



Dual Immersion Update

HUSD School Board

December 13, 2017

Background

- October 26, 2016 – Board meeting Superintendent requested Sufuentes and Sawyer to investigate and report back.
- April 26, 2017 – Presentation H.Sufuentes & M.Sawyer
- May 25, 2017 Board approved formation of a leadership/task force to investigate Spanish language instructional models and make a program recommendation to the Board at the November Board meeting.

Leadership Team

- Board Members: Rod Boone, Rosalinda Sanchez
- Site Admin: Kathy Thomas
- Teachers: Gloria Godinez, Vanessa Ortiz, Shelley Whittaker
- Parents; Lenia Garcia, Genaro Reyes, Rosa Vargas
- Union: Leslie Anderson
- Counselor: Trudy Bryan
- Reading Specialist: Jenny Firth
- SPED: Nicole Meyer
- Front Office: Dianna Ortiz

Three Informational Meetings

- August 31, 2017 - Dr. Esther LaRocco, Dr. Claudia-Rodriguez-Mojica, and Nora Aguilar-Mckay
- September 26, 2017 - Dr. Claudia Rodriguez-Mojica and Elizabeth Stevens
- November 2, 2017 - Dr. Esther LaRocco



Dual Immersion Leadership Team Meetings

- September 7, 2017
- October 4, 2017
- October 25, 2017
- November 9, 2017
- November 29, 2017
- December 4, 2017

Other Outreach

- Staff Meetings - 9/27, 11/6, 12/4
- Morning Coffee
- PTO
- School Site Council
- ELAC – December 1, 2017
- Parent Luncheons - 9/1/17, 10/6/17, 11/3/17, 12/1/17
- Preschool Meetings – 9/28/17, 11/ 8, 2017

School Visitations

- September 26, 2017 – Rosedale Elementary School, Chico 90:10 school wide
- October 24, 2017 – Rosedale Elementary School, Chico, 90:10 school wide
- December 12, 2017 – Beamer Park, Woodland 50:50 school wide
Dingle Elem., Woodland 50:50 Strand within a school

Surveys

- Spring 2017 LCAP surveys
- Parent/Teacher Conferences – Oct. 11th & 12th 152 Responded
 - 4% not in favor of a Dual Immersion Program
 - 36% support 50:50
 - 53% support 90:10
- Current Kindergarten Parents – Nov. 15th 33 Responded
 - 97% interested in a DI program
 - 3% prefers EO



HIGHER PARENT ENGAGEMENT





Program Goals:

- To develop Bilingual/biliterate students that are high achieving in academic rigor that are college, career, and community ready.

12 Year Implementation

Implementation Year	School Year	Grades
Year 1	2018 – 19	Kindergarten, 1 st
Year 2	2019 – 20	K, 1 st , 2 nd
Year 3	2020 – 21	K, 1 st , 2 nd , 3 rd
Year 4	2021 – 22	K, 1 st , 2 nd , 3 rd , 4 th
Year 5	2022 – 23	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Year 6	2023 - 24	K - 5th, + 6th
Year 7	2024 - 25	K - 5th, 6th, 7th,
Year 8	2025 - 26	K - 5th, 6th - 8th
Year 9	2026 - 27	K - 8th, + 9th
Year 10	2027 - 28	K - 8th, 9th, 10th
Year 11	2028 - 29	K - 8th, 9th, 10th, 11th
Year 12	2029 - 30	K- 12th

Two Options

90:10 – Strand

- Only one class in K and 1st
- Attrition
- Could create forced combo classes
- Cohort stays together every year
- Allows parent choice of program

50:50 – Whole School

- Three K classes and two 1st grade
- Class sizes evenly distributed
- Allows flexibility from year to year (moving students from one class to another)
- May not allow for parent choice

Anticipate Recommendation in January

- Program Structure
- Curriculum
- Instruction
- Assessment and Accountability
- Staff Professional Development
- Family and Community
- Support and Resources



Thank You