

Dual Immersion Master Plan

(Content Draft)

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CHAPTER 1: HLPUSD Dual Immersion Program

HLPUSD Mission, Vision, and Guiding Principles

The Hacienda La Puente Unified School District (HLPUSD) Dual Immersion (DI) Program supports the HLPUSD mission, vision, and guiding principles.

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.

Vision

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.

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, and 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.

DI Program History, Goals, and Models

HLPUSD DI History

HLPUSD first implemented the DI program in 2009 with the Mandarin Chinese Dual Immersion 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 Chinese DI program beginning with sixth grade. Then in 2019, **Nelson Elementary** and **Newton Middle School** started Spanish DI programs. After thirteen years of successful implementation, we continue our commitment to the goals of the DI program and support our growing multilingual and multicultural community.

Goals

The dual immersion program provides literacy and content instruction to all students through two languages. The three major goals of the HLPUSD Dual Immersion Program are for students to achieve:

- Bilingualism and biliteracy in English and the partner language (Korean, Mandarin, or Spanish)
- Grade-level academic achievement in two languages
- Sociocultural competence

Models

The primary DI program models at the elementary level are the **90/10** and the **50/50** models. The first number in both models refers to the amount of instructional time initially spent for instruction in the partner or non-English language (California Department of Education, 2022). In the 90/10 model, the time spent with each language varies by grade level. Beginning in kindergarten, students spend 90% of their instructional time learning in the target language and 10% in English. English instruction usually increases by 10% each following grade, reaching 50% partner language and 50% English between grades four and six. In the 50/50 model, kindergarten through grade five students is taught half the time in the partner language and the other half in English. The **partial immersion** model at the middle school level includes two courses taught in the partner language. Students can maintain the partner language with advanced coursework at the high school level.

CHAPTER 2: Dual Immersion Program Background

The HLPUSD Dual Immersion Program is a multilingual program that prepares students for linguistic and academic proficiency in English and additional languages. Our program recognizes the cognitive, educational, sociocultural, and economic benefits of learning more than one language (California Department of Education [CDE], 2022). According to The Office of English Language Acquisition (United States Department of Education, 2020), benefits for students include but are not limited to increased empathy development and self-esteem, better job opportunities, improved learning outcomes, comparable or higher achievement than students in non-dual immersion programs, increased creativity, and enhanced executive functions of the brain. Students who participate in DI programs will be able to develop skills throughout their K-12 experience that will serve them well in the local, western region, Latin America, Asian countries, and beyond.

DI Program History and Context

In accordance with DI programs nationwide, the HLPUSD DI program views students' linguistic and cultural backgrounds as valuable resources for individual, community, and general societal development (Alfonso, 2017; Freeman, 2000). The program is validated by three current educational policies that affirm the various benefits of multilingualism acknowledged by the state. These are the State Seal of Biliteracy, Proposition 58, and the English Learner Roadmap Policy.

California State Seal of Biliteracy

The State Seal of Biliteracy, or SSB, was established in California Education Code, or EC sections 51460–51464, to recognize graduating 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. A gold seal is affixed to the diploma or transcript of the graduate who obtains the recognition. The primary purposes of the SSB are to encourage students to study languages, to certify attainment of biliteracy, to provide employers with a method of identifying people with language and biliteracy skills, to provide universities with a method to recognize and give academic credit to applicants seeking admission, to prepare pupils with twenty-first century skills, to recognize and promote world language instruction, to strengthen intergroup relationships, to affirm the value of diversity, and to honor the multiple cultures and languages of a community.

The Pathway to Biliteracy recognition is available to students at the end of elementary school (the grade level depends on the program model, usually either grade five or six), and the end of middle school (usually grade eight). This recognition is based on proficiency and is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the SSB requirements and is an indication that if a student continues on this path in high school, they will be prepared to meet the requirements to earn the SSB.

California Proposition 58

Proposition 58, placed on the ballot by the state Legislature, was approved by voters with a 73.5 percent majority on Nov. 8, 2016. The proposition implements the California Multilingual Education Act of 2016, which was introduced in the Legislature by Sen. Ricardo Lara, D-Bell Gardens. The California Multilingual Education Act gave California public schools more control over dual language acquisition programs. Proposition 58 effectively repealed the English-only requirement of Proposition 227 — the initiative approved by voters in 1998 that required English learners to be taught in English immersion classrooms. Under the new law, students can learn English through multiple programs outside of English immersion classes. The old law required parents to sign waivers to enroll their children in bilingual or dual immersion programs; the new law does not. The new law went into effect July 1, 2017. As part of the public engagement requirement of Proposition 58, school districts have to seek parent and community input when they create any new language acquisition program. This falls in line with the requirement of districts' Local Control and Accountability Plans, in which input from an English Learner parent advisory committee is also required and responses must be noted in writing. The LCAPS are a central feature of the Local Control Funding Formula, California's funding system that grants districts greater decision-making powers over how to use state funds, and gives them additional funds to serve high-needs students: low-income children, English learners, and foster children.

The California English Learner Roadmap (EL Roadmap)

The California EL Roadmap Policy, approved by the State Board of Education on July 12, 2017, updates policy for educating students designated as English Learners. This policy brings California's policy for educating English learners in line with current research. Along with the policy, members of the EL Roadmap workgroup worked with the CDE and the writer, Professor Kenji Hakuta, to inform a guidance document that incorporates the policy itself and provides Web-based Resources for use in local planning. This policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks,

assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners. (CDE, 2017)

When creating the California EL Roadmap, the process was informed by a variety of programs, priorities, and input such as the Global California 2030, the State Seal of Biliteracy, Blueprints 1.0 and 2.0, Greatness by Design, Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning, the California ELD Standards, the ELA/ELD Framework, and the California Common Core State Standards. California is a state that welcomes newcomers and their families, and that addresses their linguistic diversity with a positive, additive orientation. The policy expects schools to reflect this orientation by affirming, welcoming, and responding to a diverse range of student strengths, needs, and identities and preparing graduates with the linguistic, academic, and social skills and competencies needed for college, career, and civic participation in a global, diverse and multilingual world.

Dual Immersion Program Models and Research Findings

Dual immersion programs, also known as two-way immersion programs, are educational models in which both native English speakers and native speakers of another language receive instruction in both languages. The aim of DI programs is to help students become bilingual and biliterate while promoting cross-cultural understanding and appreciation. To accomplish this aim, there are several different models of dual immersion programs, including 90/10, 50/50, late exit, and heritage language. The table below describes these models.

DI Model	Description
90/10	Students receive 90% of their instruction in the non-English language in kindergarten and first grade, with English gradually increasing to 50% by fifth grade.
50/50	Students receive instruction in both languages equally throughout their elementary education.
Late-exit	Students receive instruction in both languages until at least sixth grade, with a gradual shift towards more English-language instruction over time.
Heritage Language	Native speakers of the non-English language receive instruction in their heritage language, while English-speaking students receive instruction in English.

According to research, dual immersion programs have been found to be effective in promoting bilingualism and biliteracy, academic achievement, and positive cross-cultural attitudes among students (Howard, Sugarman, & Christian, 2003; Lindholm-Leary & Genesee, 2014). One study found that students in two-way immersion programs outperformed their peers in traditional monolingual programs on measures of reading, writing, and math achievement (Lindholm-Leary & Borsato, 2017). Another study found that students in these programs scored higher on measures of English language proficiency than students in traditional English-only programs (Christian & Genesee, 2001). Moreover, students who participate in two-way immersion programs often have more positive attitudes toward the non-English language and the culture associated with it (Genesee et. al, 2006). This is particularly true for students who are English speakers and who may not have had much exposure to the non-English language and culture before entering the program. In addition to these benefits, two-way immersion programs have also been found to promote social and emotional development. Students in DI programs tend to have more positive relationships with their peers and teachers, and they demonstrate greater empathy and understanding toward people from different backgrounds (Howard & Christian, 2002). Based on our review of the research, there is no literature that disputes these findings. Overall, research suggests that all dual immersion program models can be a highly effective way to promote bilingualism, biliteracy, and cross-cultural understanding among students.

CHAPTER 3: Program Structure

Guidelines for DI Program Participation

Guidelines for participation in the DI program are required to develop linguistically balanced classrooms. Linguistically balancing the classrooms ensures that all students have peer models to practice academic and conversational language, thus building native-like proficiency in both languages. To ensure this balance, district and site staff members must carefully consider the enrollment procedures for DI students. The ideal mix of 50% English and 50% pattern language speakers is difficult to achieve but can be controlled by forming two separate enrollment lists. In many DI 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% partner language-speaking students. The program's teachers, parents, and administrators will participate in recruitment efforts by marketing to the local community. Since the DI Program is a Choice program for all families, parents must attend a DI Program Information Night or parent meetings about the DI program design and grade level requirements before enrolling their children.

Application for Enrollment Admission

Each year, applications will be accepted during a pre-designated time. A series of informational meetings will be held during this period. Parents or guardians of prospective applicants must attend one of these meetings before applying. Applications received beyond the official application period will be placed last on the waiting list. Application packets may include school/district contact information, basic information on DI 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 DI principal or designee. Siblings of

current DI students will be given priority placement consideration subject to the balance of the number of English and partner language speakers needed in the program. Students on a waiting list will be placed into the program as openings are available. If needed, the program building school office will maintain waiting lists. The DI school principal will decide on placements made during the school year of any new enrollees.

Acceptance and Enrollment

Applicants will be notified in writing of acceptance or placement on the waiting list. 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 or meet with the site principal may not be enrolled. At the time of orientation, parents will be asked to:

- support the child's bilingual and biliteracy development by stressing the value of the DI program to the child's future and positively encouraging the child
- support the child's first language development at home by reading to and with the child in their first language and set aside time for the child to read daily
- ask questions to avoid misunderstandings about their child's learning and the program
- notify the school office in advance before moving or considering withdrawing their child from the program,
- participate in an exit interview with a DI principal in the event they exit from the program before promotion.

Accepted students must submit an enrollment/registration form within two weeks following their orientation meeting. Standard district forms and processes will be used for registration and gathering emergency contact information.

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 service and support as in all HLPUSD Public Schools. Through a Multitiered System of Support (MTSS) process, the type and level of differentiation is modified to ensure our students with IEPs are successful. Currently, HLPUSD tiered intervention supports are only provided in English. If a child cannot show reasonable progress in the DI program goals and expectations, the Student Focused Team (SFT) and/or IEP team will discuss and decide on the most educationally appropriate services/placement for that child.

K-12 DI Program Pathways and Articulation

Spanish Program

Elementary Dual Immersion Pathway	Middle School Dual Immersion Pathway	High School Accelerated Language Pathway
<ul style="list-style-type: none"> ● Los Altos Elementary ● Valinda School of Academics ● Nelson Elementary (K-6) 	<ul style="list-style-type: none"> ● Newton Middle School ● Valinda School of Academics 	<p>World Language course placement is based on student performance on the HLPUSD Placement Exam.</p>

<p>K– 90% in Spanish; 10% in English</p> <p>1st – 80% in Spanish; 20% in English</p> <p>2nd – 70% in Spanish; 30% in English</p> <p>3rd – 60% in Spanish; 40% in English</p> <p>4th - 5th – 50% in Spanish; 50% in English</p> <p>Cross-Cultural Studies in all grades</p>	<p>6th-8th – Two required courses in the partner language:</p> <ul style="list-style-type: none"> Spanish Language Arts History/Social Science <p>Due to the required course in the partner language, middle school DI students have 7 courses.</p>	<p><u>Los Altos High School:</u></p> <p>Spanish: 1, 1S,2,2H, 3, 3H, 4H, AP Spanish Language, and Culture, AP Spanish Literature</p> <p><u>William Workman High School:</u></p> <p>Spanish: 1, 2, 3, 4H, AP Spanish Language, and Culture, AP Spanish Literature</p> <p><u>La Puente High School:</u></p> <p>Spanish: 1, 1S, 2, 2S, 3, AP Spanish Language and Culture, AP Spanish Literature</p> <p><u>Glen A. Wilson High School:</u></p> <p>Spanish: 1, 2, 3, 3H, IB Spanish Standard Level, AP Spanish Language and Culture, AP Spanish Literature</p>
<p><u>End of Fifth Grade:</u></p> <ul style="list-style-type: none"> Pathway to Bilingual Award AND/OR Dual Immersion Participation Award 	<p><u>End of 8th Grade:</u></p> <ul style="list-style-type: none"> Pathway to Bilingual Award AND/OR Dual Immersion Participation Award 	<p><u>Recognition:</u></p> <ul style="list-style-type: none"> Seal of Bilingual on the High School Diploma College credit for coursework in AP/IB coursework

Mandarin Chinese Program

Elementary Dual Immersion Pathway	Middle School Dual Immersion Pathway	High School Accelerated Language Pathway
<p>Wedgeworth Elementary (Traditional Chinese)</p> <p>K-1st – 50% in Chinese; 50% in English</p> <p>2nd – 50% in Chinese; 50% in English</p> <p>3rd – 50% in Chinese; 50% in English</p> <p>4th – 50% in Chinese; 50% in English</p> <p>5th – 50% in Chinese; 50% in English</p> <p>Cross-Cultural Studies in all</p>	<p>Cedarlane Academy (Traditional Chinese)</p> <p>6th-8th – Two required courses in the partner language:</p> <ul style="list-style-type: none"> Chinese Language Arts History/Social Science <p>Due to the required course in the partner language, middle school DI students have 7 courses.</p>	<p>World Language course placement is based on student performance on the HLPUSD Placement Exam.</p> <p><u>Glen A. Wilson High School:</u></p> <p>Chinese:1, 2, 3H, AP Chinese Language</p> <p>IB Mandarin Higher Level (HL)-IB courses beginning 11th and 12th grade</p> <p><u>Los Altos High School:</u></p> <p>Chinese: 1, 2, 3H, 4H, AP Chinese Language</p>

grades		
<u>End of Fifth Grade:</u> <ul style="list-style-type: none"> ● Pathway to Biliteracy Award AND/OR ● Dual Immersion Participation Award 	<u>End of 8th Grade:</u> <ul style="list-style-type: none"> ● Pathway to Biliteracy Award AND/OR ● Dual Immersion Participation Award 	<u>Recognition:</u> <ul style="list-style-type: none"> ● Seal of Biliteracy on the High School Diploma ● College credit for coursework in AP/IB coursework

Korean Program

Elementary Dual Immersion Pathway	Middle School Dual Immersion Pathway	High School Accelerated Language Pathway
Cedarlane Academy	Cedarlane Academy	World Language course placement is based on student performance on the HLPUSD Placement Exam.
K-1st – 50% in Korean; 50% in English 2nd – 50% in Korean; 50% in English 3rd – 50% in Korean; 50% in English 4th – 50% in Korean; 50% in English 5th – 50% in Korean; 50% in English Cross-Cultural Studies in all grades	6th-8th – Two required courses in the partner language: <ul style="list-style-type: none"> ● Korean Language Arts ● History/Social Science Due to the required course in the partner language, middle school DI students have 7 courses.	<u>Glen A. Wilson High School:</u> Korean: 1,2, 3H, 4H IB Korean
<u>End of Fifth Grade:</u> <ul style="list-style-type: none"> ● Pathway to Biliteracy Award AND/OR ● Dual Immersion Participation Award 	<u>End of 8th Grade:</u> <ul style="list-style-type: none"> ● Pathway to Biliteracy Award AND/OR ● Dual Immersion Participation Award 	<u>Recognition:</u> <ul style="list-style-type: none"> ● Seal of Biliteracy on the High School Diploma ● College credit for coursework in AP/IB coursework

CHAPTER 4: Assessment, Accountability, and Awards

Assessment and Accountability

The mandated standards and assessments followed by all school programs guide the HLPUSD DI Program while it also considers the specific learning goals for dual immersion: grade-level academic achievement, biliteracy and bilingualism, and sociocultural competency. Student progress toward these three goals demonstrates the success of the DI program. HLPUSD uses data from different types of assessments to

measure DI students' learning progress, improve teaching and learning, and enhance program effectiveness. DI assessments include California standardized tests, district benchmarks, oral and written proficiency exams, and curricular assessments. School data collection and reporting systems help communicate information about DI students' progress to all educational partners, including students, teachers, families, and the district. Applicable data will be disaggregated for analysis, and year-to-year comparison data will be analyzed to evaluate the progress of student growth.

The table below outlines the assessments used to measure DI student progress for grade-level academic achievement, biliteracy and bilingualism, and sociocultural competence.

Program Goals	Standards	Assessments
Grade-Level Academic Achievement	Common Core State Standards (CCSS)	<ul style="list-style-type: none"> • California Assessment of Student Performance and Progress (CAASPP) • Student Measures of Academic Progress (S-MAP) • Curricular Assessments, for example, Wonders unit tests/quizzes and other site-specific summative and formative assessments
Bilingualism and Biliteracy	English Learners: <ul style="list-style-type: none"> • California English Language Development (ELD) Standards English Speakers: <ul style="list-style-type: none"> • ACTFL World Language Standards 	<ul style="list-style-type: none"> • English Language Proficiency Assessments for California (ELPAC) and District Benchmarks for English Learners • Language assessments that measure progress in the four literacy domains Speaking, Reading, Writing, and Listening • Oral presentations and writing exams in the partner language - used for biliteracy awards
Sociocultural Competency	World Language (WL) Standards for California Public Schools	Learning experiences/projects, showcases, and presentations



California State Seal of Biliteracy (SSB)

The California State Seal of Biliteracy (SSB), established per Assembly Bill 815, became effective January 1, 2012, and was amended in 2017 per AB 1142, effective January 1, 2018. This program recognizes high school students proficient in speaking, reading, and writing in one or more languages besides English. Some identified purposes of the State Seal of Biliteracy are to encourage students to study languages, prepare pupils with twenty-first-century skills, certify attainment of biliteracy, and provide universities with a method to

recognize and give academic credit to applicants. Other SSB purposes are to affirm the value of diversity and honor the multiple cultures and languages of the community, strengthen intergroup relationships, and provide employers with a method of identifying people with language and biliteracy skills. The State Seal of Biliteracy is marked with a gold seal affixed to the diploma or transcript of a graduating high school student. Current SSB criteria require high school graduates to demonstrate:

1. English proficiency demonstrated by a) completing all English language arts graduation requirements with a 2.0 grade point average or above.
2. Passage of the ELA California Assessment of Student Performance and Progress (CAASPP) at the *standard met* level or above.
3. Second-language proficiency, other than English, demonstrated through one of the following methods:
 - a. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
 - b. Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - c. Passage of a district test with a score of proficient or higher (if the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
 - d. Passage of the SAT II world language examination with a score of 600 or higher.
4. If the student is currently designated as an English learner, they must demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC) and meet all other requirements. [Visual of CA criteria will be included in the artistic draft]

HLPUSD Pathway to Biliteracy and Dual Immersion Participation Award

In addition to the Seal of Biliteracy, Hacienda La Puente Unified School District has voluntarily chosen to participate in the optional California Biliteracy Pathway Recognitions program to recognize students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English. The *Pathway to Biliteracy Award* is available to students at the end of fifth and eighth grades for those who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition aligns with the State Seal of Biliteracy requirements. It indicates that if students continue on this path in high school, they will be prepared to meet the requirements to earn the State Seal of Biliteracy. The *Dual Immersion Participation Award* is available to all students enrolled in district dual immersion programs leading to biliteracy at the end of fifth and eighth grades.

CHAPTER 5: Curriculum and Instruction

The Dual Immersion curriculum, through its alignment to Common Core State Standards (CCSS) and World Language (WL) Standards and the program design, is interdisciplinary and standards-based and is fully articulated for all students. “A strong curriculum, [implemented consistently and intensively], 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 program addresses academic standards that expand student learning by using state, and Board adopted curriculum, interesting and relevant textbooks, instructional strategies and materials, and technology consistent with program goals and with second language acquisition research. The DI program integrates proven technology tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment.

The HLPUSD DI teachers and participants will share a clear and consistent understanding of the program curriculum, instructional practices, content, and objectives of the CCSS and English Language Development (ELD) standards. This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, the language of instruction, and the implementation of program goals. Furthermore, teachers and administrators are prepared to apply the program content knowledge and understanding confidently in the classroom and to communicate the program components effectively to all educational partners.

CHAPTER 6: Staffing and Professional Development

Staffing and 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. The DI program at the middle school level offers students two courses (also called core classes) in the partner language. The DI program course offerings are contingent on the following:

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 appropriately credentialed teachers with the linguistic capabilities to deliver the program in the partner language. HLPUSD will hire teachers that possess either a (1) Multiple Subjects credential with bilingual authorization (BCLAD) to teach the core classes; and/or a (2) Single Subject credential and a bilingual authorization (BCLAD) to teach single classes such as Language Arts and Social Studies.

Student numbers

The enrollment of students that choose to continue in the Dual Immersion program will affect course offerings. The Dual Language Immersion program must meet the credentialing requirements for teachers as outlined by the State and Federal requirements.

Professional Development

DLI staff will participate in professional development to continuously build methodology and pedagogical understanding of DI curriculum, instruction, and assessment. This may include participation in training seminars, ongoing, differentiated professional development, professional development to strengthen teachers’ content knowledge, Teacher on Special Assignment (TOSA) support, job-embedded professional

development, vertical articulation/backward mapping, and systematic evaluation/monitoring for instructional effectiveness. DI teachers will have opportunities to build their professional toolkits through professional learning, which may include the following components:

- Ongoing, differentiated professional development focused on dual language program goals, components, and instructional strategies that strengthen the program, such as Guided Language Acquisition Design (GLAD), using data to inform the design of instruction and assessment, approaches to teaching literacy, project-based learning, integration of educational technology, and more
- Professional development to strengthen teachers' content knowledge that provides an overview of teaching reading and writing in the partner language, using grade-level standards for instruction in both languages and teaching English Language Development (ELD) in DI classrooms
- Job-embedded professional development in support of teachers' in-service learning for teaching in their specific context (e.g., grade level, school site, content area, etc.) that is participatory, purposeful, and collaborative and may include Professional Learning Communities (PLCs), partnerships across school sites, Teacher on Special Assignment (TOSA) support, and instructional coaching.
- Vertical articulation/backward mapping that promotes student learning and the growth of dual immersion programs and may involve designing lessons, units, and capstone projects that meet student learning needs

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. Additionally, human, technological, and financial resources are allocated equitably and effectively. The following structures are in place to provide support to the dual immersion program:

- **Dual Immersion Leadership Team:** A team of school and district administrators and Dual Immersion Teachers on Special Assignment (TOSAs) that meet to plan and advise the program
- **District Dual Immersion Parent Advisory Committee (DDIPAC):** Committee of dual immersion school parent representatives that meets three times a year to advise and share about the program
- **Professional Learning Communities (PLCs):** Groups of educators that meet and work together with the shared goals of improving teaching and learning
- **Curriculum Committees:** This includes the Modern Language Committee which creates course outlines for the curriculum used in modern language courses, the Highschool Modern Languages Curriculum committee which discusses language placement exam, common assessments, textbooks and pathways, and others
- **Dual Immersion Multilingual Supplemental Support:** Provides ongoing support to schools and staff and offers DI educators opportunities to engage in state, regional, and local training 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

The HLPUSD DI program will have ongoing outreach, education, and recruitment opportunities in the community, including distributing 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, including distributing key information about the program's documented success. The HLPUSD outreach to parents of Dual Immersion students also includes the Dual Immersion Parent Advisory Committee (DDIPAC). The responsibilities of the DDIPAC, as defined in the committee bylaws (Appendix A), are to:

- Learn ways in which to support their children's education in a Dual Immersion Program
- Participate in education designed to help understand, support, and advocate for the Dual Immersion Program
- Review and advise on the selection of primary language instructional materials
- Advise on efforts to recruit students for the Dual Immersion Programs
- Engaged in school site Dual Immersion Program, attend two school site meetings, and share information about the Dual Immersion Program

The active engagement of participants' families is especially critical to the success and growth of the HLPUSD 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 in parent organizations, such as PTA/PTO, School Site Council, site-specific Dual Immersion Parent Advisory Committee (DIPAC), District Dual Immersion Parent Advisory Committee (DDIPAC), and (4) fund-raising activities. Parents can also support the Program by serving on school committees, attending parent/family meetings, 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 Dual Language Immersion Programs grow through the grade levels. This master plan will be expanded to guide the ongoing implementation of the Dual Language Immersion programs as schools/programs are added.

Appendices

Appendix A [DDIPAC Bylaws](#)

Appendix B [Dual Immersion 5th and 8th-grade Awards](#)

Appendix C Program Brochures

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

Appendix E Cedarlane Academy Korean Dual Immersion Program Interest Form

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

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

Appendix H Los Altos Elementary Spanish Dual Immersion Parent Contract

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

Appendix J Los Altos Elementary Dual Immersion Parent Meeting template

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

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

Appendix M Wedgeworth Dual Immersion Interest Form Chinese