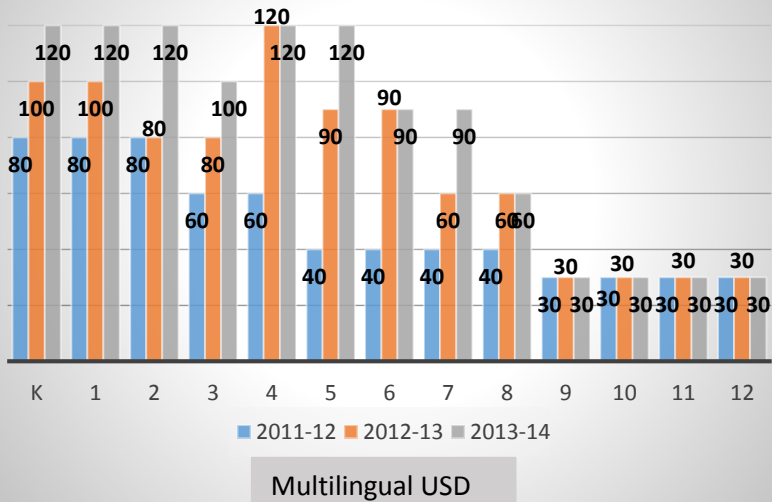


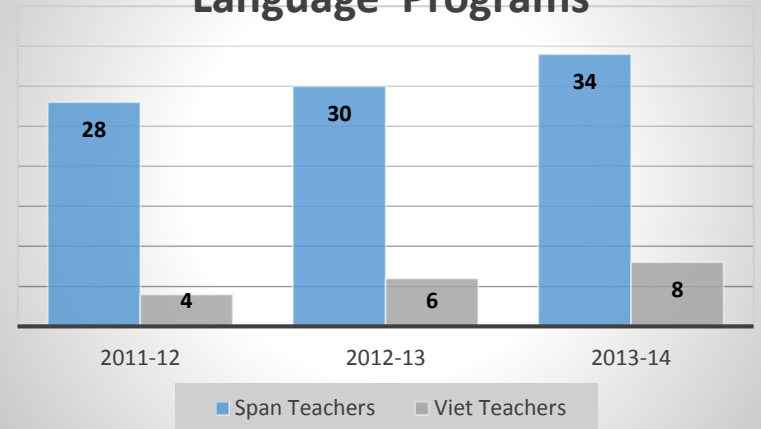
Multilingual Education

Students in Dual Language

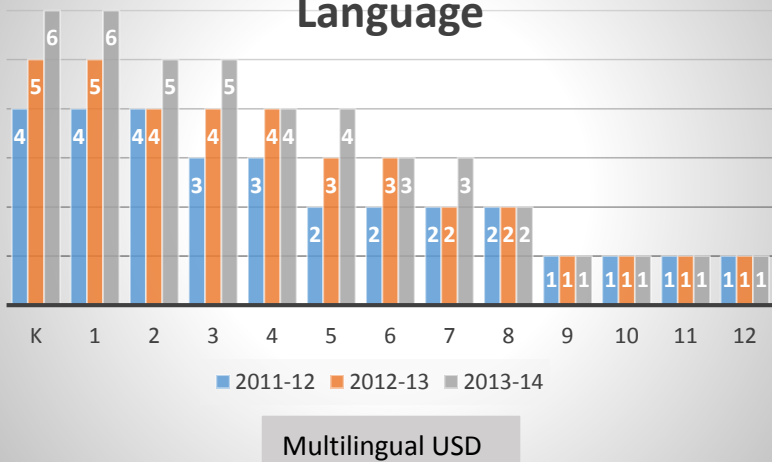


These quantitative tables measure indicators reflecting progress toward a well-rounded multilingual-educational program. Students in Dual Language reflect an increase of students in K-8. Increasing number of teachers in DL programs corresponds to increasing number of students in DL programs.

No. Teachers in Dist. Dual Language Programs

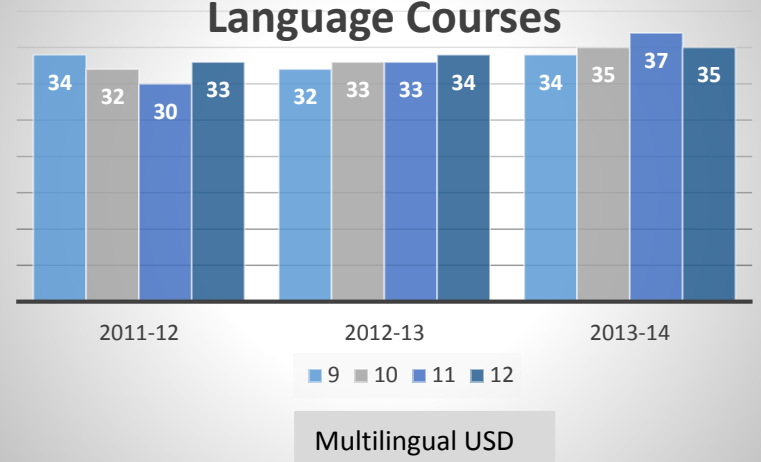


BCLAD Teachers in Dual Language



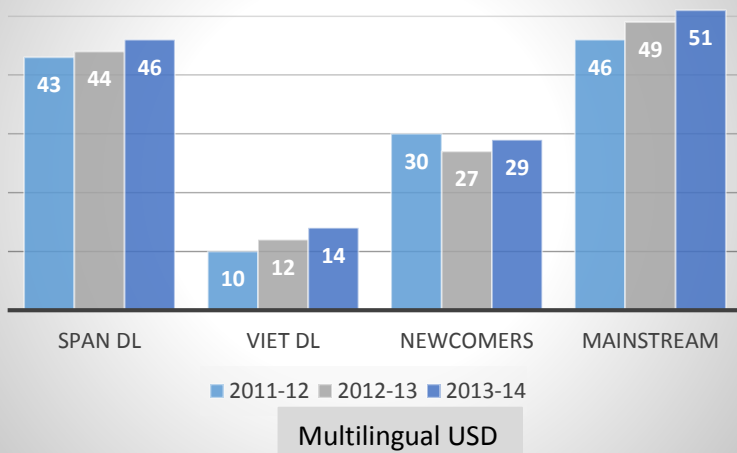
The number of increasing BCLAD teachers in DL coincides with increasing students in DL program.

Students in AP World Language Courses



While the number of high school students and teachers remain the same in the DI, other student participation is also increasing in AP world language courses.

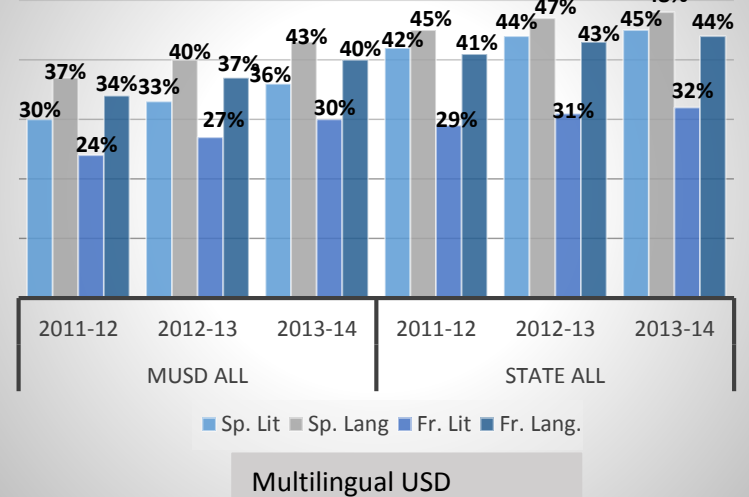
Target Students in AP Lang. Courses



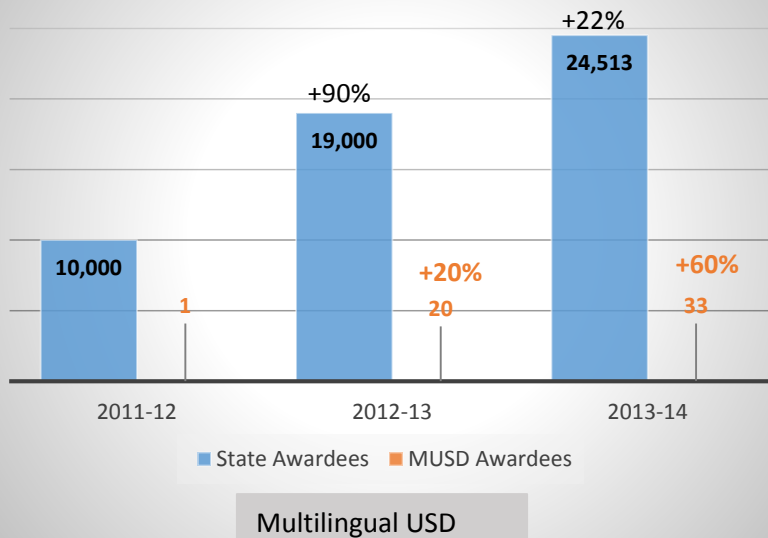
All target students in AP world language courses have increased.

More students are passing AP world language tests

AP World Language Pass Rate



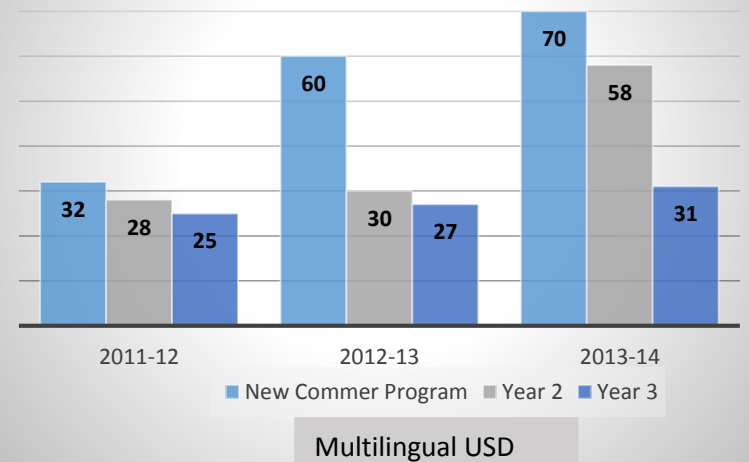
Seal of Biliteracy



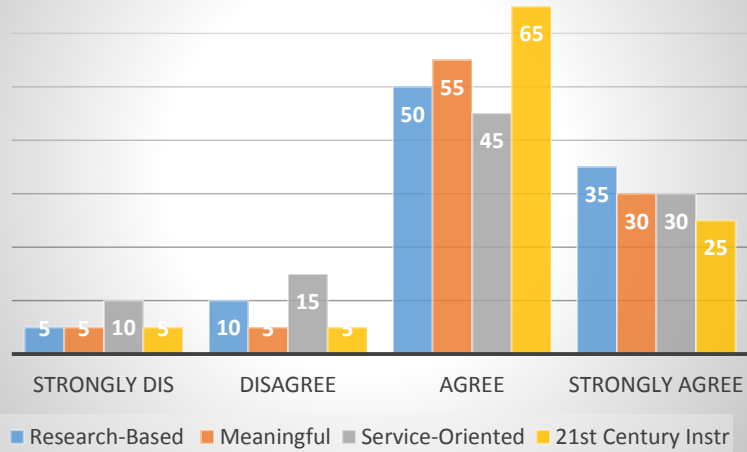
The number of students meeting the seal of biliteracy criteria coincides with the number of students passing AP world language tests.

The increased number of newcomers corresponds to the increase students in AP world language courses

Current and Past Students in New Commer Program



Multilingual Program Quality Components – Parent Survey



Parents agree that the multilingual program has quality components: Research-Based, Meaningful, Service-Oriented, and 21st Century Instruction.

Teachers also believe that the program has quality components Research-Based, Meaningful, Service-Oriented, and 21st Century Instruction.

Multilingual Program Quality Components – Teacher Survey

