

**National Professional Development Grant
Project DELIGHT
PR/Award # T365Z170089
EXECUTIVE SUMMARY**

The California Association for Bilingual Education (CABE)-Project DELIGHT (**D**ual Language Education Leadership Initiative **G**uided **H**igh-Quality Training) is an innovative program with a dual focus of excellence on English Learner instruction in Dual Language Immersion (DLI) schools, including Dual Language Immersion (DLI), and Structured English Immersion (SEI) implementation, with an explicit focus on family, community engagement, and leadership. CABE formed a partnership with two school districts in Southern California, Fontana Unified School District and Rialto Unified School District, to implement Project DELIGHT.

A. Year 3 Project Accomplishments

Project DELIGHT has accomplished the following in Year 3 (through April 30, 2020):

- Served 202 participants: 42 Dual Language Immersion Teachers, 114 SEI/Mainstream Teachers, 14 Out of Classroom Staff, 20 School Staff, 8 Site Leaders, 6 Principals, 17 District Leaders, and 141 parents/families. Of the 202 participants served, we have identified 130 (31 DI and 85 SEI Teachers, 8 Principals and Site Leaders, 6 District Leaders) that are on target for completion of Project DELIGHT PD by Year 5.
- DELIGHT Participants (district and school staff) at four schools in Rialto USD and 2 schools in Fontana USD were offered three Professional Development(PD) Modules. 105 In-service Teachers, Principals and District Leaders completed between 6 and 18 hours of PD in the areas of Dual Language Immersion education foundations, English Language Development, Spanish Language Development, and writing instruction.
- Helped school sites develop a cadre of parent leaders by offering parent leadership development (PLD) at all six school sites. Cumulatively, 264 parents have participated and 157 have completed Mastery Level PLD. Of those 157, 43 have gone on to complete the Expert Level PLD.
- Continued to facilitate District Leadership Teams' (DLTs) in the use of the Guiding Principles of Dual Language Education 3rd Edition (GPDLE) as a reflective tool and resource.
- Project DELIGHT's Instructional Rounds process was introduced to both administrators and teachers in fall 2020. Six school teams conducted 2 Instructional Rounds at each DELIGHT school.
- Collaborated with District Leadership Teams to develop Spanish proficiency assessment-criteria aligned to district DLI goals and best practices research.
- Provided technical assistance to both districts with the exploration and pilot of student data management systems needed to collect literacy data across language programs and to analyze the literacy progress of the various linguistic groups and how to analyze and display data to stakeholders using various growth over time charts.
- Finalized the CABE Dual Language Immersion Certificate Program that will launch in Fall 2020.
- Provided 24 families from Redwood Elementary (FUSD) with informative sessions about California's English Learner Proficiency Assessment and Cross-Linguistic Transfer Skills.

- Sixty-four parents were served by the CABE Plaza Comunitaria program. Of those, 16 have completed their primary coursework, middle school diploma or high school diploma this year.

B. Year 3 Milestones and Progress (Program Management Plan in Original Application)

Component 1:

District Dual Immersion (DI) Leadership Team Meetings and Professional Development (PD)

Milestone 1: Schedule modules and extra meeting dates.

- RUSD and FUSD DLTs met 3 times.
- Project Director conducted school staff orientation sessions at each of the six sites.

Milestone 2: Complete PD modules 1 (if new to DLI), 8, 13, 17

- Modules 1, 8, 13, 17 (RUSD only) were offered to all six schools. Due to COVID-19 school closures, Modules 17 will be offered to FUSD in Y4.

Milestone 3: Year-end meeting, review outcomes, results

- Due to COVID-19 school closures, Project DELIGHT Team was not able to conduct presentations to RUSD and FUSD School Board/Cabinet Members with the goal of providing an end of Year 2 project update. Project DELIGHT Team will coordinate a new date for fall 2020.

Component 2:

Site Leadership Team Meetings and Professional Development

Milestone 1: Identify SLT (selected 2 teachers)

- All six school sites identified teachers who would join SLT.

Milestone 2: Identify 4-5 Parent Leaders to participate in SLT

- Due to COVID-19 school closures, the selection of identifying parents who participate in SLT will be moved to the Spring of Y4.

Component 3:

Building a Strong, Sustainable, and Successful Dual Immersion Program

Milestone 1: Schedule Modules

- Project DELIGHT Team met with district leaders from RUSD and FUSD in summer of 2019 to schedule Y3 PD modules.

Milestone 2: Complete professional development (PD) modules 1 (for new to DI), 8, 13, 17

- Modules 1 will be offered to FUSD and RUSD new teachers in July, Module 8 and 13 were offered to all five schools. Modules 13 will be offered to Redwood in Y4, Module 17 was offered to only to RUSD and will be delivered to FUSD in Y4 due to COVID-19 school closures.

Milestone 3: Train on Instructional Rounds to support SRSD across schools and best practices in DI classes.

- Project Director and Curriculum Specialist offered 3 of 4 Instructional Rounds (IR) and plan to deliver IR 4 virtually by August 2020.

Milestone 4: Monthly meeting on program progress

- Project Director and Curriculum Specialist held monthly meetings, with site administrators to discuss program progress at each site.

- DELIGHT Team District Convening Meeting/Presentation for the FUSD and RUSD school boards were interrupted due to COVID-19 school closures. Project DELIGHT TEAM is coordinating a new date for Fall 2020.

Component 4: Family and Community Engagement

Milestone 1: Recruit parents in Fall and Spring

- Recruitment events were held at all six DELIGHT school sites during the month of September 2019.

Milestone 2: Schedule PLD sessions with Site Administrator

- Project Director and Project Specialist held meetings with RUSD and FUSD in September and October with each site administrator/Principal to discuss PD sessions coordinated by District Leads.

Milestone 3: Conduct Parent Orientation Meetings

- 88 parents attended Parent Leadership Development orientation sessions offered at all six school sites in September 2019.

Milestone 4: Conduct Mastery Level Parent Leadership Development sessions, make-ups and graduation

- Offered Mastery Level Parent Leadership Development (PLD) sessions at all six school sites, September-December 2019.
- A total of 140 parents participated and 92 completed/graduated the full, 12-session program.
- Offered two additional PLD sessions at Redwood: 24 parents attended English Language Proficiency Assessments for California (ELPAC) training and 19 attended training about the importance of Cross-Linguistic Transfer in Dual language classrooms.

Milestone 5: Conduct Expert Level Parent Leadership Development sessions, make-ups and graduation

- Offered Expert Level Parent Leadership Development (PLD) sessions at all six school sites, January 2020.
- A total of 66 participated and 43 completed/graduated the full, 16-session program.

Milestone 6: Update the Site Administrator weekly about program activities.

- Project Director contacted Site Administrators on a weekly basis via email, phone calls and school visits.

Component 5 Bilingual Authorization and Dual Immersion Program Certification

Milestone 1: Provide review sessions for two CSET tests necessary for district teachers who need the Bilingual Authorization to teach in the DI program.

- 8 RUSD teachers obtained their Bilingual Authorization in summer of 2019.

Milestone 2: Select number of DLI teachers participate in local university's DLI program certificate or CABE's own DLI certificate program.

- The Project DELIGHT Team finalized and developed DLI Certificate coursework. The DLI Certificate will launch fall of 2020.

Milestone 3: Select number of DLI teachers participate in Binational Project GLAD PD.

- Eight DELIGHT teachers participated in *Binational Project GLAD* PD in summer of 2019. Due to COVID-19 school closures, CABE is discussing a virtual gathering for all Binational Project GLAD teachers who participated in Y1-Y2 of the grant this summer May 2020.

C. Update on Year 3 Project Management & Impact of COVID-19 School Closures

During the third year of implementation, DELIGHT staff have focused on: 1) planning for project Year 3 activities; 2) professional development for teachers, site and district leaders; 3) Mastery Level parent leadership development modules at six sites; 4) Expert Level parent leadership development modules at six sites; 5) developing and enriching curriculum modules for the DELIGHT Program with educators and families; and 6) finalizing survey instruments and survey administration protocols with our external evaluators.

Beginning March 16, 2020, all six Project DELIGHT schools closed due to COVID-19. These closures have had an impact on the timelines for our remaining Year 3 activities and possibly Year 4 activities. We are currently meeting with both districts to understand and/or determine:

1. How the 2020-21 school year will be structured. California has not relaxed any of the social distancing ordinances as they relate to schools. It is unclear if these will remain and require a restructuring of the school year or restructuring of the school day.
2. If teachers will continue to provide online instruction and if so, how teacher roles, responsibilities and schedules will be defined. Both Rialto USD and Fontana USD have had to prioritize professional development related to best practices for online instruction and distance learning.

Our Project DELIGHT Director met with district leads in May and as a result have planned an additional meeting in July to discuss how to implement Year 4 DELIGHT PD modules in an online format. DELIGHT's Parent Leadership Development program, Project 2INSPIRE, was also impacted; sessions scheduled in March and April were abruptly cancelled and postponed completion of Parent Leadership Development (PLD) for many. Despite the closures, CABE DELIGHT Parent Specialists have been able to continue supporting families via phone calls, text messages, and have reorganized and rescheduled PLD sessions for online delivery.

Evaluation

Our external evaluators, Wexford Institute, continued their independent evaluation activities in Year 3. The evaluation design, plan and data collection plan have continued to be refined as project activities are rescheduled. Data from a variety of sources was collected for the evaluation questions, project objectives and performance measures as well as formative data to inform project implementation. Due to the COVID-10 school closures, the collection of formative feedback (end of year surveys) from district administrators, school principals, site leaders and families typically collected in Spring was postponed as well as the collection of student outcomes data for 2019-20. The Project DELIGHT Director has been working closely with District Leaders to reschedule the administration of surveys before the end of Year 3 and to discuss the how student progress will be monitored if schools remained closed through the 2020-21 school year.

D. Year 3 Progress on Project Goals and Objectives

Goal A - Develop District Leadership and Site Leadership Team to support EL Instruction and Create Excellent Dual Immersion programs

- RUSD and FUSD District Leadership Teams (DLT) have met 3 times and will complete DLT 4 by June 2019-2020.
- DELIGHT held District Leadership Convenings at the beginning of the school year to review DELIGHT project objectives, highlight Year 2 accomplishments, and provide an overview of Year 3 project activities.
- Site Leadership Team (SLT) Orientation Meetings were held at each school site to establish site-based implementation and integration of DELIGHT PD, DELIGHT Parent Leadership Development and Family Engagement.
- DLT and SLT members participated in DELIGHT Modules 8, 13, and 17 (RUSD only). Due to COVID-19 school closures, FUSD is tentatively scheduled to complete M17 in Y4.

District Leadership Team (DLT) Meetings

The objectives for Year 3 District Leadership Team (DLT) meetings centered on the continued use of a DLI program reflection process and building teacher and administrator capacity around using the Guiding Principles for Dual Language Education (GPDLE). The objectives concentrated on demonstrating how to continually use the GPDLE rubrics as a reflective tool, which informs the writing of strategic action plans based on research and stakeholder feedback. These objectives included writing action plans based on the GPDLE rubrics for Strand 3-Instruction and Strand 4-Assessment and Accountability. Furthermore, the objectives included developing a student monitoring system that incorporated a Spanish proficiency assessment and a DLI writing framework that aligned to DLI program goals and best practices research.

The following describes the scope and sequence of the Year 3 DLT meetings, and the process the Project DELIGHT Team established to help the leadership team to continue strengthening their DLI programs.

DLT Meeting 1 - The Year 3 DLT meeting had several objectives. The first objective was to highlight successes achieved within the DL programs at the end of Year 2, and to analyze how those successes could continue to be implemented. For example, the monthly DLI planning meetings with Rialto teachers were very helpful in creating cohesive lessons and developing writing tools which could be used consistently across schools. Hence, administrators discussed ways to ensure funding to compensate teachers so they could continue meeting monthly throughout Year 3. Another objective for this meeting was to review district assessment plans to facilitate conversations about piloting assessments and create an assessment calendar with grade level benchmark ranges. This process was part of the GPDLE survey results and various schools wrote specific action plans to create bilingual testing calendars. The third objective for

this meeting was to introduce the DLT to the instructional rounds process. Therefore, the DELIGHT team outlined the dates for each IR and the targets for each meeting. The last objective for this meeting was to strengthen the communication pathway between the DLT meetings and the entire school staff in order to ensure information was conveyed to all staff members. A school site leadership team planner graphic organizer was given to each school, and a school team member was selected to scribe and disseminate key information so it could be shared with all staff members during a PLC, staff meeting or in an email.

DLT Meeting 2 - The second DLT meeting started with each school team providing updates on the new communication pathway. Each school was asked to share how they met with their staff to convey DLT Meeting 1 key information. They also presented any new successes in their DLI programs. During this meeting, the DLT was also asked to provide feedback on the IR implementation, and its alignment to *Strand 3: Instruction* on the GPDL. Writing ideas were shared especially for the self-regulation strategies component, which many teachers struggled with implementing. The last objective for this meeting was to discuss ways to document the DLI plans created over the last two years. Hence, the DELIGHT team shared various DLI master plan samples for the DLT team to study and analyze with the intention of writing their own DLI master plan.

DLT Meeting 3 – This meeting had three objectives. The first was to validate the instructional shifts being reported by administrators and staff and encourage the DLT to nourish the teamwork developing within and across their DLI programs. These shifts involved students being engaged in the writing process. Teachers providing more frontloading of vocabulary before writing lessons, especially in the primary grades, and more teachers documenting writing goals. The second objective was to review how to support teachers incorporating more self-regulation strategies such as using peer editing and revising. The last objective was to explain the last instruction round process for collecting student writing.

DLT Meeting 4 – Due to the COVID-19 school closures, these final meetings were postponed to May and June 2020. Details and outcomes of these meetings will be reported in the Year 3 APR Update/KMS August 2020 report.

DLT Meeting Outcomes and Challenges

One outcome from the Year 3 DLT meetings, was a DLT communication planner. School site leadership teams used this graphic organizer to summarize key ideas, and to provide updates to the rest of their staff. Another outcome was an updated assessment plan with grade level benchmarks including Spanish proficiency evaluations in reading and writing. For Rialto USD, this incorporated a second year of using Fountas & Pinnell reading assessments and collecting pilot data. Technical assistance was provided to create a data management tool for the district to collect and report data to stakeholders. For Fontana USD, the updated plan included purchasing and training teachers on Fountas & Pinnell assessments for formative and summative reading assessment in kindergarten through second grade.

An additional result from the DLT meetings in Year 3 include DLT members receiving a masterplan outline to guide them in writing their own DLI masterplans. Participants were given the

opportunity to read and analyze multiple DLI masterplans from other DLI programs across the state in order to identify key components to include in their own plan.

The last major outcome from the DLT meetings include the establishment of instructional round protocols. Establishing an IR protocol provided an avenue for teachers to develop self-efficacy around writing instruction in order to improve student writing development. Many positive instructional shifts were reported by administrators and participating teachers after putting this practice in place. Specific writing criteria was developed and communicated within and across sites. Many writing tools were created and shared as a consequence of this work.

GPDLE Self- Assessment

During the fall of 2020/beginning of Year 3, Project DELIGHT facilitated District Leadership Teams' (DLTs) understanding and use of the *Guiding Principles of Dual Language Education, 3rd Edition* (GPDLE) as a reflective tool and resource. The team administered the GPDLE self-assessment survey at the end of Year 2 to monitor progress of each district's DLI program development. The results from the self-assessment were shared with each leadership team at the start of Year 3/2019-20 in order for them to plan out Year 3 DLI goals. To narrow the scope of the work and enable the team to develop deeper knowledge, they were asked to reflect on *Strand 3: Instruction* during their District Leadership Team Meeting in October 2020. Instruction was selected as an area of focus because it closely aligned to Project DELIGHT's writing Instructional Rounds projects. A second strand had also been selected for self-assessment, *Strand 4: Assessment and Accountability*, for its alignment to PROJECT DELIGHT's objective of helping districts create data monitoring systems to assess student's biliteracy development across both English and Spanish. However, due to the COVID-19 school closures, there was not enough time to administer Strand 4, and participants did not have time to reflect or revise their action plans for Year 3.

Dual Language Student Assessments

The Project DELIGHT team provided districts with technical assistance to develop district Dual Language Immersion Assessment Plans that incorporate all language domains in both English and Spanish. The team also helped districts to develop consistent, formative literacy assessments in Spanish and developing Spanish proficiency assessment-criteria that are aligned to district DLI goals and best practices related to research and writing assessments. To accomplish the objectives of this activity, the DELIGHT Team,

- Met with school administrators to help draft benchmarks, as well as assisted in creating assessment calendars, which captured both the English and Spanish assessment windows. These meetings led to the discussion of expanding the assessment plans to include upper grade measures which follow students into middle school. These measures have been identified and will be piloted next school year.
- Helped districts to develop consistent, formative literacy assessments in Spanish. For example, reading data is being collected kindergarten through second grade using Fountas & Pinnell running records. It is being administered consistently across most schools as a formative and possibly summative reading evaluation in Spanish. Rialto USD piloted the instrument over the last two years and collected data up until February 2020. However, due to COVID-19 was not able to capture the last trimester data. The pilot data

collected by Rialto USD shows cohort running record scores. These scores are displayed through box and whiskers charts with remarkable growth from kindergarten to second grade. Fontana ordered the reading assessment and trained all their teachers to administer it to student's kindergarten through second grade in February 2020. Due to COVID-19, they were not able to pilot the assessment and test students this spring as originally planned.

- Facilitated the development of a formative assessment for writing. Teachers are collaborating on creating similar writing prompts across grade levels, that when analyzed together, use similar criteria. Although this process was also abruptly interrupted by COVID-19, several new tools were created and refined the first part of the school year. Currently, the DELIGHT team is in the process of assessing what writing tools can be used with distance learning given the resources teachers and students have access to working from home.

Goal B – Increase in-service teacher capacity for Dual Language Immersion and Structured English Immersion

- Participants on Target to Complete DELIGHT PD: 31 Dual Language Immersion Teachers, 85 SEI Teachers, 6 Principals, 2 Site Leaders and 6 District Leaders.
- DELIGHT Module 1 will be offered on July 30th, 2020.
- DELIGHT Modules 8, and 13, 17 (only RUSD) were offered to RUSD and FUSD teachers. Due to COVID-19 school closures, Module 17 will be delivered to FUSD staff in Year 4.

The Year 3 professional development modules encompassed various areas that fostered a deeper understanding of DLI best practices. Following are brief descriptions of the content, objectives and outcomes of the modules offered in Year 3.

Module 1 – Dual Language Immersion Foundations (Redwood and FUSD)

This module was repeated in Year 3 of the grant to provide a context for the DLI staff members and teachers who did not have the opportunity to attend the previous years. The intent of this session was mainly to inform the SEI teachers about the DLI program beginning at their school site.

- *Content & Objectives:* This module has several objectives related to the three pillars of DLI: developing bilingualism/biliteracy, building high academic achievement and fostering cultural competence. This module also provides information on ways to create bilingual and multicultural environments at their school sites. Moreover, the module provides an overview of how to develop an assessment and evaluation system within a dual language program to sustain continuous growth. Lastly, it provides ideas for ways to engage parents in a dual language program.
- *Outcomes:* 1) Informed new staff members about the features and benefits of effective DLI programs, and an awareness of its specific needs; 2) focused on the curriculum and pedagogy differences between an English only program and that of a successful DLI program; and 3) provided a comprehensive overview of how staff members and stakeholders can contribute to the programs' overall success.

Module 8– Integrated English Language Development and the English Language Proficiency Assessments for California (ELPAC)

- *Content & Objectives:* The purpose of the ELPAC institute is to learn about the content of the English language assessment administered to all English language learners. The objective is for participants to understand the performance level descriptors and identify the English language development standards that need to be taught in order for ELs to be successful on the state assessment. The session also incorporates ELPAC-like tasks throughout the session in order to see how you might incorporate similar tasks across all content areas.
- *Outcomes:* 1) Participants unpack ELPAC tasks and create meaningful lesson ideas aligned to the ELD standards and ELPAC tasks 2) Participants engage in lesson planning a differentiated ELD lesson for students with different linguistic repertoires.

Module 13 - Creating an Engaged Community of Writers

This module set the foundational work for launching instructional rounds during Year 3. The IR protocols are all based on the research and best practices described in this module. This module also highlights many of the tools school teams can create to develop more consistency in their writing programs across both English and Spanish.

- *Content & Objectives:* Objectives featured teaching the writing process using explicit vocabulary instruction and self-regulations strategies. Participants reviewed the writing process as described by SRSD research and the CCSS. They learned about best practices in fostering writing development as well as ways to incorporate self-regulations strategies to promote independent writers.
- *Outcomes:* 1) Build teacher capacity around writing expectations and best practices. The session outlined the CCSS writing criteria, and resources teachers should use to teach writing that align with DLI and EO standards. The module also equipped teachers with writing handouts they can adapt and pilot with the students to monitor progress and mastery of specific features of writing.

Module 17 – Continuing to Advance Academic Spanish Development

- *Content & Objectives:* This module outlines ways to expand Spanish writing and oral development of DLI students. It is aligned to both the common core standards “en español”, the Spanish language development standards as well as Strand 3: Instruction of the GPD document. This module was exclusively delivered in Spanish to DLI teachers in order to deepen their understanding of how to promote Spanish language output for diverse audiences, purposes and tasks.
- *Outcomes:* Participants create various Spanish compositions across different genres as well as text types. Specific scaffolding tools are shared as examples of ways to differentiate writing instruction. Teachers also engage in collaborative activities promoting oral language development and discuss ways to bolster academic vocabulary as well as foster independence.

Instructional Rounds Process

Project DELIGHT’s Instructional Rounds (IR) process was introduced to both administrators and teachers during the first District Leadership Team meeting held in October 2020. The purpose of the IR process is to assist teachers with the application of the DELIGHT PD content into their classroom practices and increase their pedagogical knowledge of the writing process. These

rounds align to the common core writing standards as well as Project DELIGHT's goals of developing a community of writers through the writing process, explicit vocabulary instruction and self-regulation strategies. The IR process focuses on creating a set of reflective questions, which delineates writing expectations for both the teachers and students and provides more cohesion in writing practices across districts. These expectations were created with teacher feedback and are held three times during the school year at each school site.

This year, through the IR process, each school established a draft of common writing criteria, by grade level and in both English and Spanish. This was accomplished by creating IR teams with grade level representatives. Each grade level representative referenced their writing grade level standards and addressed Project DELIGHT's goals of infusing the writing process, explicit vocabulary instruction and self-regulation strategies in the criteria. One of the expectations of the DELIGHT IR process is that every teacher on a school staff be part of an IR team at least once during the school year. As a result, Teachers make connections to the writing strategies shared during DELIGHT PD Module 13, *Creating a Community of Writers*, and ideas are generated on how to differentiate during writing instruction.

Both participating districts conducted Instructional Rounds and established the initial writing criteria by grade level, and organized their IR process in ways that met the unique needs of each school and/or district. In Fontana USD, the entire staff participated in reviewing student writing, and identifying areas needing growth as delineated by the common core standards. Each grade level team presented their recommended writing criteria and overall themes were discussed and incorporated into the "look for" document. Then teachers on special assignment (TOSAs) participated in all the instructional rounds in order to provide feedback and support to teachers implementing the writing practices.

In Rialto USD, each school divided their staff into vertical school teams with one representative from each grade level. The first IR team collected student writing from all their colleagues and analyzed it for patterns. They outlined areas that needed to be addressed, and criteria they felt was important to expect for each grade level according to the common core standards. These criteria were presented to rest of the school staff through a Professional Learning Community or staff meeting so the rest of the staff could edit or revise it. After the criteria was refined, it was organized into a "look for's" document so IR teams could use it during classroom walkthroughs.

The IR process consisted of three parts or actions that were completed by IR school teams: 1) The space for teacher teams to review and further refine the "look for's" criteria used to guide their classroom observations/walk-throughs; 2) conducting the walk-throughs, by looking for writing evidence on the classroom walls, in the student desks or bookshelves in addition to observing instruction, or asking students or teachers about their writing practices and documenting what they observed on the "look for" sheet; and 3) conducting a walk-through debrief to analyze and data collected and discuss school-wide trends. At the end of each IR, the grade level representatives were tasked to take back the feedback and instructional resources to their team. Hence, all writing instructional implications and resources were compiled and shared with the entire staff.

Positive instructional shifts were reported from administrators across all participating school sites. This was evident in more classrooms having writing exemplars posted with criteria or rubrics for students to reference. There was also more evidence of students participating in the writing process using writing checklists and giving peer feedback, which assists them in developing self-regulate strategies. Participating teachers also reported learning from their peers and enjoying the collaboration within the IR process. As the Project DELIGHT team reviewed the data collected from the first set of IRs to the 3rd set of IRs, it was evident collective teacher efficacy was developing across all participating sites.

The fourth and final IR of the 2019-20 was planned for May but had to be postponed due to the COVID-19 school closures. This final IR is crucial, as it will allow teachers to reflect on the writing strategies and tools introduced and developed during the first part of the year, would have allowed for Teachers to collect student exemplars and produce a finalized writing rubric for informational writing. The Project DELIGHT team is currently working with district teams to adapt and reorganize the IR process so it can be done using an online platform. The team is planning to determine which tools and processes are applicable in a distance learning environment, and are currently working on ways in which Teachers can continue to collaborate on writing lessons that include feedback loops to students about their writing development.

Goal C - Engaging families to support their children's learning and to become school leaders

- A total of 140 parents participated in P2I Mastery Level-PLD sessions at all six sites. Ninety-two (55 from FUSD and 37 from RUSD) completed the Mastery Level PLD sessions. Parent Completion ceremonies was celebrated in December 2019.
- A total of 66 parents are participating in Expert Level P2I-PLD sessions at all six sites. At two sites, 43 completed the Expert Level sessions. The remaining four sites will continue Expert Level sessions in the Fall 2020 due to COVID-19.
- DELIGHT Families from Redwood Elementary participated in two, three-hour training sessions: 24 participated in an information session on the English Language Proficiency Assessments for California (ELPAC) and 19 parents/families participated in a session about the importance of Cross-Linguistic Transfer in Dual language classrooms.
- CABE DELIGHT team invited Teachers, Administrators and Families Virtual to participate in the CABE 2020 Community (a virtual conference) instead of the Annual In-person CABE Conference (scheduled for April 2020) that was cancelled due to COVID19.
- A total of 64 parents participated in CABE's Plaza Comunitaria (adult continuing education). Of those 64, sixteen completed primary education, secondary education and/or high school certification.

CABE's Family Engagement Leadership program, Project 2INSPIRE, works with school leaders to build effective communication bridges with parents. Project 2ISNPIRE provides an opportunity for parents to learn how to interact with the school, and they are also learning important aspects of schooling and about who is in the school community. The project has assisted in building stronger partnerships with families. DELIGHT families were again given the opportunity to participate in Project 2INSPIRE Mastery Level Parent Leadership Development, led by CABE parent engagement specialists (known as DELIGHT Parent Specialists at DELIGHT schools). The twelve, 3-hour modules, are intensive and participant-centered and provide parents with 36

hours of face-to-face project-based learning. Mastery Level graduates were invited to participate in Project 2INSPIRE Expert Level Parent Leadership Development, sixteen, 3-hour modules, an intensive Trainer or Trainers model.

E. Challenges/Barriers Encountered

Project DELIGHT encountered the following challenges in Year 3 of implementation.

Challenge 1 - COVID-19 School Closures (March 15th – end of 2019-20 school year)

We have encountered a variety of implementation challenges due to the school closures. It is not clear if California will lift the social distancing restrictions before the 2020-21 school year starts. The following activities have been impacted and may continue to be impacted into Year 4:

- If school closures extend into the fall of 2020, it may be necessary to address *Strand 1: Program Structure* as it relates to distance learning. Honoring the time allotments for the target language is critical to the success of a dual language program. Not having enough time in the target language could have a detrimental impact on the language acquisition process for all DLI students, especially English language learners.
- Due to distance learning, Fontana USD may change their assessment plans for kindergarten through second grade. Students might take an online assessment from home rather than an in-person assessment with the teacher. These changes will not be finalized until later this year.
- COVID-19 school closures had a great impact on our Instructional Rounds (IR) process. The last IR teacher teams were not able to participate in doing the writing walkthroughs. Hence, those teachers and their administrators were not able to document the end of the year growth in teaching practices. In addition, PROJECT DELIGHT had originally planned to use part of the last IR day to collect student writing samples. Therefore, the team was not able to facilitate an IR session where teachers collected the end of the year student writing samples to select exemplars. We are currently working on reworking the final IR (scheduled for May 2020) to define what writing resources and tools can be used with distance learning and given the resources teachers and students have access to while working from home.
- DLT Meeting 4 was condensed significantly due to time constraints with both districts facing COVID-19 restrictions. The final DLT meeting of the school year was shifted to an online platform and the agenda changed so the DELIGHT team could hear how teachers were adapting their DLI program to distance learning. GPDL surveys and action plans could not be reviewed due to time constraints.
- DELIGHT Module 1 was postponed and then condensed to be delivered on an online platform. Module 17 was postponed until a later date due.
- Parent Family Engagement Expert Level sessions were abruptly cancelled at some sites and will need to be rescheduled and held during Year 4. Despite this challenge Project DELIGHT Parent Specialists provided support to families from all six sites via phone and virtual platforms. Only two of four sites completed Expert Level sessions while the other four will continue in fall of 2020.

Challenge 2 – Teacher Participation in DELIGHT PD

Rialto USD SEI Teacher participation in DELIGHT PD modules has not met our expectations and/or goals. Due to the limited number of substitute teachers available, all SEI teachers at a school site cannot attend PD on the same day. We have offered to schedule PD sessions on dates where both districts can attend, but it is difficult to schedule events once the school year has started and District Calendars are full with pre-scheduled events. As reported in Year 2, this issue continues to impact our ability to provide all SEI teachers at Rialto USD with DELIGHT PD.

Challenge 3 – Participation in Instructional Rounds Process

During the initial stages of the Instructional Round (IR) process, the PROJECT DELIGHT team had great difficulty in trying to implement the protocol at one of the school sites. Despite a thorough explanation of the IR plan, and multiple site meetings scheduled to clarify expectations and goals, the school administrator at one DLI site seemed very resistant to implementing PROJECT DELIGHT's IR process. Part of his hesitation stemmed from already having a walkthrough process in place, and he was concerned IR would interfere with those procedures. However, after receiving positive feedback about the IR process from the other school site principals who had already done 3 instructional rounds, the administrator agreed to allow the last IR to take place at his school. Unfortunately, schools closed just before the last IR. As a consequence, the teachers at this site did not participate in IR during this grant year. In Fontana USD, due to substitute challenges, we were not able to have every teacher participate on an IR team throughout the year. Instead, the TOSAs did the IR walkthroughs and provided feedback to the teachers.