



DUAL LANGUAGE **IMMERSION** MASTER PLAN



Azusa
Unified School District

Our Vision is to prepare students to become global citizens in a multilingual/multicultural world by providing them with the opportunity to graduate proficient in English and Spanish through participation in a well-articulated Preschool - 12 dual language immersion program.

Our Mission is to ensure that each student will graduate equipped with the linguistic, cognitive, and social skills necessary to become productive, responsible citizens, well-prepared to engage in a dynamic, competitive global society.

PROGRAM GOALS

1. **Bilingualism:** High levels of verbal proficiency in both English and Spanish. All students learn a second language without compromising their first.
2. **Biliteracy:** High levels of academic proficiency in English and Spanish language arts.
3. **Multicultural competence:** Understanding and appreciating different cultures and developing high self-esteem.
4. **Academic competence:** Master the California Standards in all subject areas.

WHAT IS A DUAL LANGUAGE IMMERSION PROGRAM?

In Azusa Unified School District (AUSD), the dual language immersion (DLI) program develops bilingualism and biliteracy in English and Spanish by integrating English learners (ELs) with English speakers. It is an elective program available to all students, where both languages are developed to their highest capacity.

AUSD'S PROGRAM


The AUSD model mirrors programs across the nation. In all, the district offers:

- A preschool program at Hodge Elementary School and Valleydale Elementary School.
- A transitional kindergarten through fifth grade program at Hodge Elementary School and Valleydale Elementary School.
- A middle school pathway program at Gladstone Middle School. Students will take two of their six classes in Spanish-Spanish Language Arts and grade level Social Studies.
- A high school pathway program at Azusa High School that includes Spanish language and Advanced Placement (AP) Spanish options.

90:10 MODEL PROGRAM DESIGN

Core content instruction in a DLI program is in, and through, both languages. In preschool, transitional kindergarten, kindergarten and first grade, Spanish is used for 90 percent of the instructional day; English is used for 10 percent of the time. Delivery of instruction is only in one language during the allotted time. As students move through the grades, this percentage changes. Below is a chart that outlines these changes. The core curriculum adheres to district, state and federal guidelines.

AUSD DLI PROGRESSION

Elementary DLI Programs Hodge and Valleydale	Middle School DLI Program Gladstone Middle	High School DLI Program
PK/TK- 90-10 Kindergarten - 90 - 10 First Grade - 90 - 10 Second Grade - 80 - 20 Third Grade - 70 - 30 Fourth Grade - 60 - 40 Fifth Grade - 50 - 50	6th Grade: 2 courses in Spanish (Spanish Language Arts and Social Studies) 7th Grade: 2 courses in Spanish (Spanish Language Arts and Social Studies) 8th Grade: 2 courses in Spanish (Spanish Language Arts and Social Studies)	9th Grade: Spanish Speakers 2 10th Grade: AP Spanish Language 11th Grade and 12 Grade: AP* Spanish Literature Another World Language 2nd English/Spanish Elective *Different Pathway for IB
 <p>Dual Language students qualify for the California State Seal of Biliteracy</p>		

ASSESEMENTS

Students will take district and classroom assessments in the language of instruction. State assessments will continue to be a requirement for all students.

WHY PARTICIPATE IN A DLI PROGRAM?

The DLI program gives students the opportunity to learn in an enhanced academic and linguistic environment to achieve high levels of bilingualism and biliteracy in Spanish and English.

BENEFITS

Research reveals that learning a second language provides educational, cognitive, social, cultural and economic benefits, including:

- Improving cognitive and problem-solving abilities
- Developing collaboration and cooperation skills
- Achieving higher SAT and ACT scores
- Appreciating other cultures and languages
- Increasing career and educational opportunities
- Communicating with people from various cultures and backgrounds



SEAL OF BILITERACY

One of the outcome goals in AUSD for DLI students is for students to attain proficiency in both English and Spanish. The California State Seal of Biliteracy is awarded to high school graduates who demonstrate proficiency in two or more languages. The State Seal of Biliteracy is added to a student transcript or diploma as a statement of accomplishment for future employers and for college admissions.

The Seal of Biliteracy Award advances AUSD's commitment to equip every student with the necessary knowledge and skills that will prepare them for post-secondary education and competitcompetitive careers in a diverse, 21st century society.

Earning a Seal of Biliteracy builds on the rich culture and language of our community and communicates that the mastery of two or more languages is an important asset that is advantageous in a global society.



BILINGUAL PATHWAY AWARDS

In an effort to recognize and value students' bilingual and biliteracy skills, as well as affirm multiple cultures and languages in our AUSD community, AUSD celebrates students through Bilingual and Biliteracy Pathway Awards. As students transition from one school pathway to another, they have the opportunity to earn these pathway awards. Students are honored as they move from the DLI preschool program to TK or K. In elementary and middle school, students have the choice in both 5th and 8th grades to complete the criteria to fulfill the requirements for either the Bilingual Service and Participation Award or the Biliteracy Attainment Award. These awards are part of the pathway continuum to ultimately earn the State Seal of Biliteracy.

THE ROLE OF A PARENT

Parents are an integral part of their child's education. As the DLI program is both demanding and rigorous, and also limited in space, parents play a vital role in consciously choosing this educational opportunity for their child. Full parent participation in all school activities is expected and highly valued. Acquiring a second language is a significant investment in a child's future, and the process may take five to seven years. Therefore, parents are expected to commit to this program for the duration of five to seven years to ensure the best outcomes for their child's language development and academic success.

REGISTRATION PROCESS

All students are eligible to enter the DLI program, but it is essential to note that due to the highly structured nature of learning in two languages, students must commit to a minimum of five years of participation. This program is specifically designed for:



- Students who are able to start in **PS, TK, Kindergarten**
- Students in other grades who possess Spanish language literacy and fluency
- Students who enroll in AUSD who were previously enrolled in a DLI program

Enrollments for Preschool, Transitional Kindergarten, and Kindergarten are accepted during the designated registration window. Classes are created by the third week in May, and parents are subsequently notified. The enrollment process takes into account the following criteria:

- **First priority:** Classes are formed with a balance of English and Spanish speakers to include TK-5 newcomer students from within the district who come from a Spanish speaking country
- **Second priority:** Students currently participating in DLI TK program
- **Third priority:** Siblings of students already enrolled in the program
- **Fourth priority:** Students entering our district who were in a DLI program at their previous district
- **Fifth priority:** Students from outside the district (interdistrict transfer is required for students in grades TK and above)

After classes are full, students on the waitlist will be accepted on a first-come, first-serve basis. Waitlists are kept at each individual school site.

As part of the registration process, parents must attend an AUSD parent information meeting and/or meet with the school site principal in order to understand the structure of the program and what they are committing to.

In order to enroll in the DLI program, parents should reach out to the following schools to begin the process

- Incoming preschool families contact Longfellow School to begin preschool DLI enrollment process
- Incoming TK/K families contact either Hodge Elementary School or Valleydale Elementary school to begin DLI enrollment process.
- Complete inter- or intra-district transfer form (when applicable)

FREQUENTLY ASKED QUESTIONS REGARDING DLI

How long is the DLI program?

AUSD's goal is to have students participate in this program from at least kindergarten through high school.

Is this an experimental program?

DLI has been in place since the 1960s in Dade County, Florida. DLI programs began in California between 1980 and 1986 in the cities of San Francisco, San Jose, Windsor, Santa Monica-Malibu, and Oakland.

My child is 10 years old and not bilingual. Can he participate?

The program is designed for students to start in kindergarten or earlier. Starting in higher grades is not recommended.

What if I want to take my child out of the program by the second or third year?

Enrolled students must commit to the program for a minimum of five years.

If I didn't attend the DLI information meeting can I still enroll my child?

Parents must attend an informational meeting for their child to be considered for the program. They can also schedule a meeting with the principal if unable to attend.

Whom may I contact if I have questions in regard to this program in the future?

Families may contact the district office or any of the three participating schools with questions.

Do I have to speak Spanish to have my child participate?

Parents do not need to be bilingual.



Will two languages confuse my child, "slow down" or hinder academic progress?

There is no research to indicate that learning in two languages will confuse or slow down the rate of progress of students. In fact, there is significant research to indicate that two languages can enhance academic growth.

Moving children in and out of such programs reduces their effectiveness. To get the maximum benefits from a DLI, plan on staying with the program for at least five years. Two languages require a larger vocabulary to be built, and the early years of the program will be critical toward laying a foundation upon which long-term academic success will be built.

Are families allowed to visit classrooms?

Visits can be arranged with the teachers and principal.

Is training offered for families?

Training is offered throughout the year.



What if my child seems frustrated by listening to English-Spanish?

Expect your child to feel a bit tired or frustrated during the first few months in the program. This is known as the "silent period," when students are learning the way the new language sounds. Be encouraging and ask for positive feedback about what your student likes most in school each day. Children are very perceptive. If you are having doubts about the program, they will know it and feel similarly, no matter what you say to them. Your unwavering commitment and encouragement will support your child through times of frustration and onto bilingual proficiency.

In what language should I be reading to my child?

Please read aloud to your child in the language you are most comfortable. It is very important to continue this special way of spending time together. You are not expected to read in Spanish if you do not speak Spanish; and in reverse, you are not expected to read in English if you do not speak English. Reading skills will transfer into the second language.

ONLINE RESOURCES

- California Department of Education: <http://www.cde.ca.gov/sp/el/ip/faq.asp>
- Global California 2030 Report: <https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>
- Two-Way Immersion, Center for Applied Linguistics: <http://www.cal.org/twi/directory/index.html>
- Center for Advanced Research on Language Acquisition: <http://www.carla.umn.edu/immersion/>
- Californians Together: <http://www.californianstogether.org/>



Gladstone Middle School

1340 Enid Ave

Covina, CA 91722

(626) 815-3601

*Principal • Sam Perdomo,
sperdomo@azusa.org*

Victor F. Hodge Elementary School

*Dual Immersion Program offered from preschool
to fifth grade*

700 West Eleventh Street

Azusa, CA 91702

(626) 815-4800

*Principal • Jeanette Flores,
jflores2@azusa.org*

Longfellow Elementary School

Longfellow registers preschool students

245 West Tenth Street

Azusa, CA 91702

(626) 815-4791

*Director • Jenny Le,
jle@azusa.org*

Valleydale Elementary School

*Dual Immersion Program offered from preschool
to fifth grade*

700 South Lark Ellen Ave

Azusa, CA 91702

(626) 633-8692

*Principal • Horacio Trejo,
htrejo@azusa.org*



Azusa
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