



**Santa Maria-Bonita
School District**

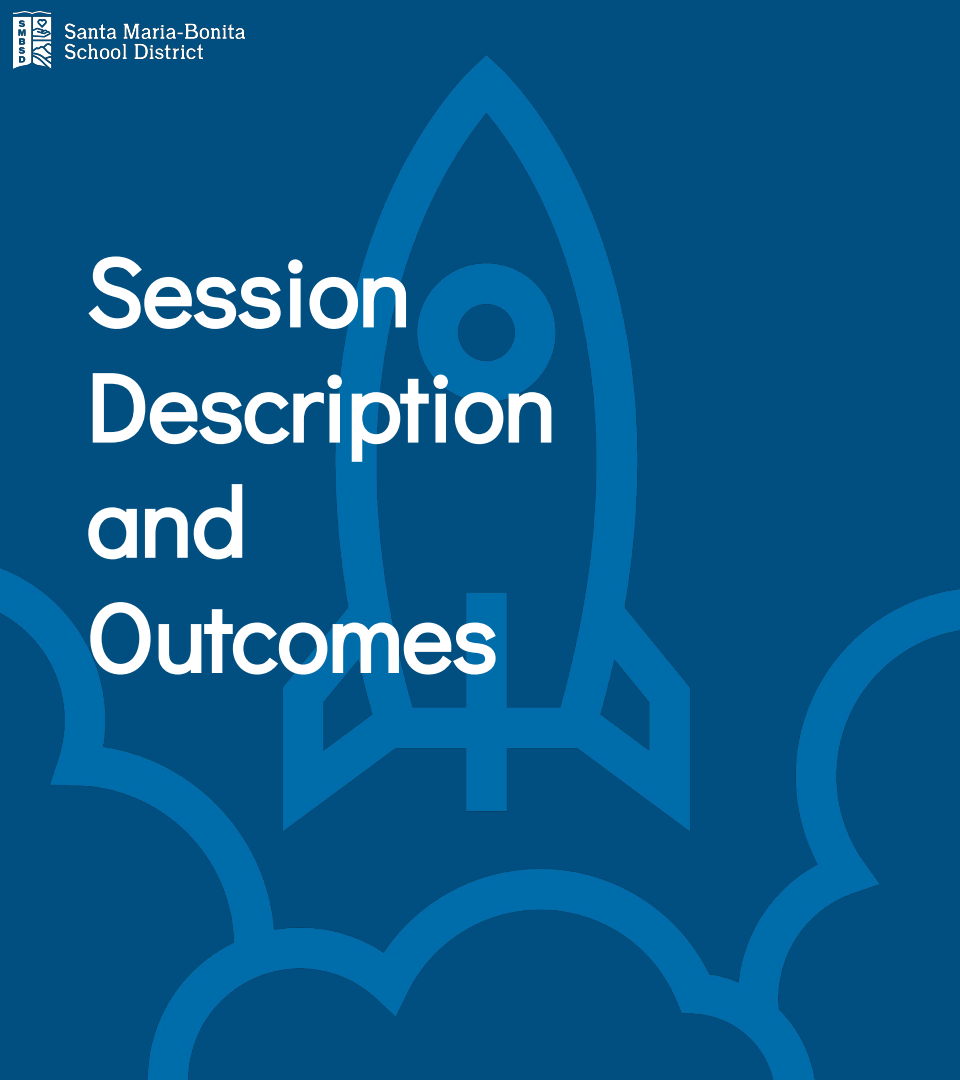
Nurture the Power of Bilingualism

Thursday, August 6th, 2026

10:20-11:20 a.m.

Multilingual Services
Dual Language Immersion Program

Session Description and Outcomes



We explore how to **cultivate culturally responsive** classrooms which leverage student's identity and language/s to support **bilingualism and academic success**.

- We will understand the research on cultural responsiveness and bilingualism.
- We will examine the features of Spanish literacy (phonetic consistency, morphological richness, and shared Latin and Greek roots with English)
- We will identify our approach and instructional practices that support all students.

Lupe Lawson

DLI TOSA



Dr. Pati DeRobles

DLI Program Specialist



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"Schools should not be graveyards for children's home languages. They should be **gardens** where multiple languages grow."

– Ofelia García, scholar in bilingual education and translanguageing

Lupe Lawson

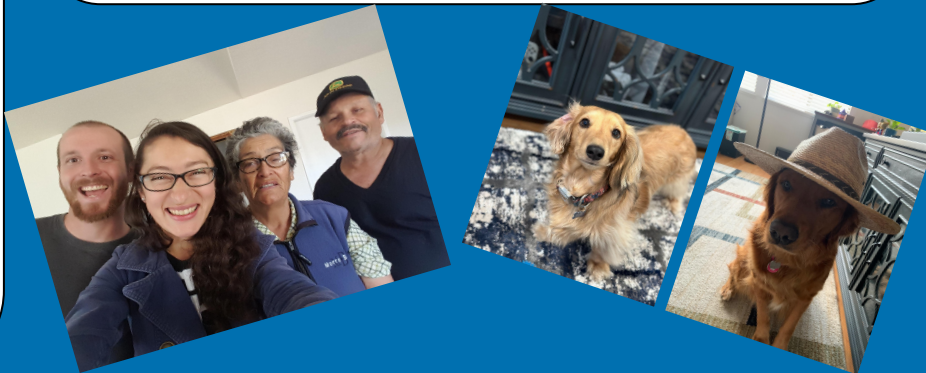
SMBSD DLI TOSA

About me

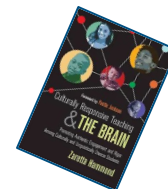
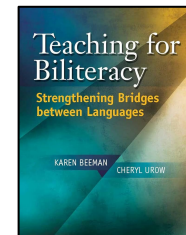
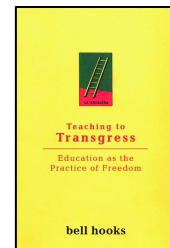
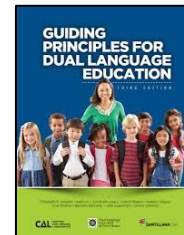
- ★ *Born here in Santa Maria and grew up in the area*
- ★ *EL for life!*
- ★ *Love to read*
- ★ *Love to spend time with my family*
- ★ *Go Bruins!*

Service in Education 2nd year as DLI TOSA

- 1 year- DLI TOSA
- 11 years- Classroom Teacher
 - 4 years- DLI 6th Teacher



Books I reference & read:



Pati DeRobles, Ed. D.

SMBSD DLI Program Specialist

ABOUT ME:

Born in Valparaíso,
Zacatecas, México to
a family of 12.

Mami to 3, tía to
many!!

What centers me: my
children, family and
being of
service.

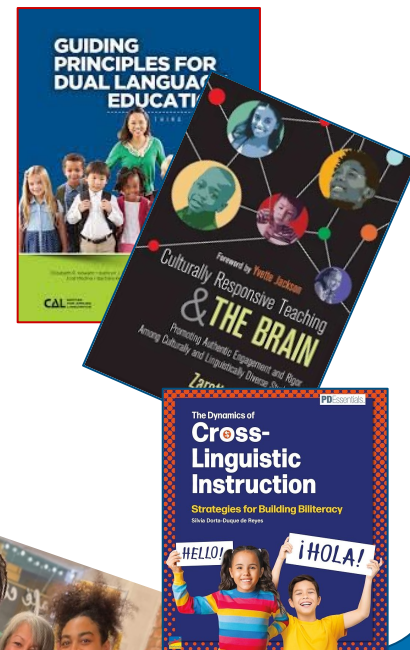


"Children are the living messages we
send to a time we will not see."
Neil Postman, 1982

Service in Education 2nd year as DLI Program Specialist

- 7 years - Elementary Assistant Principal
- 13 years- ELD and DLI Support (K-12)
- 13 years- Bilingual Teacher (H.S. & Elementary)
- 2 years - Bilingual instructional aide

Books I reference





- Curriculum Alignment
- Community Schools
- **Universal Access**
- Restorative Practices

Our Mission Statement

The Mission of Santa Maria-Bonita School District, as the unifying force that cultivates and enriches our diverse community, is to ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential through a student-centered culture distinguished by

- a whole child approach,
- an inclusive environment,
- community and family engagement,
- transformational innovation,
- and highly effective staff.

Our Beliefs

- We believe each person has inherent value and deserves respect.
- We believe **all people belong, have a voice and can contribute** .
- We believe every person has the power and responsibility to take action and make a positive impact. Safety is foundational for personal fulfillment.
- We believe excellence comes from curiosity, experience, and perseverance.
- We believe that developing empathy inspires a kind community.
- We believe **service is an act of love.**
- We believe that there is **strength and power in cultural diversity.**
- We believe that a unified community inspires hope and faith.

Agenda

1. Opening Connection-

My language story (Share with a partner)

2. Why does identity and home language matter?

*Ground in the research Z. Hammond and G. Gay- Cultural Responsiveness
J.Cummings, and O. Garcia,- Development of Bilingualism -*

3. How do we nurture the power of bilingualism?

Explore and leverage the features of language and literacy

4. How do we support all students?

Identify our approach and instructional practices

My Language Story - Your story matters



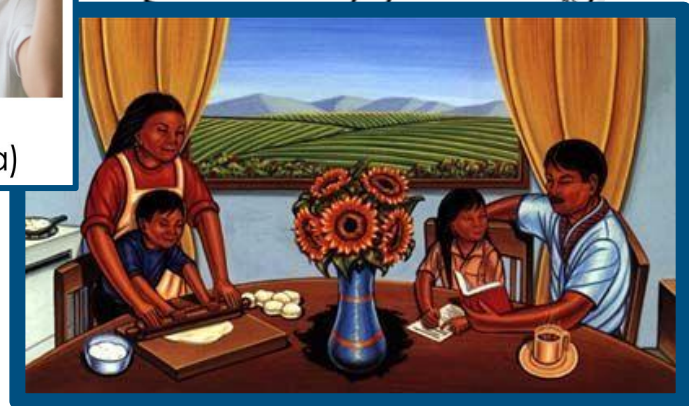
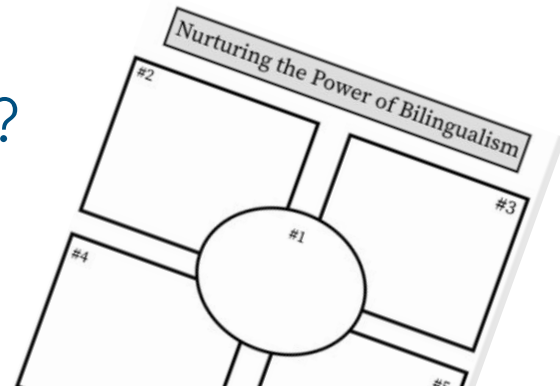
Think- Write-Pair -Share (Use your note catcher)

#1

- What language(s) were spoken in your home?
- When have you felt **proud** of your language (either your home language/s or a language you were learning)?



Proud
Orgullosa(a)



Who We Serve: A Multilingual Community

Santa Maria-Bonita School District • 2025–26

Primary Languages Spoken by Students

1. Spanish — 6,589 (72.79%)
 2. Mixteco — 2,299 (25.40%)
 3. Zapotec — 65 (0.72%)
 4. Arabic — 29 (0.32%)
 5. Philippine & Filipino — 23 (0.25%)
 6. 15+ Other Languages — 46 (0.52%)
- Includes Arabic, Vietnamese, Persian, Mandarin, French, Italian, Ukrainian, and more.*



Ground in the Research-Cultural Responsiveness

#2

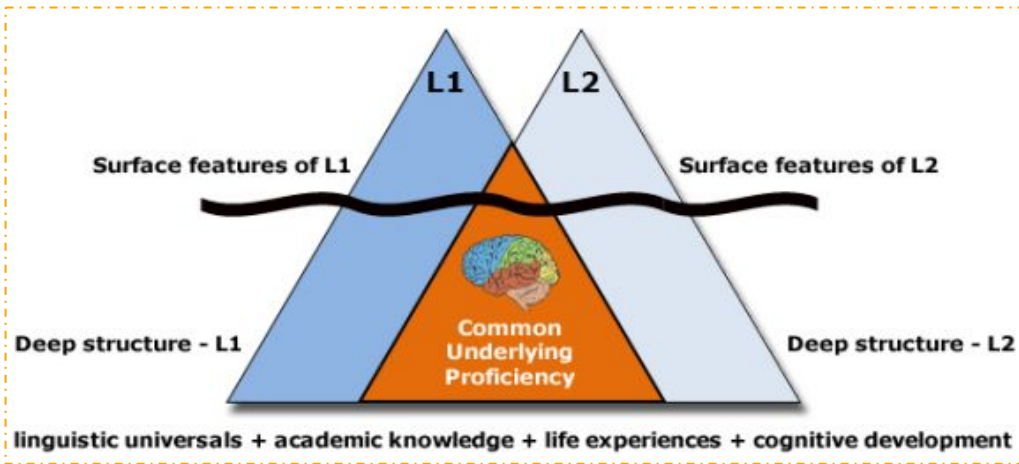


“An educator's ability to **recognize students' cultural displays of learning and meaning making** and **respond positively and constructively with teaching moves** that **use cultural knowledge as a scaffold** to connect what the student knows to new concepts and content in order **to promote effective information processing.**” Zaretta Hammond, 2015

“When **academic knowledge and skills are situated within the lived experiences and frames of reference for students**, they are more personally meaningful, have higher interest appeal, and **are learned more easily and thoroughly.**” Dr. Geneva Gay, 2018

Ground in the Research-Development of bilingualism

#3



"To translanguage is to speak naturally and freely, without regard for the restrictions established by the boundaries of named languages, without heed for the constraints that give dual names and borders and limits to the bilingual's unitary competence." Ofelia García

"Literacy-related knowledge and skills transfer across languages." Jim Cummins



What are your thoughts?

Bilingual-education advocates say it's important to teach a child in his or her family's language. I say you can't use family language in the classroom - the very nature of the classroom requires that you use language publicly.

— *Richard Rodriguez* —

“Unconditional positive regard can help teachers view the children and their families in the necessary light to embrace them without judgment.”

“It requires teachers to develop an attitude of profound respect and acceptance...”

Allen, Shapland, Rodriguez

Language & Literacy - Interconnected & Interdependent

#4

Language and Literacy develop well when we

- create a culturally responsive classroom
 - leveraging students' primary language/s and identity
 - valuing students' experiences and background knowledge
- take an asset-based approach (identify strengths to build upon)
- integrate instruction beyond discrete foundational skills
- foster oracy (speaking and listening)
- highlight cross-linguistic transfer and translanguaging (as a bilingual tool)

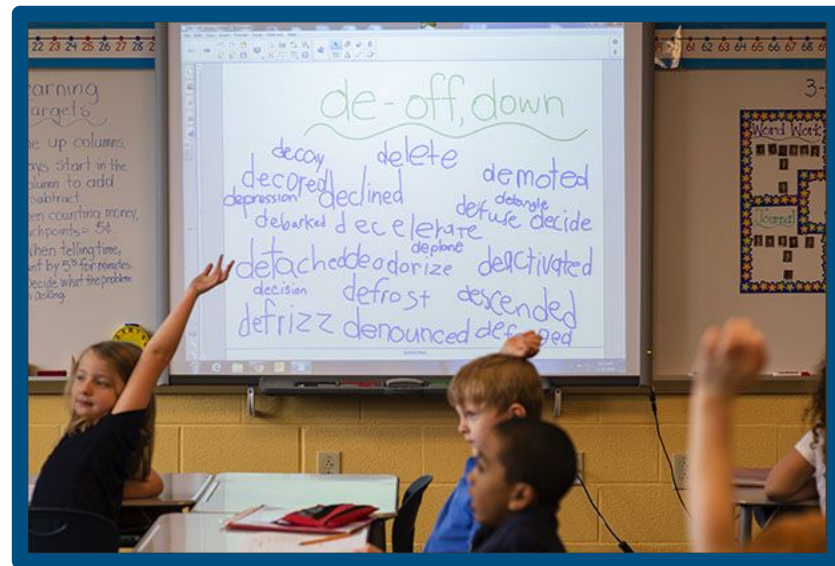
Elements of Language and Literacy	
Phonology: The sound system of a language.	Interconnected and Interdependent
Morphology: The study of word parts.	
Syntax: Rules for sentence structure. Ex: La casa roja vs. The red house.	
Semantics: The study of word meaning in context. Ex: banco (seat vs. bank) / bank (river side vs. to store)	
Pragmatics: Social rules of language use. Ex: Using formal "usted" / polite phrasing	
Fluency	
Vocabulary	
Comprehension: Understanding the text/making meaning.	

**Highlight
and
ROOTS
ACTIVITY**

We **empower students to use their full linguistic and cultural assets/ identity** to make meaning, strengthen biliteracy, and achieve academically.

Identify Your Approach and Instructional Practices #5

Which instructional practices would have the greatest impact on your students?
Why?



Your Reflection

How will you intentionally leverage your students' language/s and identity in your classroom this year?

What support will you need?



Resource Document and DLI HUB



 DLI Resources Recursos para DLI 						
GENERAL	DLI MEETINGS	SCHOOL VISITS	SUPPORTING STUDENTS WITH IEP's	AP TEST	MOSAICO	
Guiding Principles for Dual Language Education	Fechas	CLA- Presentation	Strategies to Support Students with Special Needs in the Dual Language Classroom Session 1	AP Flyer for Parents	Benchmark and Mosaico Alignment Document	LI Language A
Overview: Guiding Principles for Dual Language Education	RSVP Form	CLA- Palabras de transicion	Session 2	AP Registration Parent Bootcamp	Pilot Rubric	SDCOE CC Stand
CDE DLI Overview- Improving Education for Multilingual and	Meeting Slides		Session 3	Registration Bootcamp	Kinder Bacing Guide	K Palabra

Thank you for being here!

Please reach out if you'd like any
support throughout the year!

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Pati DeRobles pderobles@smbd.net