



Panama-Buena Vista Union School District

DUAL LANGUAGE IMMERSION MASTER PLAN

2025-2026



APPROVED BY THE
SCHOOL BOARD:



Panama-Buena Vista Union School District

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District Contact Information

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P-BVUSD Dual Language Immersion Program Site

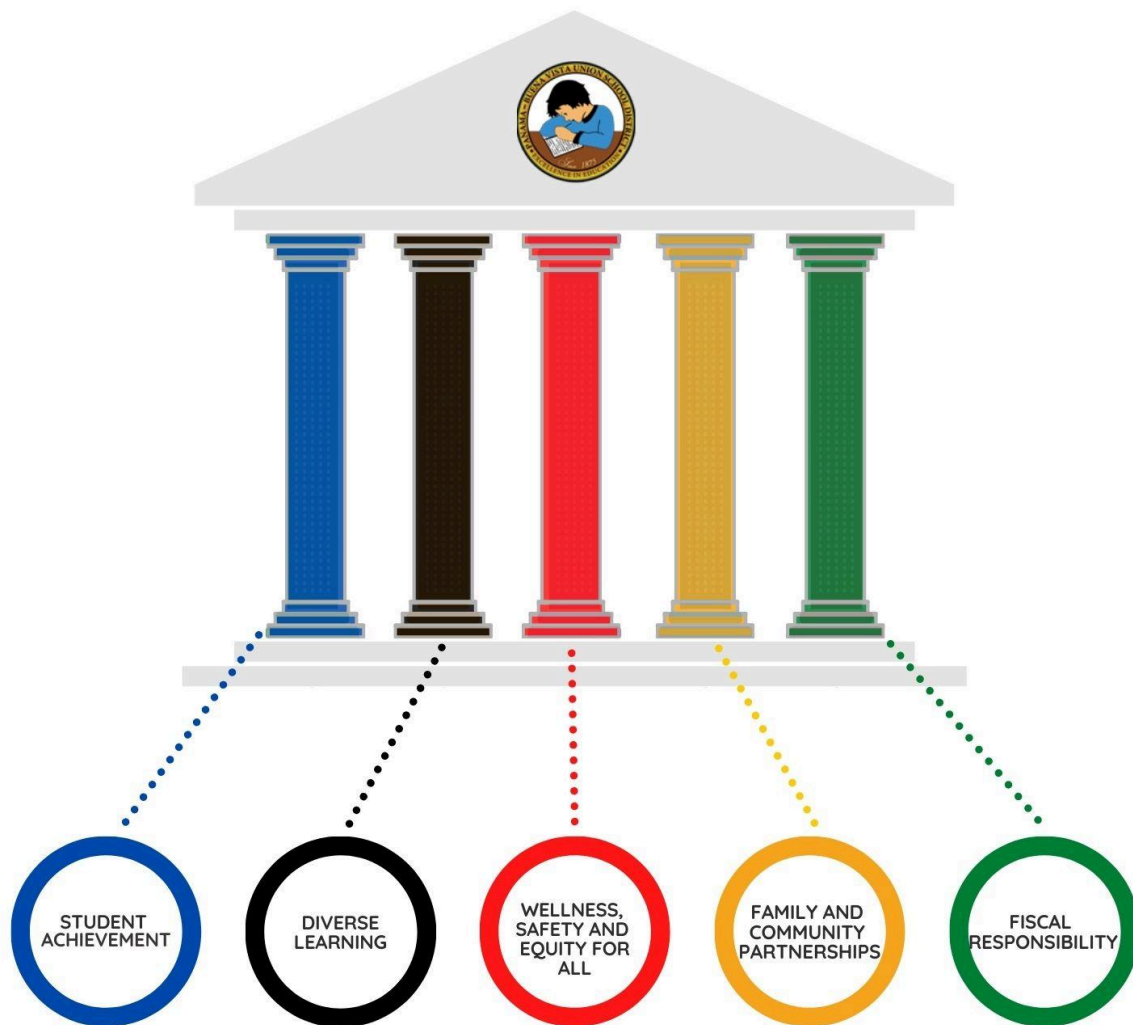
Mountain View TK-8
10001 Stine Road
Bakersfield, CA 93313

The Board of Trustees approved this plan on: 2/11/25

District Beliefs and Values

The Panama-Buena Vista Union School District (P-BVUSD) is focused on a set of values and beliefs that all members of the school district (parents, students, teachers, and staff) will follow in order to commit to a learning environment that supports the positive academic and behavioral growth of all students.

- All children deserve a quality education in a safe environment.
- We teach all children, believing all children can learn.
- Education is a partnership between the school, family, and our community.
- Everyone works together as a team to attain maximum achievement.
- We build relationships on trust and respect.
- We value our community diversity.



Key Terms

Bilingualism: The ability to speak and understand two languages fluently.

Biliteracy: The ability to read and write proficiently in two languages.

California Seal of Biliteracy: A recognition awarded to high school students who have demonstrated proficiency in English and at least one other language.

Dual Language Immersion (DLI): A program where instruction is provided in two languages (English and a partner language) with the goal of fostering bilingualism, biliteracy, and cross-cultural competence.

Global California 2030: A statewide initiative aimed at increasing the number of students proficient in more than one language by the year 2030 to prepare them for a globalized world.

Long-Term English Learner (LTEL): An English learner in grades 6 through 12 that has been enrolled in a U.S. school for more than six years but continues to struggle academically due to limited English proficiency.

Native English Speakers: Students whose first language is English.

Oracy: The ability to effectively communicate through spoken language.

Sociocultural Competence: The ability to interact effectively and respectfully with people from diverse cultural and social backgrounds.

Spanish-Dominant English Learner: Students whose first language is Spanish and who are in the process of learning English.

Two-Way Dual Language Immersion: A type of DLI program that integrates native speakers of two different languages (e.g., Spanish and English) in the same classroom to promote bilingualism and biliteracy for all students.

Background

History of the Development of Dual Language Immersion in P-BVUSD

During the 2022-2023 school year, the district initiated a comprehensive examination of the feasibility of implementing a Dual Language Immersion (DLI) program in P-BVUSD. A dedicated team, composed of district administrators and specialists, was formed to explore key components of effective DLI programs. This team conducted extensive research and reviewed best practices in dual language education to ensure alignment with the district's goals and the evolving needs of our community. The findings, along with the importance of fostering bilingualism and biliteracy, were presented to the P-BVUSD Board of Trustees, who supported the exploration of a DLI program. This initiative was designed to not only provide high-quality educational opportunities but also to align with Global California 2030, ensuring our students are equipped with the linguistic skills needed for success in an interconnected world.

In the 2023-2024 school year, the district continued its careful planning by partnering with the Kern County Superintendent of Schools. This collaboration provided valuable opportunities for the planning team to study successful DLI models, visit schools with established DLI programs, and participate in specialized training. Through this ongoing learning process, supported by research on student outcomes, the district made the informed decision to implement the DLI program in the 2025-2026 school year. The program was intentionally designed to emphasize bilingualism, biliteracy, and to offer students the opportunity to work toward earning the California Seal of Biliteracy.

The program will begin at Mountain View TK-8 with one Transitional Kindergarten class and two Kindergarten classes, which will gradually expand each year to encompass the full TK-8 grade span.

This thoughtful, research-based approach ensures that the DLI program will be implemented with careful consideration of best practices, community needs, and student success.

Why Dual Language Immersion?

Research strongly supports the effectiveness of Dual Language Immersion (DLI) programs in promoting academic success, fostering social integration, and increasing bilingualism and biliteracy. These programs not only help close the achievement gap for English learners but also create a more inclusive and supportive educational environment for all students.

Academic Achievement

- DLI programs lead to substantial academic gains for students, particularly in closing the achievement gap in second language acquisition.
- Research shows that students in DLI programs can achieve at or above grade level in both their primary language and English, often outperforming peers in traditional English-only programs.
- English learners in DLI programs are less likely to become Long-Term English Learners (LTELs) than English learners in English-only programs.
- DLI programs are enrichment models, providing a rigorous curriculum that challenges students cognitively.

Social and Cultural Benefits

- DLI programs foster an inclusive school community where students from different linguistic backgrounds learn to respect and value each other's cultures.
- DLI programs can reduce stigma associated with language minority students and promote positive peer relationships.
- Students in DLI programs develop positive perspectives about themselves as learners.

Dual Language Program

The P-BVUSD DLI program is currently offered at Mountain View (TK-8). The DLI program is based on the belief that one of the most significant gifts we can give our students is bilingualism. Therefore, we are committed to ensuring students have the opportunity to become bilingual, biliterate, and cross-culturally aware learners.

Goals - Vision - Pedagogy

Program Goals

Dual language education is a powerful approach that fosters language and content development in two languages while simultaneously building students' sociocultural competence. The three core pillars, or goals, of dual language education are to:

- **Promote bilingualism and biliteracy**
- **Achieve grade-level academic success in both languages**
- **Cultivate sociocultural competence**

This program allows students to retain and strengthen their first language while acquiring a second language. As they do so, they develop a deep sense of pride in their language and culture, alongside an appreciation and understanding of the cultures and traditions of others. ***Center for Applied Linguistics (CAL)***

Vision Statement

At Mountain View TK-8, our vision is to create a dynamic learning community where multilingualism is embraced as a powerful asset. We empower all students to achieve high levels of linguistic and academic proficiency, enabling them to excel and thrive in an increasingly global and interconnected world.

Pedagogy

Our TK-8 students learn Spanish and English through an 80/20 dual language model. Biliteracy instruction teaches effective reading and writing strategies with daily engagement in both languages, using standards-based units to deepen content understanding.

Through an inquiry-based literacy approach, students engage in independent work, small groups, interactive activities, mini-lessons, and group sharing, all supported by **oracy** and background knowledge. Achievement is reinforced by visual, graphic, and interactive scaffolding in varied, student-centered environments, with access to diverse, culturally relevant texts.

Program Structure

Two-Way Dual Language Immersion Program Description

Two-way dual language immersion (DLI) programs aim to create a balanced mix of students, with the goal of having 50% Spanish-dominant English learners and 50% native English speakers in each DLI class. Some students may also be proficient in both languages.

The program follows an 80/20 language allocation model, where 80% of instruction in Kindergarten is in the target language and 20% in English. English instruction gradually increases by 10% each year following first grade. This sequential literacy model focuses on developing literacy in the target language first, followed by formal English literacy instruction.

Dual Language Immersion Language Allocation

Dual Language Instruction	Grade	Spanish	English
	TK	80%	20%
	Kindergarten	80%	20%
	First	80%	20%
	Second	70%	30%
	Third	60%	40%
	Fourth - Sixth	50%	50%
	Seventh	Spanish Language Arts Social Studies	English Language Arts Math Science Specials and Electives
	Eighth	Spanish Language Arts Science	English Language Arts Math Social Studies Specials and Electives

Research shows that Dual Language Programs are the most effective educational model for both English language learners and native speakers of English. Offering instruction in two languages provides significant advantages, especially in the globalized 21st century, where bilingualism offers personal and economic opportunities.

Maintaining fidelity to the use of the target language is essential for the success of a dual language program. Spanish instruction is gradually reduced until 4th grade, when

students spend an equal amount of time in both languages. In Kindergarten, for example, the classroom teacher will exclusively speak Spanish whenever students are present, whether in the classroom, on the playground, or in other areas of the school, except during designated English language instruction time. Communication with parents should occur in English, either via email or during scheduled meetings when students are not present. The goal of protecting Spanish language instruction and modeling is to ensure program fidelity and support students' bilingual development.

Program Duration

Research shows that students achieve better outcomes in dual language programs after at least six years, the time needed to reach native-like proficiency and meet grade-level standards, as supported by multiple studies on bilingual education. The expectation of the program is that students will remain in the DLI program through 8th grade to have the best opportunity to become bilingual, biliterate, and academically successful in both Spanish and English.

Strand Within a School

Mountain View TK-8 will implement a dual language immersion (DLI) strand within the school, starting with Transitional Kindergarten (TK) and Kindergarten. The DLI program will exist alongside English-only classrooms. The English-only classes will be part of the Mountain View TK-8 school, but not part of the DLI program. All students in the DLI program will be taught by qualified dual language teachers who have state credentials (BILA/BCLAD) to teach in the target language. Following the 2025-2026 school year, one grade level will be added each year to the DLI program.

Enrollment Guidelines

Enrollment (For detailed application steps, please see page 22)

For the 2025-2026 school year, the DLI program, which is currently in English and Spanish languages only, will offer 20 seats in Transitional Kindergarten (TK) and up to 28 seats in each of the two DLI Kindergarten classrooms, with a balanced mix of students for success. In order to create a balanced learning environment where students are exposed to both languages, the class will consist of :

- 50% Spanish-dominant English learners
- 50% Native speakers of English as defined in CA Education Code 306(b) as students who have learned and used English in their home from early childhood and English has been the student's primary means of concept formation and communication.

To maintain fidelity to the two-way immersion status, no less than one-third and no more than two-thirds of students should be dominant in either language at enrollment. As classes are formed, the primary consideration will be to maintain a balance of students who are native English speakers and Spanish-dominant English learners. The equal balance of students is a key characteristic of dual language classes.

All entering TK and Kindergarten students are eligible to apply for the program.

DLI Program Enrollment Priorities

Based on the language distribution requirements of the class and the priorities below, the district will take the following steps when creating the eligibility list:

1. Create two eligibility lists for the program:
 - a. One list for native English speakers
 - b. One list for Spanish-dominant English learners
 - c. Students will be placed on an eligibility list when the parent completes the district student enrollment process and submits the Application for the Dual Language Immersion Program
2. Students will be ranked on the eligibility lists in the following priority order:

Priorities for the 2025-2026 School Year	
Priority #1	Students currently residing in the attendance area of Mountain View TK-8.
Priority #2	Students residing within District boundaries, but outside of the Mountain View TK-8 attendance area.
Priority #3	Students of P-BVUSD employees who reside outside of the District Boundaries and meet the conditions for an interdistrict attendance request.
Priority #4	Students who reside outside of the District boundaries and meet the conditions for an interdistrict attendance request.

Priorities for the 2026-2027 School Year and Beyond	
Priority #1	Siblings of students already attending the DLI program who live in the Mountain View TK- 8 attendance area.
Priority #2	Students currently residing in the attendance area of Mountain View TK-8.
Priority #3	Siblings of students already attending the DLI program who live outside of the Mountain View TK-8 attendance area.
Priority #4	Students residing within District boundaries, but outside of the Mountain View TK-8 attendance area.
Priority #5	Students of P-BVUSD employees who reside outside of the District Boundaries and meet the conditions for an interdistrict permit.
Priority #6	Students who reside outside of the District boundaries and meet the conditions for an interdistrict permit.

Dual Language Immersion (DLI) Enrollment Guidelines

1. **Lottery Selection Process**

If there are more applications than available spots within a specific enrollment priority, a random, fair lottery will be used to decide which students are admitted.

2. **Returning to the Program**

If a student leaves the program and wants to return, they must complete an assessment to determine if they are prepared to re-enroll.

3. **Transfers from Other Dual Language Immersion Programs**

Students in grades TK-8 who transfer from another DLI program in a different district may be admitted if space is available.

These guidelines are intended to preserve the integrity of the DLI program and ensure that all students participate in a high-quality program that fosters bilingualism and biliteracy. If you have any questions, please contact the school for further clarification.

Waitlist

If the number of applications exceeds the available seats, students will be put on a waiting list and called in the order of their lottery number.

Late Entry

As space is limited, students leaving the program will be replaced by the same model of student, i.e., if the student is a native speaker of English, the student entering the program will be a native speaker of English on the waiting list, in order to maintain the integrity of the two-way dual program. In the same manner, if the student exiting the program is an Spanish dominant-English learner, the student replacing that student will be an English learner.

Native speakers of English students shall generally be admitted into the program only during the first grade level at which the program is offered, and English learners during the first or second grade levels at which the program is offered.

Bilingual students and EL newcomers may enter the program at any time, on a case-by-case basis. The Superintendent or designee may admit a student later in the program if it is determined that the student is adequately prepared for and will benefit from the program.

Students with Disabilities

The Panama-Buena Vista Union School District is committed to providing equitable educational opportunities for all students, including those with disabilities. We believe that all students benefit from bilingualism and biliteracy and strive to support students

with disabilities in achieving success within this enriching academic environment. Parents of students with a disability should follow the same enrollment procedures for the DLI program as all other parents, including waitlisting and late entry procedures. For students with an Individualized Education Program (IEP), final determination regarding placement in a DLI program will be made by the student's IEP team.

Curriculum

State Standards

Dual language teachers will use the California State Standards to guide their instruction in English and Spanish:

- English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
- California Common Core State Standards Mathematics
- NGSS for California Public Schools, K-12. The Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve
- History-Social Science Content Standards

State Standards	English
English Language Arts/Literacy (ELA)	<u>Common Core State Standards for English Language Arts. Adopted August 2010</u>
Mathematics	<u>Mathematics. Publication Version with February 2014 Corrections</u>
Social Studies	<u>History-Social Science, Adopted October 1998</u>
Science	<u>Kindergarten by Disciplinary Core Ideas</u> <u>Grade 1 by Disciplinary Core Ideas</u> <u>Grade 2 by Disciplinary Core Ideas</u> <u>Grade 3 by Disciplinary Core Ideas</u> <u>Grade 4 by Disciplinary Core Ideas</u> <u>Grade 5 by Disciplinary Core Ideas</u>
ELD	<u>California English Language Development Standards</u>
State Standards	Spanish
ELA	<u>ELA Grades K, Spanish</u> <u>ELA Grades 4, Spanish</u> <u>ELA Grades 1, Spanish</u> <u>ELA Grades 5, Spanish</u> <u>ELA Grades 2, Spanish</u> <u>ELA Grades 6, Spanish</u> <u>ELA Grades 3, Spanish</u>
Mathematics	<u>Math Grades K, Spanish</u> <u>Math Grades 4, Spanish</u> <u>Math Grades 1, Spanish</u> <u>Math Grades 5, Spanish</u> <u>Math Grades 2, Spanish</u> <u>Math Grades 6, Spanish</u> <u>Math Grades 3, Spanish</u>
Social Studies	<u>History Social Science Content Standards</u>
Science *Core Disciplines	<u>NGSS- K-2nd Spanish</u> <u>NGSS-3rd-5th Spanish</u> <u>NGSS-6th-8th Spanish</u>
SLD	<u>Spanish Language Development Standards</u>

District Adopted Materials

District Adopted Materials English	
ELA	Benchmark Advance
Mathematics	Go Math
Social Studies	Impact
Science	Amplify
District Adopted Materials Spanish (other language)	
ELA	Adelante
Mathematics	Go Math
Social Studies	Impacto
Science	Amplify
District Supplemental Curriculum	
Intervention	Estrellita/Lunita

Academic Instruction

Instructional Factors

Well-implemented programs lead to better long-term student outcomes, with evidence of content knowledge transfer between languages. Promoting high proficiency and academic achievement requires systematic instruction of academic language, opportunities for both structured and unstructured oral practice, strong classroom language policies, and grouping strategies that promote interaction and group work.

Dual Language Immersion Allocation Plan by Grade and Content

DLI Allocation Plan by Grade and Content			
Dual Language Instruction		Spanish	English
	TK - 80/20	80%	20%
	Kindergarten - 80/20	80% Language Arts Science Social Studies Math	20% Language Arts Using a Universal Theme
	First Grade - 80/20	80% Language Arts Science Social Studies Math	20% Language Arts Using a Universal Theme
	Second - 70/30	70% Language Arts Science Math	30% Language Arts Social Studies
	Third Grade - 60/40	60% Language Arts Science	40% Language Arts Social Studies Math
	Fourth Grade - 50/50	50% Language Arts Science	50% Language Arts Social Studies Math
	Fifth Grade - 50/50	50% Language Arts Science	50% Language Arts Social Studies Math
	Sixth Grade - 50/50	50% Language Arts Science	50% Language Arts Social Studies Math

DLI Allocation for Courses in Junior High			
Dual Language Instruction	Grade	Spanish Courses	English Courses
	Seventh	Spanish Language Arts Social Studies	English Language Arts Math Science Specials and Electives
	Eighth	Spanish Language Arts Science	English Language Arts Math Social Studies Specials and Electives

Comprehensive English Language Development

State and federal regulations require that English Learners receive English Language Development (ELD) as part of their core instruction. Traditionally, English Learners are separated for focused language development (Designated ELD) before rejoining the class for content-based language support (Integrated ELD).

In Dual Language Immersion classrooms, Spanish-dominant English learners and native English speakers stay together, promoting cross-language learning. Both Integrated and Designated ELD are provided during the English period, with Integrated ELD combining language learning and content, and Designated ELD focusing on key English skills.

More information about English Language Development can be found in the [P-BVUSD Multilingual Learner Master Plan](#).

Assessment and Accountability

Student Assessment

Assessment in the Dual Language Program tracks student progress and informs instruction in both languages, regardless of a student's proficiency in one over the other. Regular assessments in both languages help teachers plan lessons and keep parents informed, while also gauging the program's overall success. Reading assessments are conducted in both Spanish and English, and writing samples are collected in both languages. Grade-level eligible students participate in the CAASPP state testing program to measure student academic progress in English.

In the early grades, DLI assessment data may look comparable or even below that of students in monolingual programs. By late elementary, students in DLI programs consistently show grade-level mastery and outperform their peers in monolingual programs.

Program Assessment

We will use the seven strands listed in the *Guiding Principles for Dual Language Education* to monitor the implementation and effectiveness of our DLI program. Ongoing program assessment, self-reflection, and improvement will be based on level of implementation in the following strands:

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

Source: Center for Applied Linguistics, *Guiding Principles for Dual Language Education*
<https://www.cal.org/publications/guiding-principles-3/>

Engagement

Family & Community

Parent involvement is critical in Dual Language programs. For this reason, we strongly encourage parents and guardians to become active participants in their child's education at the site and/or district program level. Parents/guardians may:

- Provide encouragement and support for bi-literacy and bilingualism for their child.
- Attend dual language immersion parent meetings.
- Participate in family engagement activities at the school site.
- Support protection of Spanish language instruction and modeling by communicating with teachers in English via email or during scheduled meetings when students are not present.

Commitment

All Parents interested in the Dual Language program must do the following:

- Consider the long-term commitment of the program. Parents/guardians should intend on continuous enrollment in the DLI program through 8th grade. Bilingualism and biliteracy is best achieved through continuous enrollment in DLI programs.
- If their child is admitted into the program, read and sign the Parental Commitment Letter (see page 24).

Application to the DLI Program

In order to be as fair as possible to all students, a very specific application process has been developed and is followed each enrollment period. For the 2025-2026 school year, applicants must be Transitional Kindergarten (TK) or Kindergarten age students. Please note the following information:

School of Residence: Your child's School of Residence is determined by your address. You can find your School of Residence by visiting P-BVUSD's school locator at:

<https://www.pbvUSD.k12.ca.us/uploaded/locator/index.html>

Application Requirements

- All entering TK and Kindergarten students are eligible for this program.
- Due to the highly structured plan of learning in two languages, parents/guardians must be prepared to commit to the program through 8th grade.

Priority Acceptance

- **1st Priority (beginning 2026-2027):** Siblings of students already attending the DLI program who live in the Mountain View TK- 8 attendance area. **Beginning 2026-2027.
- **2nd Priority:** Students currently residing in the attendance area of Mountain View TK-8.
- **3rd Priority (beginning 2026-2027):** Siblings of students already attending the DLI program who live outside of the Mountain View TK- 8 attendance area.
- **4th Priority:** Students residing within District boundaries, but outside of the Mountain View TK-8 attendance area.
- **5th Priority:** Students of P-BVUSD employees who reside outside of the District Boundaries and meet the conditions for an interdistrict permit.
- **6th Priority:** Students who reside outside of the District Boundaries and meet the conditions for an interdistrict permit.

For the 2025-2026 school year, all students included in all Priorities (1-6) MUST have an application form submitted during the March 2-31 window to be considered for the program.

Application Process

1. Parents/guardians will need to enroll their child at their current School of Residence.
2. Attend a virtual or in-person information meeting to learn more about the DLI program. Information for meeting dates and times will be available on the P-BVUSD website and in your School of Residence office.
3. If interested, parents/guardians will complete an online application during the DLI Application Window (March 2-31, 2025). Application window dates will be posted on the P-BVUSD website at: <https://www.pbvUSD.k12.ca.us/>. The School of Residence will also have information on how to access the online application. Applications will NOT be accepted before the window opens.
4. Parents/guardians whose School of Residence is not Mountain View TK-8, will need to complete an intra-district application during the intra-district application window of March 2-31, 2025. Parents/guardians of students who live outside of the P-BVUSD boundaries will need to submit an inter-district application.
5. Parents/guardians who do not have access to a computer may complete the application form at one of the school sites at any time during the application window or at the district office.
6. At 4:30 p.m. on the last day of the application window, all student applications will be considered as received. Applications will not be ranked according to date/time of submission.

Placement of Students

Once the window closes, students will be placed into Spanish-dominant English learner and native-English speaker seats in the program. The priorities (1-6) will be followed in order to place students while also maintaining no less than one-third and no more than two-thirds of students in either dominant language for each DLI classroom.

If there are more applications than available spots within a specific enrollment priority or within any other language groups, a random, fair lottery will be used to decide which students are admitted. Lottery numbers will be assigned to each student to prioritize acceptance when vacancies occur during the school year.

Parents/guardians will be notified of their child's acceptance into the program, or placement on the waitlist by the end of April. This will be done through individual letters to families. They will return the Notification of Acceptance.

Parents/guardians of accepted students will attend a mandatory DLI program meeting where they will commit to the program by completing the Parental Commitment for Students New to the DLI Program form (see next page).

Parental Commitment for Students new to the Dual Language Program

I have read and reviewed the “Dual Language Immersion Master Plan.”

I understand the guidelines and the conditions necessary for the successful participation of my child in the program. I agree to support my child and the program by committing to the following criteria:

(Please initial each line)

_____ I understand that being a part of this program is a unique educational opportunity. My child will participate in the program during their entire career at Mountain View TK-8 School.

_____ My child will maintain consistent attendance. *Excessive absences will result in limited exposure to Spanish and English, which can lead to deficiencies in his or her bilingual development.*

_____ My child will continue to learn and develop academically, socially, and culturally in Spanish and English from kindergarten through **8th grade**.

_____ I will commit to attend Dual Language Program-specific parent meetings, participate in Dual Language events and support my child’s teachers.

_____ I understand the importance of helping my child learn at home in the language I am most comfortable using. *If I am a native Spanish speaker, I will read to my child in Spanish and discuss topics learned in school in Spanish to help build background knowledge. If I am a native English speaker, I will read with my child in English and discuss topics learned in school in English to help build background knowledge.*

Parent Signature

Date

Resources and Information

Center for Applied Linguistics, Guiding Principles for Dual Language Education

<https://www.cal.org/publications/guiding-principles-3/>

Association of Two-Way and Dual Language Education

<http://atdle.org/>

California Seal of Biliteracy

<https://sealofbiliteracy.org/state/ca>