

**Hacienda La Puente Unified School District
Dual Language Immersion Master Plan**

Table of Contents

Superintendent’s Letter

Chapter 1: HLPUSD Mission and Vision Statements page 3

Chapter 2: Dual Language Immersion Education Benefits page 5

Chapter 3: Program Structure page 10

Chapter 4: Assessment and Accountability page 14

Chapter 5: Curriculum and Instruction page 15

Chapter 6: Staffing and Professional Development page 16

Chapter 7: Support and Resources page 17

Chapter 8: Family and Community Involvement page 18

Conclusion page 18

Appendices page 19

Acknowledgements

Superintendent's Letter

To the Hacienda La Puente Unified School District Community:

It is the goal of Hacienda La Puente Unified School District that all students will graduate, and upon doing so, be world competitive. In pursuit of this goal, the Board of Education made the decision in 2009 to initiate a Dual Immersion Program option for our students. The first of these programs, a Chinese Dual Immersion Program, began at Wedgeworth Elementary School in the fall and later a Spanish Dual Immersion Program at Los Altos Elementary School and Valinda School of Academics in the 2012 school year. In 2016, Korean Dual Language Program began at Cedarlane Academy. Consistent with the district vision and beliefs, the charge to program staff and administrators is to ensure that students in the Dual Language Program achieve high levels of academic success in both the target language as well as in English. As an added benefit, students will develop the critical intercultural skills needed to be positive contributors in an increasingly interconnected, global society.

This Dual Language Master Plan outlines the K-12 pathway for Hacienda La Puente Unified School District students in the Dual Language Immersion Program and will allow our teachers and administrators to grow in their understanding of Dual Language education at all grade levels. We recognize that through this work, HLPUSD has entered a strong network of Dual Language programs within the state and nation. We will work with county agencies and other technical support organizations that we consider resources for the continued successful development of our program, students, teachers, and administrators.

We are pleased to provide this opportunity to create exciting educational environments that prepare our students to be leaders in a multilingual and multicultural world. We hold high expectations for these students who we know will be able to bridge across linguistic and cultural differences in the community. We believe these students will become excellent contributors to our community and beyond.

Sincerely,

Cynthia Parulan-Colfer

Superintendent

Chapter 1: HLPUSD Mission and Vision Statements

Partners in Your Child's Future

Our Mission

The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks. Classroom instruction is integrated, thematically applied, technologically integrated, and sensitive to the individual learning styles of students and the needs of the multicultural community we serve.

Our Guiding Principles

Our commitment to partnerships exemplifies our Board's Guiding Principles. Our Board believes students, parents, staff, and community have a shared responsibility:

- We believe students, parents, staff, and community have a shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, mutual trust, and respect.
- We believe students, parents, staff, and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and ensuring all students meet high learning standards.
- We believe students, parents, staff, and community have a shared responsibility to create a learning environment reflecting our community's diversity that is safe, clean, supportive, and responsive.
- We believe students, parents, staff, and community have a shared responsibility to protect and preserve the short-and long-term financial well-being of the District.

The Dual Language Immersion Program in Hacienda La Puente Unified School District (HLPUSD) schools was first implemented in 2009 with the Mandarin Chinese Dual Immersion (DI) program at Wedgeworth Elementary School. Spanish DI programs began at Los Altos Elementary and Valinda School of Academics in 2013-2014. In the 2016-2017 school year, Cedarlane Academy implemented the Korean Dual Immersion Program beginning with Kindergarten and middle school Mandarin DI Program beginning at the sixth grade.

DI Program Goals and Models

The three major goals of Dual Immersion programs are for students to achieve:

- Bilingualism/bi-literacy in the target language (Korean, Mandarin, or Spanish) and English
- High academic achievement in two languages

Revised 12.18.2018

- Cross-cultural competence

The two main DI program models at the elementary level are known as the 90/10 and the 50/50 models. In the 90/10 model, the amount of time spent with each language varies depending upon the grade level. Students at the Kindergarten and First grade spend 90% of their instructional time taught in the target language and 10% in English. English instruction increases by 10% each year beginning in grade one, to reach 50% target language and 50% English instruction by grade four. In the 50/50 model, students are taught half the time in the target language and the other half in English, kindergarten through fifth grade. At the middle school level, the partial immersion model includes two class periods in the target language. The target language is maintained at the high school level with advanced coursework in the target language.

Chapter 2: Dual Language Immersion Education Benefits and Research Findings

A Dual Language Immersion Program is designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient.

The program design is evidence-based. A significant body of research has established many benefits for learning a second language. These benefits are cognitive, academic, economic, and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world and an international job market by offering students the opportunity to develop multilingual proficiencies. California schools are facing rapidly changing demographics and working not to squander the linguistic capital that families and students possess. Students who participate in Dual Language Immersion programs will be able to develop skills throughout their K-12 experience that will serve them well in the local, western region, and Latin American and Asian countries.

Research-based Benefits for all Students in TWBI/DL Programs

1. The “additive bilingual” immersion setting allows all students to learn two languages simultaneously without losing one to learn another (Howard, Sugarman, Perdomo and Adger, 2005).
2. Second-language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language (Thomas and Collier, 2002).
3. The mental discipline of learning a second-language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009).
4. Knowledge of more than one language enables people to communicate in a variety of cultures and

Revised 12.18.2018

settings. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation (Cummins, 1986; Ager 2005).

5. Second language course content naturally explores social studies, math, science, and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL 2006).

6. Proficiency in other languages enables learners to gain direct access to additional sources of knowledge as well as understanding about the similarities and differences between the structures of the languages they know (ACTFL 2006).

7. Immersion helps close the achievement gap between English Learners and their English Only counterparts. Research shows that English Learners have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009).

8. Students studying two languages have a more positive self-concept and are more likely to remain in school and attend college than English learners in mainstream English classes (Thomas and Collier, 2002).



California State Seal of Bi-literacy

The State Seal of Bi-literacy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each school district or direct-funded charter school that confers with the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in foreign language will be given.

School districts in California offering Dual Language Immersion or Two-Way Immersion programs are encouraged to adopt a Seal of Bi-literacy Board Resolution that indicates a commitment to the preparation of their Dual Language program students. As a result of 8-9 years of study in two languages, students will be able to advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during elementary and intermediate school years. Dual Language students may be awarded "bi-literacy pathway awards" in accordance with the State Seal of Bi-literacy guidelines to motivate students to

Revised 12.18.2018

continue developing their first and second languages. The awards can be presented after both 5th and 8th grade as students work to meet the criteria set for each award (L. Olsen 2010).

Research Review

The first TWBI programs, also known as Dual Language Immersion (DLI), in the U.S. began in the 1960s and were based on well-researched French- English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI/DL Programs in the United States has grown to over 850 programs. As of May 2014, there were 47 in the State of Washington. More than 95% of these programs throughout the United States offer Spanish as the target language.

In order for a program to be a Two-Way Bilingual Immersion program, the program must possess the following critical features:

1. The target language is used for a significant portion of the student's instructional day (from 50% to 90%).
2. The program involves periods of instruction during which only one language is used i.e., no translation or language mixing by classroom teachers.
3. Approximately equal numbers of Native Spanish Speakers (NSS) and Native English Speakers (NES) are enrolled.
4. The students are integrated for most or all of instruction.

Research Findings

The leading researcher in TWBI education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the longitudinal development of the first TWBI programs in California and has the largest research base on the development of TWBI programs dating back to the mid-70s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, Dual Language Education: Bilingualism & Bilingual Education, in 2001 and it continues to serve as the seminal research base for Two-Way & Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted a comprehensive research analysis of programs in Maryland, Texas, Washington DC, and other states. Their work is responsible for informing the field about the effectiveness of different program designs on the development of both target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students over their K-12 schooling experiences.

The most pertinent research for HLPUSD focuses on three areas:

- A. Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)
- B. Variances between 50/50 and 90/10 TWBI models

C. Academic achievement levels for both groups of students

A. Oral Language Proficiency Levels of NSS and NES Students

The national research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a TWBI program as a kindergartener fluent in English continued to be fluent in English. There is no evidence in the research that participation of an NES in a TWBI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In Spanish, the research found a significant variance in the oral language abilities of students who had been in 90/10 TWBI programs and those who in 50/50 TWBI programs. In 50/50 TWBI first grade program classes, 88% of NSS students tested orally fluent in Spanish. In second grade and above, 100% of the NSS students tested orally fluent in Spanish but only 20% of NES students rated orally fluent in Spanish. By grades 4 and 5, 50% of the NES students rated orally fluent in both languages. By sixth grade, almost 70% of NES students gained Spanish fluency. In 90/10 model programs, students develop higher levels of bilingual proficiency than students in 50/50 model programs (Lindholm-Leary 2001).

B. Variances in the 50/50 and 90/10 Models

The primary distinction between a 50/50 TWBI model and a 90/10 TWBI model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the ratio reaching 50/50 generally by 4th through 6th grades. In the United States more than 70% of TWBI programs implement a 90/10 model.

The findings of these students show that both TWBI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not necessarily at the same time or to the same levels. Both are viable models for second language study. All 90/10 TWBI program models engage in a sequential literacy development while 50/50 programs engage in a simultaneous literacy effort. The primary difference in these programmatic variances is the development and literacy level of students in the second language. 90/10 programs produce stronger proficiencies in the target language by the intermediate grades than do 50/50 programs. (Dr. Kathryn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) "Language Development & Academic Achievement in Two Way Immersion Programs").

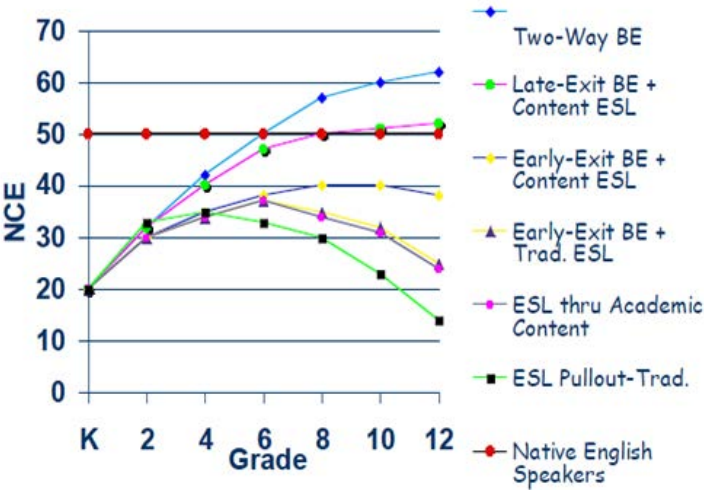
C. Academic Achievement

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track

the long term educational benefit of NSS during their K-12 academic experience and found that when programs are implemented well, there is a significant program effect that is apparent by late high school.

The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed these students to close the gap between their test scores and those of their English speaking peers. They also found that in the long-term data, fewer high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in the nation, in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in TWBI programs, NSS students tend to outperform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. English-speakers in TWBI programs also tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs. (English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas * & Collier, 2000)

Table 1: English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas * & Collier, 2000)



Chapter 3: Program Structure

Guidelines for K-12 TWBI Program Participation

Guidelines for the Dual Language Program Participation are required to develop classrooms that are linguistically balanced. Linguistically balancing the classrooms ensures that all students have peer models with which to practice academic and conversational language and thus build native-like proficiency in both languages. To ensure this balance, careful attention must be given to the enrollment procedures by district and site staff members for the Dual Language Immersion students. The ideal mix of 50% English Speakers and 50% Target Language Speakers is difficult to achieve, but can be controlled by forming two separate enrollment lists. In many TWBI/DL programs throughout California, the ratio of 30-30-30% is easier to attain and often preferable. Thirty percent (30%) of the students would be English speakers, 30% Bilingual students, and 30% Target Language-speaking students.

The Dual Language Immersion program will be marketed to the local community to ensure that a balanced number of language models are recruited into the program each year. The Dual Language Immersion program staff will conduct marketing and outreach informational sessions in the spring and early fall each year at the local preschools. This recruitment effort will be a shared endeavor with teachers, parents and administrators from the program.

Since the Dual Language Immersion (DLI) Program is a Choice program for all families, parents are required to attend DLI Program Information Night and Parent Meetings about the DLI design and grade level requirements before enrolling their children into the program. Parents will need to agree to sign a DLI Parent Compact as part of the enrollment process into kindergarten expressing their commitment to the program and a clear understanding of the expected outcomes for their children.

In addition, parents will need to sign a Parental Exception Waiver requesting an Alternative Program for their child and refusing the district recommended Structured English Immersion Program of Instruction. The Parental Exception Waiver states that while English Learners participate in an Alternative Program they must receive a minimum of 30 minutes of English Language Development (ELD) instruction.

A. APPLICATION FOR ENROLLMENT ADMISSION

1. Open Application Period: Each year, applications will be accepted during a pre-designated time period. A series of informational meetings will be held during this period. Parents or guardians of prospective applicants must attend one of these meetings prior to submitting an application. Applications received beyond the official application period will be placed last on the waiting list.

2. Application: Application packets will include school/district contact information, basic information on TWBI programs, frequently asked questions, a Home Language Survey, and an application. Applications will be available at the informational meeting or through a meeting with the Dual Language Program Coordinator or designee.

3. Siblings: Siblings of current Dual Language Immersion students will be given first priority consideration subject to balance of the number of English and target language speakers needed in program.

Revised 12.18.2018

4. Lottery: If needed, the selection lottery will take place within one month following the closing date for applications to be received (determined by school site). In the case that there is not 50% native speakers and 50% native English speakers, the application process will be held open until appropriate applications are received. Following the lottery selection, written notification will be mailed to the parents by the program building office along with information about the required parent meetings.

7. Placements made during the rest of the year, will be made by the principal in consultation with the TWBI teachers and Dual Language Program Coordinator/Designee. The TWBI school office will notify parents by phone and written notification of placements made during the remainder of the year.

8. Students on the waiting list will be placed into the TWBI program as openings are available. The waiting lists will be maintained by the program building school office.

B. GRADE LEVELS FOR ENTRY

1. Kindergarten: Each year, to ensure a balanced class, a selection lottery will be held for students who are not automatically enrolled as siblings.

2. First Grade: students may be added in cases where the student has previous academic instruction in target language. All other placements after the first trimester, first grade will be based on previous academic instruction in the target language and entrance assessment.

3. Middle School: Native English speakers must begin the Dual Immersion program in elementary school to be eligible to participate. Native Speakers of the Target Language who do not attend an elementary Dual Immersion program, may begin middle school dual immersion program, contingent upon passing a language proficiency test in the target language.

II. ACCEPTANCE AND ENROLLMENT

A. NOTIFICATION: All applicants will be notified in writing within two weeks of the lottery drawing to inform them of acceptance or their placement on the waiting list.

B. ORIENTATION: Parents of students accepted into the program are required to attend an orientation meeting further describing the program model and providing question/answer sessions. Students whose parents do not attend an orientation meeting will not be enrolled.

1. At the the time of orientation, parents will be asked to:

1. Support the child's second language development by stressing the value of TWBI program to the child's future and encouraging the child in a positive manner;
2. Support the child's first language development at home by reading to and with the child in their first language;
3. Set aside time for the child to read daily;
4. Ask questions to avoid misunderstandings about their child's learning and the program;
5. Commit to attend the program building elementary Two-Way Bilingual Immersion Program through 5th grade by signing the Parent Compact;
6. Notify the school office in advance prior to moving.

Revised 12.18.2018

7. Notify the school in advance if they are considering withdrawing their child from the program prior to the end of the commitment period.
8. Participate in an Exit Interview with a Dual Language Coordinator/Designee in the event they withdraw their child from the TWBI Program prior to the end of the commitment period.

C. ENROLLMENT: Accepted students must submit an enrollment/registration form and signed Parent Compact within two weeks following their orientation meeting. Standard district forms will be used for registration and emergency contact information.

D. STUDENTS WITH SPECIAL NEEDS: Students with special learning needs such as learning disabilities or physical handicapping conditions will be afforded equal access to participate. Upon enrollment, students will receive the same level of service and support provided in all HLPUSD Public Schools. The program offers students the appropriate type and level of differentiation including language to ensure our students with IEPs are successful. If a child is unable to show reasonable progress in the second language to keep up with grade-level expectations, the Response To Instruction (RTI) Academic Team and/or IEP team, as required by law, will recommend the most educationally appropriate services/placement and support for that child.

K-12 TWBI Program Pathways/Articulation

Spanish Program

Elementary School Pathway	Middle School Pathway	High School Pathway
TWBI Programs: • Los Altos Elementary • Valinda School of Academics	Projected Middle Schools: • Newton Middle School • Valinda School of Academics	Suggested High School: • Los Altos High School • William Workman High School
K– 90% in Sp; 10% in Academic English Language Development (AELD) 1st – 80% in Sp; 20% in AELD 2nd – 70% in Sp; 30% in ELA 3rd – 60% in Sp; 40% in ELA 4th - 5th – 50% in Sp; 50% in Eng Cross Cultural Studies at all Grade Levels	Two required courses in the Target Language 6 th Grade – Spanish LA, Spanish Social Studies, English LA, English Math, English Science, English PE, Spanish or English Elective 7 th Grade - Spanish LA, Spanish Social Studies, English LA, English Math, English Science, English PE, Spanish or English Elective 8 th Grade - Spanish LA, Spanish Social Studies, English LA, English Math, English Science, English PE, Spanish or English Elective	Two required courses in the Target Language (or meet AP/IB requirements) Pathway #1 gr. 9: Spanish IB SL gr.10: AP Spanish Language and Culture gr.11: AP Spanish Literature and Culture gr. 12: Spanish IB HL Pathway #2 gr. 9: AP Spanish Language and Culture gr. 10: AP Spanish Literature and Culture gr.11:

Revised 12.18.2018

	Option: Students take the AP Spanish Language Test at the end of 8th grade	gr.12:
Pathway to Biliteracy Award OR Dual Immersion Participation Award at the end of grade 5.	Pathway to Biliteracy Award OR Dual Immersion Participation Award at the end of grade 8.	Recognition* Seal of Biliteracy on the High School Diploma; college credit for coursework in the TWBI strand

Chinese/Korean Program

Elementary School Pathway	Middle School Pathway	High School Pathway
Wedgeworth Elementary (Traditional Chinese) Cedarlane Academy (Korean)	Middle School: Cedarlane Academy	Projected High School: Glen A. Wilson High School C
K-1st – 50% in Target Language; 50% in Academic English Language Development (AELD) 2nd – 50% in Target Language; 50% in AELD 3rd – 50% in Target Language; 50% in ELA 4th – 50% in Target Language; 50% in ELA 5th – 50% in Target Language; 50% in ELA Cross Cultural Studies at all Grade Levels	Two required courses in the Target Language 6th Grade – Target Language LA, Target Language Social Studies, English LA, English Math, English Science, English PE, English Elective 7th Grade - Target Language LA, Target Language Social Studies, English LA, English Math, English Science, English PE, English Elective 8th Grade - Target Language LA, Target Language Social Studies, English LA, English Math, English Science, English PE, English Elective	Two required courses in the Target Language (or meet AP/IB requirements) ~~9th Grade Program: Chinese 3~~ Advanced Placement ~~Chinese Korean 4~~ ~~10th Grade Program: Advanced Placement Chinese/Korean or~~ Advanced Placement Chinese ~~or Chinese IB I or Chinese IB II; Literature TBD or a 3rd Language Option and~~ ~~Korean IB I (or take the NEWL Korean Exam for Online College Course)~~ ~~Social Studies in Target Language~~ ~~11th & 12th Grade Program: Chinese IB II; Korean IB II (or take the NEWL Korean Exam for Online College Course)~~ ~~3rd Language Options and other program offerings: TBD~~
Pathway to Biliteracy Award OR Dual Immersion Participation Award at the end of grade 5.	Pathway to Biliteracy Award OR Dual Immersion Participation Award at the end of grade 8.	Recognition* Seal of Biliteracy on the High School Diploma; college credit for coursework in the TWBI strand

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Chapter 4: Assessment and Accountability

HLPUSD Accountability System may include assessments that will appropriately measure the success of the DLI Program. Standardized tests, benchmark testing, writing samples, oral language proficiency assessments, and curriculum based assessments will make up the multiple measures required for the DLI program. The school's data collection and reporting system will be instituted so that students, teachers, families, and the district can receive information about the progress of the DLI students in the program. All data will be disaggregated by program for analysis and trend data will be collected to mark the progress of the students over the student's participation in the program.

The following chart outlines the assessments that will be used in the program to measure both academic progress in both languages, Target Language development, and cross cultural attitudes and proficiencies.

Standards, Assessment, and Accountability:

The program systematically collects and analyzes data to ensure compliance, assess program outcomes and measure students' academic achievement, second language proficiency, and multicultural understanding. These data are communicated to all stakeholders and used for program planning and improvement.

Program Goals	Standards	Assessments
Academic Achievement	Common Core Standards in all content areas	Curriculum-based Assessments may include: • End of Unit tests and quizzes • Language Arts, Writing, and Math Benchmark Assessments in both languages. • CAASPP test
Second Language Proficiency	English Learners: ELD Standards	ELPAC and SOLOM: Immersion Program-wide district and state assessments monitoring target language and English Language Development in Listening, Speaking, Reading, and Writing.
	English Speakers:	SOLOM

Revised 12.18.2018

	ACTFL World Language Standards	
Cross-Cultural Proficiencies	California and National World Language Standards	Grades 5th and 8th: Cultural Attitudinal Surveys (Lindholm-Leary)

http://www.healthystartpinellas.org/pdf/Self_Assess_5.pdf

Chapter 5: Curriculum and Instruction

The Dual Language Immersion curriculum, through its alignment to content and World Language standards and to the program design, is interdisciplinary and standards-based and is fully articulated for all students. "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices" (Levin, Haertel, Kirst, Williams, & Perry, 2006). The content language of specific curriculum elements is consistent with the program's language of instruction chart and will prompt the purchasing of curriculum and textbooks in a specific language. (See Language of Instruction chart, Chapter 2.) Instruction and materials reflect the student population and promote cross-cultural appreciation.

Program administrators and teachers will implement a systematic multi-year plan for curriculum development, program review and textbook adoption consistent with Dual Language Immersion guiding principles and goals. The program shall continue to address high academic standards that extend and expand student learning, using interesting and relevant textbooks, instructional materials and technology, consistent with program goals and with second language acquisition research. Teachers in successful research-based immersion programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. The HLPUSD DLI teachers and participants across both program sites will share a clear and consistent understanding of program curriculum, instructional practices, and content and objectives of the California Common Core Standards and ELD standards. This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and implementation program goals. Furthermore, teachers and administrators are prepared to apply the program content knowledge and understanding confidently in the immersion classroom and to communicate the program components effectively to all stakeholders.

Chapter 6: Staffing and Professional Development

Staffing/Hiring:

High quality and appropriately credentialed staff members are recruited, trained, assigned, and assisted to ensure the effectiveness and appeal of the program. Teaching staff will have both the grade-level knowledge and the language capabilities to teach both content and language at their grade level.

Secondary DLI programs will design a Dual Language Immersion core program that offers students two to three courses as part of the program offerings. The secondary DLI program offerings are contingent on the following:

1. Staffing: Hiring teachers with the appropriate credentials will determine the success of the Dual Immersion programs. This includes hiring highly-qualified and appropriately credentialed teachers. The program will be staffed by teachers who are appropriately credentialed and possess the linguistic capabilities of delivering the program in the Target Language. HLPUSD will hire teachers that possess either a (1) Multiple Subjects credential and a BCLAD to teach the core classes; and/or a (2) Single Subject BCLAD credential to teach single classes such as Target Language and Social Studies.
2. Student numbers: The enrollment of students that choose to continue in the Dual Immersion program will affect the configuration of course offerings. The Dual Language Immersion program must meet the credentialing requirements for teachers as outlined by the State and Federal requirements.

Professional Training Plan

DLI staff will participate in a focused professional development plan in an effort to continuously build both methodology and pedagogical understanding of instruction in two languages for each teacher's respective grade level. The following training structure is a proposed training descriptor of the specific instructional components necessary for DLI teachers to successfully build their professional "toolkit".

- Tier One (first two years in the program) Dual Language/TWBI Program Components – An Overview Teaching Reading and Writing in the Target Language Using Grade Level Standards (Common Core Standards) for instruction in both languages Teaching ELD in a DL Classroom and Conversational Management Strategies Data Management Systems – EduSoft, Data Director, etc. Grade Level Collaboration Training Curriculum Trainings – New adoptions/curriculums.
- Tier Two (next three-four years in the program) Frontloading Strategies GLAD – Guided Language Acquisition, Design Using Data to inform Instruction Response to Intervention (RTI) Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness, etc. Continued ELD Training Grouping Strategies / Cooperative Learning Curriculum Mapping
- Tier Three (after five years in the program) Thinking Maps, SIOP Strategies, Sheltered English Instruction Methodology (SDAIE)

Chapter 7: Support and Resources

The program cultivates knowledgeable and effective leaders, enables stakeholders to provide support and advocacy, and maintains structures and processes for decision-making and communication.

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Human, technological, and financial resources are allocated equitably and effectively.

- Dual Immersion District Leadership Committee: Monthly committee comprised of school and district administrators and program specialist to plan and advise the program.
- Dual Immersion Parent Advisory Council: Meets three times a year comprised of TWBI school parent representatives to advise and share about the program.
- Dual Immersion Multilingual Supplemental Support: Provides ongoing support to TWBI schools and staff. DLI educators engage in state, regional and local trainings and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting

Chapter 8: Family and Community Involvement

HLPUSD has an established system for marketing and parent outreach. In addition, it has developed a process for student recruitment, application, and enrollment into the Dual Language program. This process is described in the Dual Language By-Laws in Appendix A. The by-laws are amended as district and state policies change but the basis of these programmatic guidelines remains intact. The TWBI program will have ongoing outreach, education, and recruitment programs in the community, including the distribution of flyers and presentations at preschools, District elementary schools and local community organizations. The program will expand and improve its communications with families in the district community at large, including key information about the documented success of the TWBI programs.

The active engagement of participants' families is especially critical to the success of the Dual Immersion Program. The program encourages parents, guardians and/or other family members to help their children be successful in school. Families can directly and indirectly contribute their time and talents to the program in many ways including (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as PTA/PTO and Site Council, DDIPAC, and (4) fund-raising activities. Parents can also support the Program by serving on committees, serving as Room Parents, planning special cultural events, working on fundraising events, translating materials, chaperoning field trips and volunteering for specific classroom activities.

There are many opportunities for families from both linguistic and cultural backgrounds to participate in the ongoing administration and development of the program. It is the hope of the District that hands-on involvement by families will facilitate communication and provide a better understanding of the program's development. In addition, families can benefit from involvement in the program, as they learn how they can better assist in their child's own linguistic skills and gain new multicultural perspectives.

Conclusion

In conclusion, the HLPUSD Dual Language Immersion Master Plan will be a working document as the

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Dual Language Immersion Programs grow through the grade levels. This master plan will be expanded to guide the on-going implementation of the Dual Language Immersion programs as schools/program are added.

Appendices

Appendix A Program By-laws

Appendix B Programs Brochure

Appendix C Cedarlane Academy Chinese Dual Immersion Program (6th grade) Interest Form

Appendix D Cedarlane Academy Korean Dual Immersion Program Interest Form

Appendix E Los Altos Elementary Dual Immersion Interest Form (English and Spanish versions)

Appendix F Los Altos Elementary Dual Immersion Parent Welcome Letter (English and Spanish versions)

Appendix G Los Altos Elementary Spanish Dual Immersion Parent Contract

Appendix H Los Altos Enrollment and Beyond Letter (English and Spanish versions)

Appendix I Los Altos Elementary Dual Immersion Parent Meeting template

Appendix J Valinda School of Academics Dual Immersion Program Interest Form (English and Spanish versions)

Appendix K *Two-Way Immersion Education: The Basics* from cal.org

Appendix L Wedgeworth Dual Immersion Interest Form Chinese