings with Dinner=\$375 Year 2) 2 Release days for teachers to review language proficiency assessments (one per semester)=\$1500. 5 Monthly After School Meetings with Dinner=\$375
Travel	\$3,065.00	\$5,915.00	\$8,980.00	Year 1) TPRS Training 3 day hotel for 5 people about \$1315, 3 days of food about \$600, \$1000 for 5 plane tickets (if we choose the Los Angeles dates for TPRS), airport parking and transportation to and from hotel \$150. Year 2) National TPRS Conference: 4 day hotel for 5 people about \$1500, 4 days of food about \$800, 5 tickets from SMF to SAT: \$2065, airport parking and transportation to and from hotel \$150 . Additionally, we will have two ACTFL consultants come to do an on-site training for the MOPI and the WGF on two different occasions for a total of three days, hotel and food expenses are included (\$700) as well as airfare (\$700).
<b>TOTAL GRANT BUDGET</b>	<b>\$13,335.00</b>	<b>\$16,665.00</b>	<b>TOTAL</b>	
			<b>\$30,000.00</b>	

**Instructions:** Complete the table below, save it to your computer and upload in the area provided on the application. Include the activities that you currently anticipate conducting in years one and two of the grant. Please provide as much detail as possible including when and where the activities will take place and for what duration. Examples include team meetings, trainings, presentations and workshops. A few items have been pre-filled. Please note that the Proposed Timeline is meant to be used for planning purposes and may be revised over time. We understand that specific activities and dates may change throughout the course of the grant period.

<b>Project Name</b>	Bringing World Languages Alive in Davis Joint Unified
<b>Timeframe</b>	<b>Proposed Activities</b>
Summer 2017 (June – August)	Our team members will attend one of the following summer trainings: 1) Blaine Ray: 6/21-23; 2) Scott Benedict: 6/29-30; 3) Von Ray 8/8-10 <a href="https://tprsbooks.com/tprs-workshops/?month=jun&amp;yr=2017">https://tprsbooks.com/tprs-workshops/?month=jun&amp;yr=2017</a> In addition, one of the trainers, Scott Benedict, lives locally and has agreed to do a 2-day consultation that is specific to our program at our school. He charges a one time fee and accepts up to 10 participants. This would be an opportune time to encourage other world language teachers in the district to participate. We are especially interested in including immersion teachers from the Dual Immersion program at Marguerite Montgomery (due to new textbook adoptions, they could not fully participate with our project). In addition, we will also start our blog that will chronicle our trainings and our experiences. This blog will chart our progress from the beginning of our project and will continue indefinitely.
August 2017	- Attend LIGHT Awards grantee convening - The Monday before school starts, team will meet to coordinate and collaborate on lessons that were created during our trainings. We will go over our class schedules and find dates when we can observe each other during our prep times. Regular blog writing about our TPRS experience will start. B6

<p>Fall 2017 (September – November)</p>	<p>Our focus for this first year is on TPRS strategies and through this, we hope to increase students' proficiencies and attitudes about Spanish. Since we do not begin our ACTFL aligned proficiency assessment trainings until 2018, we will use our regular assessments but will add a Google Form survey that will survey students' attitudes about learning a world language. We will later give them the same survey at the end of the year to see if their attitudes about learning world languages changes through our new strategies. We will begin our TRPS teaching and our peer observations. We will continue with our weekly meetings and monthly team collaboration time throughout the school year. Our district gives the world language teachers in our district collaboration time during the winter and fall quarter. We will use this time to present to our colleagues what our team is doing in our schools. Depending on interest, we will set up observation times for teachers to come observe us teach. Regular contact through our local TPRS consultant, Scott Benedict, will help guide us through our trial and error during this first quarter.</p>
<p>Winter 2017/2018 (December – February)</p>	<p>Weekly team observations and monthly team collaboration time continues throughout the school year. Our district gives the world language teachers collaboration time during the winter and fall quarter. We will use this time to present to our colleagues what our team is doing at Emerson and Cesar Chavez. We will continue to chart our progress and our experiences on our blog. This will be available to our parents, colleagues and other community members so that they may know about the developments in our language classes.</p>
<p>Spring 2018 (March – May)</p>	<p>- Submit LIGHT Awards interim grant report - Towards the end of this first year, we will once again give our students an evaluation of their world language experience through TPRS. This will be on Google Forms so we can get immediate feedback from the students. Team will discuss, reflect and make modifications. Our consultant, Scott Benedict, will be a great resource to guide us during this reflection time. B6</p>
<p>Summer 2018 (June – August)</p>	<p>Language Proficiency Assessment Our team will participate in a 2 day Modified Oral Proficiency Interview (MOPI) Assessment and a 1 day training in Writing Guidelines Familiarization (WGF). This will take place at our site during the month of June. Both of these trainings allow for more participants than we have on our team. So other teachers in our district that have showed an interest will be invited to attend these meetings. We hope to have more teachers from Cesar Chavez and Marguerite Montgomery there as well. July: National TPRS Conference, all team in attendance - Date and Place to be determined. <a href="http://www.ntprs.info/">http://www.ntprs.info/</a></p>

Fall 2018 (September – November)	- Host LIGHT Awards site visit - Team will assess students using our new proficiency assessments. This will serve as our baseline. Teachers will meet and discuss strategies for addressing class and student needs. Regular updates in our blog about our experiences and findings will occur throughout this school year. B9A12
Winter 2018/2019 (December – February)	Mid-year language assessment for our world language students. Students will establish language goals based on their results. Team comes together to share results, discuss our experiences, modify instruction and start planning for following academic year. Continue with blog updates. Begin trainings with world language teachers within the district. These trainings will occur throughout the school year.
Spring 2019 – <i>exact date TBD</i>	- Submit LIGHT Awards final grant report including a shareable product: B6 B11 - In June we will do our final proficiency assessments. These results will be charted in our blog, with teacher comments and reflections of our first year using ACTFL aligned language proficiency assessments. Our final goal is to train all immersion teachers from Cesar Chavez, Marguerite Montgomery and Emerson Junior High, so that everyone in our program is educated in the ACTFL language proficiency levels.



***R.W. Emerson Junior High School***  
**Davis Joint Unified School District**  
**2121 Calaveras Ave.**  
**Davis, CA 95616**  
**Office: 530-757-5430 FAX: 530-757-5434**

January 9, 2017

Dear Consideration Committee,

Thank you for consideration of the grant for our Immersion action team to develop instructional strategies centered in the Teaching Proficiency through Reading and Storytelling (TPRS) methodology. While our current program is strong and sustainable, this professional development serves to improve language fluency for our students.

This is a dynamic, motivated team of teachers poised to make a difference across our district. Including an articulated group from elementary through secondary, we are able to reach a larger community. Our Spanish Immersion program begins in the K-6 elementary program, in both a foreign language immersion at one school and a two-way bilingual program at another school, which both feed into our 7-9 junior high program. Including teachers from both the elementary and the junior high in this training allows for stronger articulation, and allows us to foster a stronger cohesion across the district. Our Spanish Immersion program then feeds into the senior high program, where students can explore the Advanced Placement opportunities in Language and Literature and Composition, and prepares students for completion of the California Seal of Bi-Literacy. An additional advantage to having the blended team is that once trained, we will have increased capacity to share this innovative methodology across the district. Sharon Davies, Mele Echiburu, Tina LökkBokk and Jason Teves teach secondary at Emerson Junior High, and will partner with Alejandra Hernandez Ruiz who teaches at Cesar Chavez Elementary. Having experienced teachers at both levels increases our ability to present workshops on delivery of the TPRS pedagogy targeted to specific age groups during collaboration structures built into our district.

Another innovative element of our grant proposal is the inclusion of our ESL teacher, Jason Teves, on the TPRS team. His students are the English learners in our community, who spend their entire day in an "immersion program." While some of our EL students are supported through the Spanish Immersion program, other beginning English students spend their entire day immersed in English instruction with only EL support. The strength of the TPRS method of learning, which allows students to develop language fluency through their interaction with strong literature, poses a unique opportunity to further strengthen our English instruction for some of our neediest students. Additionally, it provides a stronger team based approach for EL instruction, at a school which, due to our relatively small size, often isolates our EL instruction simply due to the fact that it is a small department.

Finally, this program assists with improved assessment and placement of students within the immersion program. While we do have some students who enter Immersion or ESL at the beginning level, we will frequently have students who for a variety of reasons might enter our programs in later intermediate or in secondary. Having a strong team of teachers trained in the ACTFL standards, and in assessment of Oral Fluency will provide us more accurate placement, encouraging the strongest possible learning outcomes and student successes.

I am excited about the opportunity for our teachers to develop this additional instructional methodology. Please consider us as a strong team which will be able to achieve high levels of student success.

Sincerely,  
Stacy Desideri, Principal of Emerson Junior High



**DJUSD**

DAVIS JOINT UNIFIED  
SCHOOL DISTRICT

John Bowes  
Superintendent

---

César Chávez Elementary School ♦ 1221 Anderson Road ♦ Davis, CA 95616 ♦ (530) 757-5490 ♦ FAX: (530) 757-5427  
Denise Beck, Principal

January 9, 2017

Dear Consideration Committee,

Thank you for your consideration of the grant application presented to by the Davis Joint Unified **Spanish Immersion Program Team**. The program started with a combination K-1 combination class in August 1982. It developed into very strong second language program that serves K-9 students in our district. The students who have graduate from the program have a firm base in Spanish language but the lack the oral fluency level needed to obtain higher levels of Spanish.

The team is applying for a grant to learn about **Teaching Proficiency through Reading and Storytelling (TPRS) methodology** and to develop instructional strategies centered in the method. The team strongly believes professional development in this area will be the cornerstone for improvement of oral language skills in all students. This change will improve their second language acquisition in all domains.

Alejandra Hernández is a wonderful teacher leader in our school. She has a great enthusiasm and dedication teaching Spanish Language in our Immersion program, Spanish is her first language. She is a very reflective teacher, who is always looking for strategies to improve student's proficiency in Spanish. She is a great team member not only in her grade level but across grade levels. Last year she was part of a mixed grade level school team that visited other districts to learn new strategies to improve Spanish language teaching at our site. She worked with the team on implementing new strategies as soon as we came back with great results. Strategies are in place this year as well.

This grant will offer her the opportunity to learn new strategies and to work with teachers in the Spanish Immersion program in Junior High. It will provide for stronger articulation between the two programs. Strengthening the program quality and the improving the students' Spanish Language skills across the K-6 and 7-9 program.

The successful implementation of the strategies learned and used in the classroom combined with student performance improvement could be replicated at the High School level. This will improve the overall program at the district.

Alejandra will be part of a team of very experienced Spanish language teachers who will be able to present workshops on delivery of the TPRS pedagogy targeted to specific age groups using the collaboration schedule already in place in our district. The results obtained with the implementation of the TPRS will help teachers improved assessment and correct placement of students as they advanced from grade level to grade level. Having a strong team of teachers trained in the ACTFL standards, and in assessment of Oral Fluency will provide us more accurate placement, encouraging the strongest possible learning outcomes and student successes.

We are excited about the possibility of bringing this program to our schools. It will support the development of stronger oral language skills and reinforce Spanish language skills in general. This is a great team of experienced teachers who can make a difference in the level of student success as they learn a second language.

Sincerely,

Denise Beck  
Principal, César Chávez Elementary



## LIGHT Awards Program 2017 Application

### Team Member Agreement Form

Project Name: Bringing languages Alive in Davis Joint Unified

By signing this document, you are acknowledging that you are part of a team that is applying for a grant from the LIGHT Awards Program for the 2017-2019 grant cycle. While the Team Lead identified in the LOI and Application will be the main contact, all Team Members are responsible for reading and responding to communication regarding the LIGHT Awards Program, committing the time needed to conduct the work described in the Application, and attending LIGHT Awards-related events and activities.

Signatures of all Team Members of Project named above:

1) Mele Echiburú  
Printed Name (Team Lead)

Mele  
Signature

2) Sharon Daviss  
Printed Name

SD  
Signature

3) Tina Løkkbakk Bastin  
Printed Name

Tina L Bastin  
Signature

4) Jason Teves  
Printed Name

J Teves  
Signature

5) \_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

6) Alijandra Hernandez Ruiz  
Printed Name

Alijandra Hernandez Ruiz  
Signature