



Chula Vista Elementary School District Dual Language Immersion Master Plan



Board of Education

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This document provides guidance to all Dual Language educators and administrators in CVESD as we work together to implement high quality Dual Language programs District wide to support our Dual Language Learners in the goal of bilingualism/biliteracy, high academic achievement and socio-cultural competency.

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Parent input is included throughout the document.

This plan is reviewed annually and updated with input from current members of the above educational partner groups.

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VISION, MISSION, AND GOALS

VISION

Students will have linguistic and academic competencies in two languages to be highly engaged and contributing global citizens.

MISSION

To develop students with biliteracy skills that prepare them to participate in the global market, strengthen intergroup relationships that affirm the value of diversity, promote civic participation, and honor the cultures of our community, while establishing high standards for academic achievement, multiliteracy, innovation, and problem-solving.

PROGRAM GOALS

The program goals in Chula Vista are aligned with the three pillars of Dual Language Education:

Bilingualism and Biliteracy:

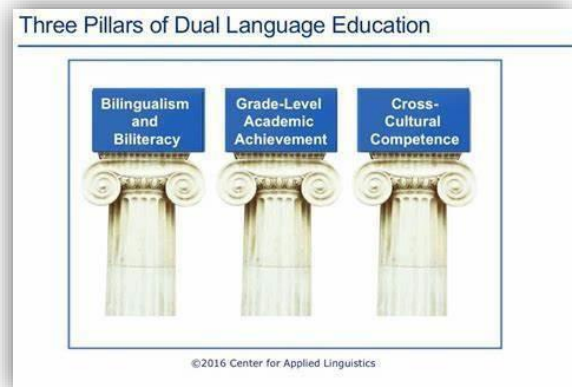
- Students develop a high level of thinking, listening, speaking, reading, and writing proficiency in English and the partner language.

High Academic Achievement:

- Students strive for academic excellence in all subject areas, meeting or exceeding Common Core State Standards.

Socio-Cultural Competence:

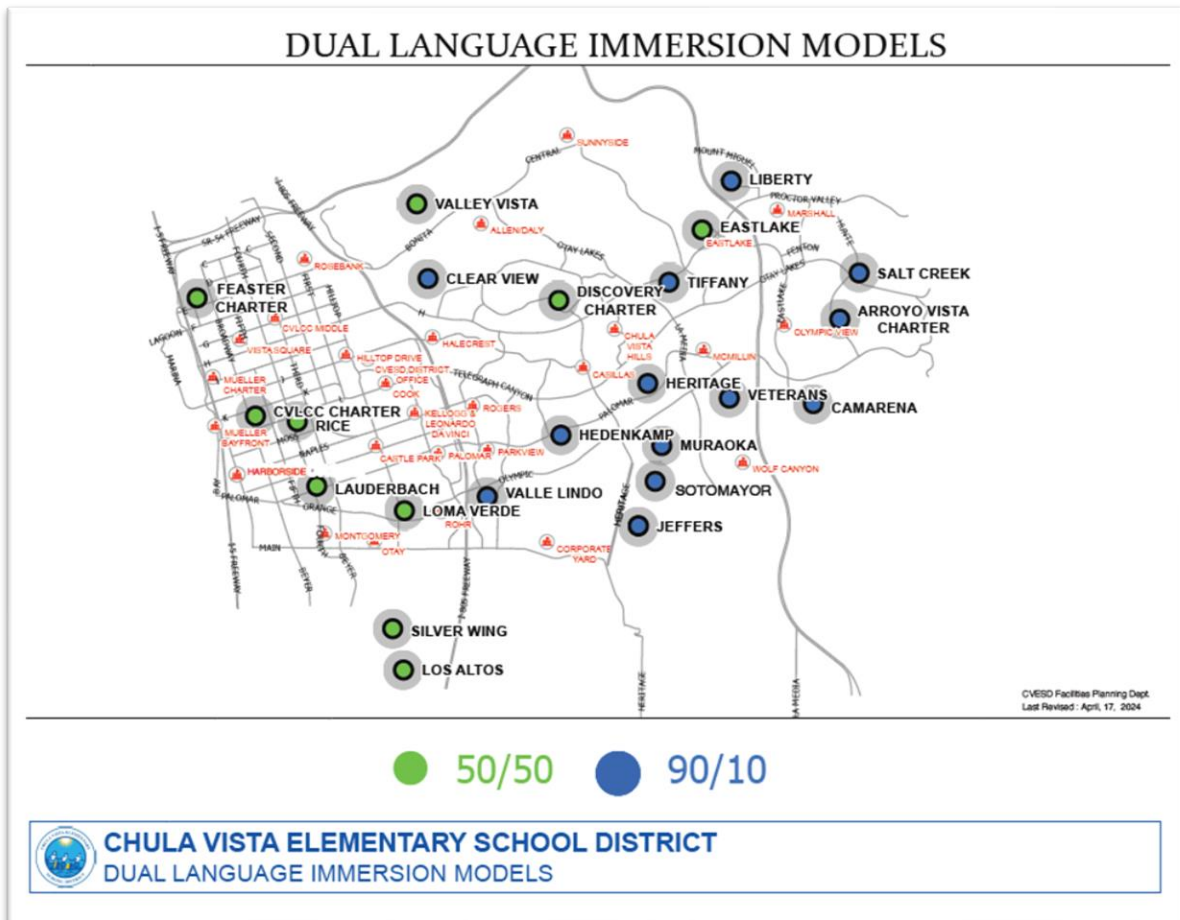
- Students develop positive attitudes and appreciation toward world languages and cultures in our global society, promoting their civic involvement.



All Dual Language Leaders and teachers know these three pillars and can articulate how these three pillars are actualized at their school sites.

CVESD DUAL LANGUAGE IMMERSION PROGRAMS

CVESD offers Dual Language Immersion Programs at 23 schools in our district. Twelve offer the 90/10 model and eleven offer the 50/50 model.



About 25% of CVESD students participate in Dual Language Immersion. We welcome native Spanish speakers, English only students, multilingual students and students with disabilities.

Our Dual Language teachers include Spanish component teachers, English component teachers and teachers teaching in self-contained settings. Teachers that teach the Spanish component or in the self-contained setting hold their Bilingual Authorization to teach in Spanish.

Dual Language Immersion Programs

90/10 Model

Arroyo Vista
Camarena
Clear View
Hedenkamp
Heritage
Jeffers
Liberty
Muraoka
Salt Creek
Sotomayor
Tiffany
Valle Lindo
Veterans



50/50 Model


CVLCC
Discovery
East Lake
Feaster
Lauderbach
Loma Verde
Los Altos
Rice
Silver Wing
Valley Vista

Dual Language Enrichment:
Cook

NEW PROGRAMS

CVESD is committed to establishing and maintaining strong, successful, and sustainable Dual Language Immersion programs. Establishing new programs and expanding existing programs requires advance planning, with the understanding that implementation begins with TK/Kindergarten and gradually adds subsequent grade levels each year. The process includes holding meetings with all educational partners, disseminating information, gathering input and providing professional learning and training to all school staff regarding Dual Language Immersion programs. The Language Development Department, Instructional Services, Student Placement, Human Resources, Chula Vista Educators (CVE), and Cabinet are actively engaged in this process.

Following guidance from [Proposition 58, also known as the CA Ed.G.E. Initiative](#), parents can request for school districts to consider opening language acquisition programs such as Dual Language Immersion at their child's school site. Any language development instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school to the extent possible. School site personnel collect this information and communicate with the Language Development Department. The District will engage in the process for determining feasibility of offering requested programs and shall respond to the community accordingly.



In November 2016, California voters approved Proposition 58, also known as the CA Ed.G.E. Initiative. The purpose of this initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy.

The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs.

EQUITY

CVESD strives for equity in access to Dual Language Education, recognizing that through the California Education for a Global Economy Initiative (CA Ed.G.E Initiative or Proposition 58) all children in public schools have the right to receive the highest quality education and master the English language using research-based programs, including language acquisition programs for both native and non-native English speakers to prepare our students to fully participate in a global economy.

CVESD's Dual Language Immersion Programs provide an additive and assets-based approach to language acquisition. To ensure equity throughout all schools and all classrooms, all Dual Language educators and staff value the learner, the language, and the learning. Students are celebrated for being multilingual and emergent bilinguals, and their home language and culture is recognized for adding value to their educational experience and the educational experience of others. Equity is incorporated by treating participants with integrity and fairness, recognizing that students, including those with special needs, learn differently and may require additional instruction to experience academic achievement.

Belief and value in the Dual Language Immersion Program is evident throughout the school including, but not limited to the following:

- Representation of both languages in school and classroom environment and home communication (announcements, flyers, posters, websites, blogs, phone messages, etc.)
- Implementation of Spanish Language Development (SLD) and English Language Development (ELD)
- Ongoing collaboration among educational partners to support Dual Language Education (DLE) goals
- Student pride in bilingualism
- All-staff advocacy and support of DLE initiatives
- Ongoing professional development in biliteracy
- Support and resources for biliteracy instruction
- Active community involvement in both languages
- All-school expressions/celebrations of cross-cultural learning

PROGRAM STRUCTURE

PROGRAM STRUCTURE

CVESD schools that offer Dual Language Immersion programs serve students of all language backgrounds, providing instruction in both English and a target language. Currently, the target language in all programs is Spanish. Schools establish their program model and target language in response to the needs of the students and the community. Consideration for programs with other languages will be based on community interest.

Changes in enrollment, program structure, and delivery of instruction (ex. team-teaching vs. self-contained, etc.) must be addressed by the site administrator to the staff and community with input provided by educational partners. Examples of circumstances that would prompt discussion include, but are not limited to:

- Enrollment changes that impact staffing (e.g. displacement, hiring more BCLAD teachers or asking non-BCLAD teachers to teach the English Component)
- Enrollment changes that impact delivery model (e.g. deciding to go self-contained or to move to team teaching – what supports will teachers need in this transition?)
- The possibility of combo class creations and how it would impact both staffing and delivery model.

The site DLI program from TK-6 should be vertically aligned to support biliteracy instruction consistently and effectively for all students, while maintaining flexibility due to enrollment.

DUAL LANGUAGE IMMERSION STRUCTURES

Two-Way Dual Language Immersion programs strive to integrate native-Spanish speaking English Learners and native English speakers together in balanced numbers within classrooms (with no less than one third of the student's representing proficiency in either Spanish or English). This seeks to facilitate cross-linguistic learning and multicultural experiences among Spanish Learners and Multilingual English Learners (MELs).

One-Way programs serve more linguistically homogeneous groups of students (less than one third in either language). Strategic planning must be made to ensure access, support and optimal exposure to the student's second language while maintaining and continuing to develop the home language in accordance with program model (50/50 or 90/10).

Delivery of instruction can occur through team-teaching or in self-contained settings, with the intention of immersing students in the target language early in their Dual Language journey through clear separation of language. Both program models are effective. Usually in communities where the target language is not

widely spoken outside of the school, the 90/10 model is implemented to provide students with the most exposure to the target language. Regardless of the program type, instruction must follow either the 50/50 model or the 90/10 model and the school's Language of Instruction Matrix. Every DLI program commits to at least fifty percent of instruction in the target language at every grade level.

	90-10 Model		50-50 Model	
	Target Language	English	Target Language	English
TK/Kinder	90%	10%	50%	50%
1 st				
2 nd	80%	20%		
3 rd	70%	30%		
4 th	60%	40%		
5 th	50%	50%		
6 th				

50/50 AND 90/10 PROGRAM MODEL EXPECTATIONS

Our two program models have the following expectations to ensure we meet the language needs of all learners.

Dual Language Immersion Model	Schedule	Literacy Block	Supports
<p>50/50</p>	<ul style="list-style-type: none"> • Established Language Matrix that provides consistency amongst site, revisited annually. • Allocation of minutes per content area is adjusted based on grade level demands in each language. • Consistent district wide language allocation for content subjects (i.e. Math: English instruction, Science: Spanish instruction) • Roadmap available for each grade level to include key components of instruction for each content area. 	<ul style="list-style-type: none"> • Daily, explicit, and systematic instruction of Foundational Skills and Language standards occur in both languages. • ELA and SLA Reading and Writing standards are integrated within content areas (i.e. Science, Social Studies) and include a strong focus on Integrated ELD. • Balance of standards within each language of instruction ensuring content is not duplicated in English and Spanish. • Small group instruction is occurring within each language block (i.e. d-ELD, d-SLD, intervention, etc.) • A strong focus on Integrated ELD during the English block that includes multiple opportunities for oral language development and monitoring of progress towards English Language proficiency for English Learners. 	<ul style="list-style-type: none"> • Transference of Skills is embedded within instruction and an established practice during planning time. • Visual supports, sentence frames, and other scaffolds are present in every lesson. • Students practice the four Communicative domains throughout instructional time: Listening, Speaking, Reading, and Writing. • Instruction follows the Gradual Release of Responsibility to support student conversations and use of target language. • The teacher stays in target language and recasts in L2 to students who use L1.

Dual Language Immersion Model	Schedule	Literacy Block	Supports
<p>90/10</p>	<ul style="list-style-type: none"> Established Language Matrix that provides consistency amongst site, revisited annually. English instruction will include daily cross-linguistic transference of skills (transferable and non-transferable) as well as D-ELD in grades K-6. Roadmap available for each grade level to include key components of instruction for each content area. 	<ul style="list-style-type: none"> Reading and Writing standards are integrated within content areas (i.e. Science, Social Studies) according to your site Language Matrix. During Spanish instruction, Blue standards along with universal literacy skills and concepts are at the core of instruction and include a strong focus on Integrated SLD. Balance of standards within each language of instruction ensuring content is not duplicated in English and Spanish. Small group instruction is occurring for each language of instruction, regardless of percentage (i.e. d-ELD, d-SLD, intervention, etc.) A strong focus on D-SLD during Spanish block that includes multiple opportunities for oral language development and monitoring of progress in Spanish. 	<ul style="list-style-type: none"> Transference of Skills is embedded within instruction and an established practice during planning time. Visual supports, sentence frames, and other scaffolds are present in every lesson. Students practice the four Communicative domains throughout instructional time: Listening, Speaking, Reading, and Writing. Instruction follows the Gradual Release of Responsibility to support student conversations and use of target language. The teacher stays in target language and recasts in L2 to students who use L1.

LANGUAGE OF INSTRUCTION MATRIX

Each school develops a Language of Instruction Matrix, outlining the instructional minutes and language of instruction by content area for each grade level in accordance with their model. The allocation of percentages is based on instructional minutes (lunch and recess are not part of instructional minutes). Clearly allocated instructional minutes allow for rich instruction in both languages and meaningful time for student interactions in the assigned language. *(See **Instruction, Language Allocation** for additional information.)*

Los Altos Elementary School

Dual Immersion: Language of Instruction Matrix

	Model	Instructional Minutes	Language Arts/ Writing	Mathematics	Science	Social Studies	Integrated ELD/SLD	Designated ELD/SLD
K	50%	158	Spanish		Spanish	Spanish	High impact language development strategies are used to support content areas during English/Spanish throughout the day.	Instructional focuses on ELD/ SLD standards that support content standards. Minimum of 20 minutes per day based on student need.
	50%	157	English	English				
1 st	50%	163	Spanish		Spanish	Spanish		
	50%	162	English	English				
2 nd	50%	163	Spanish		Spanish	Spanish		
	50%	162	English	English				
3 rd	50%	163	Spanish		Spanish	Spanish		
	50%	162	English	English				
4 th	50%	163	Spanish		Spanish			
	50%	162	English	English		English		
5 th	50%	163	Spanish		Spanish	Spanish		
	50%	162	English	English				
6 th	50%	163	Spanish		Spanish	Spanish		
	50%	162	English	English				

Kindergarten Instructional Minutes: 315 (Total 380 including 45 min. lunch and 20 min. recess)

1st – 6th grade Instructional Minutes: 325 (Total 390 including 45 min. lunch and 20 min. recess)

Valle Lindo Elementary School 25-26

Dual Immersion: Language of Instruction Matrix

	Model	Instructional Minutes	Language Arts/ Writing	Mathematics	Science	Social Studies	PE Minutes	Designated ELD/SLD
TK	90% Spanish	245	160	60	15	10	California mandates at least 200 minutes of physical education every 10 school days in grades 1-6	Instructional focuses on ELD/ SLD standards that support content standards. Integral part of small group instruction that occurs daily based on student need.
Total Instructional minutes: 375	10% English	30	30					
K	90% Spanish	265	140	80	25	20		
Total Instructional minutes: 295	10% English	30	30	0	0	0		
1 st	90% Spanish	260	150	60	30	20		
Total Instructional minutes: 290	10% English	30	30	0	0	0		
2 nd	80% Spanish	235	130	60	30	15		
Total Instructional minutes: 290	20% English	55	55	0	0	0		
3 rd	70% Spanish	195	55	70	50	20		
Total Instructional minutes: 305	30% English	85	85	0	0	0		
4 th	60% Spanish	165	70	0	60	35		
Total Instructional minutes: 300	40% English	115	55	60	0	0		
5 th	50% Spanish	140	65	0	50	30		
Total Instructional minutes: 285	50% English	145	45	75	0	0		
6 th	51% Spanish	145	60		55			
Total Instructional minutes: 305	49% English	140	65	75	0	0		

ENROLLMENT

Parents enroll their students at their school of residence and express interest in the Dual Language Immersion Program. Office staff follow a protocol to provide parents information regarding the Dual Language Programs in the District or at their site. For schools that do not currently have a Dual Language Immersion program, parents can apply for a Zone Transfer to a school that offers the program. Factors that impact approval include space availability and language needs of the program. (Sites follow Board Policy and Administrative Regulations 5117 on Enrollment Priorities.)

Ideally, **students should begin the Dual Language Immersion program in Transitional Kindergarten, Kindergarten or first grade.** Schools establish a clear protocol for student entry that includes a system for ensuring a balance of native Spanish-speaking English Learners and native English speakers. Based on language needs, school sites reach out to families to promote and encourage enrollment in Dual Language Immersion. Families are informed that the Dual Language Immersion Program is a pathway to biliteracy, bilingualism, and high academic achievement.

NEWCOMERS



Newcomer students are students who newly arrive to the United States and have been enrolled in U.S. schools for less than 3 years. They are considered emerging Multilingual Learners. Viewed through an assets-based lens, their home language serves as a source of knowledge.

When a newcomer student whose home language is Spanish is enrolled at a site with a Dual Language Immersion program, school

staff inform the newcomer family of their program model. Staff then assist the parents in making an informed decision about their child's placement. *(See **Program Structure, Late Entry** for additional information.)*

LATE ENTRY

Late entry for grades 2-6 may be **considered on an individual basis**, ensuring equitable opportunities for all learners including students with disabilities. This process includes a parent consultation meeting with the principal and an evaluation of language proficiency, which include District identified assessments of Spanish reading, writing, and speaking skills. The consultation and evaluation results shall be used to assist parents in making an informed decision to commit to the Dual Language Immersion program. Educational partners should keep in mind that some of the factors that influence the decision of late entry may include a balance in language models for the DLI program. School sites use a District protocol that is in accordance with state laws (California ED.G.E. Initiative) and supporting research based on Dual Language Education models.

WITHDRAWAL

Withdrawing students from the Dual Language Immersion Program prior to sixth grade is highly discouraged and **requires schools to conduct a Student Study Team meeting**. (See *Instruction, Response to Intervention* for additional information.)

PARENT COMMITMENT

When parents enroll their children in Dual Language programs, they commit to enrolling their child in the program for their elementary school career. Every parent attends a Dual Language orientation to ensure understanding of the program model at his or her child's school site (50/50 or 90/10). Parents also understand the long-term commitment made when entering a Dual Language program as well as be familiar with expectations for both languages.



SUPPORTING RESEARCH & RESOURCES

Dual Language Immersion program success has been well documented over several decades through respected research conducted by Virginia Collier and Wayne Thomas. Other eminent researchers, such as Nancy Cloud, Julie Sugarman, Jim Cummins, Fred Genesee, Else Hamayan, Yvonne S. Freeman, David E. Freeman, Rachel Valentino and Sean Reardon, similarly concur about the academic value of dual language programs per the evidence of many studies. To view some recent samples of efficacy studies, visit: <https://eric.ed.gov/?id=EJ1084502>.

Additional resource to learn about dual language education, including the seminal document [Guiding Principles of Dual Language Education](#).

DLENM (Dual Language Education of New Mexico): www.dlenm.org/

This site provides information on developments in DL education, professional development, instruction and assessment, and research and development.

The California Association for Bilingual Education (CABE): <https://di.gocabe.org/>

This site provides a Dual Language Immersion Planning Guide that draws upon the Guiding Principles for Language Education and a series of modules for launching and sustaining DLI Programs.

ATDLE (Association of Two-Way and Dual Language Educators): www.atdle.org

ATDLE is largely dedicated to professional development and holds an annual conference and provides resources to programs in the form of videos and articles that promote DL education.

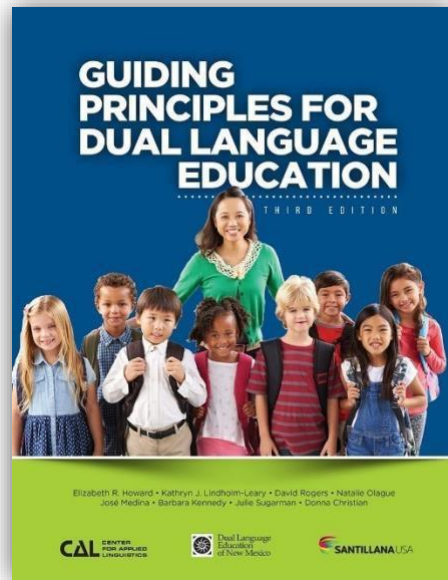
Additional research available on the Teacher Portal under Dual Language Immersion:

[Professional Reading Folder](#)

PROGRAM EVALUATION

On an annual basis, Dual Language schools evaluate their program by conducting at least one self-assessment of a strand and rubric from the *Guiding Principles for Dual Language Education*. This is to reflect on improvement and set a minimum annual goal for next steps.

At the end of each year, **all Dual Language sites will submit their Dual Language Site Plan and Language of Instruction Matrix**, and the Language Development Department will review their plan for support and recommendations. **Annual Dual Language Immersion site visits will be scheduled**, and quality indicators will be used as a lens to support school sites in working towards the vision, mission and goals of Dual Language Education.



CURRICULUM

CURRICULUM

Curriculum is intellectually rich, standards-based, grade-level appropriate and supports both content and language instruction. The curriculum promotes the attainment of the three core goals of Dual Language education and reflects students' languages and cultures. Use of thematic, cross-disciplinary or project-based learning approaches are important curricular considerations when planning for meaningful instruction.

The process for adopting, developing, and revising District curriculum includes input from Dual Language educational partners and based on general education research and research on bilingual learners. The curriculum promotes and maintains equal status of both program languages **according to the language allocation matrix.**

District Adopted Curriculum		
Content	English	Spanish
Language Arts	Benchmark Advance (K-6)	Benchmark Adelante (K-1 for 50/50) Benchmark Adelante (K-2 for 90/10)
Language Arts	Benchmark Phonics (K-5)	Benchmark taller de fonética (K-5)
Mathematics	Curriculum Associates iReady Math	Curriculum Associates iReady Math
Science	Twig Science	Twig Ciencias
History/Social Science	Harcourt Reflections	Harcourt Reflexiones
District Supplemental Curriculum		
Content	English	Spanish
Non-fiction Reading	Achieve 3000	Achieve 3000
Project-Based Units	Units 1, 2, 3, 4, 5	Units 4, 5
Daily Grammar Review		Lessons #1-24 (24 weeks of lessons)
Ficción Grados 3-6		1 title per grade level with lessons*

INSTRUCTION

ACADEMIC INSTRUCTION

Dual Language schools provide **language instruction and core content instruction based on their site DLI model using research-based strategies**. Research-based strategies and resources include, but are not limited to:

- *GLAD (Guided Language Acquisition Design)*
- [High Impact Language Development Strategies](#)
- *Oral Language Development*
- *Explicit Vocabulary Instruction*
- **[Literacy through Content](#)**
- [Project-Based Learning](#)
- [Cross-Disciplinary Learning](#)
- *Metalinguistic Awareness*
- *Cross-linguistic Strategies*
- *Strategies and Routines that ensure equitable participation and engagement:*
 - *Increase opportunities for students to talk, promote student voice and cognitive load (Accountable Talk, Think-Pair-Share, Socratic Seminars, [Math and Number Talk Resources](#), etc.)*
- *Collaborative Conversations*
 - *To support oral language in English and Spanish, routines and expectations for collaborative conversations are present in both program languages. Opportunities for engagement in deeper conversation are planned explicitly.*
- *Hamayan, Genesee, Cloud (2013). Dual Language Instruction from A-Z: Practical Guidance for Teachers and Administrators. Portsmouth, NH: Heinemann.*
- [Guiding Principles for Dual Language Education](#)



Grade-level Common Core Standards in [English](#) and [Spanish](#), the [ELA/ELD Framework](#), and the [Spanish](#) and [English](#) Language Development Standards are used for instructional planning. Various materials and resources are used in classrooms such as Benchmark Advance and Adelante to plan lessons that promote bilingualism/biliteracy, academic achievement and socio-cultural competency per the [Guiding Principles for Dual Language Education](#). Scaffolds and interventions are provided in both languages as needed.

LANGUAGE ALLOCATION

Creating a balanced classroom literacy environment that reflects the school's model is vital. Each school develops a **Language of Instruction Matrix**, outlining language allocation per subject area TK-6. This matrix is developed collaboratively with Dual Language teaching staff, reviewed and revised as needed annually, and shared with parents. All teachers implement and adhere to the Language of Instruction Matrix in order to ensure that students are receiving academic content instruction and explicit language arts instruction in both languages according to the program model.

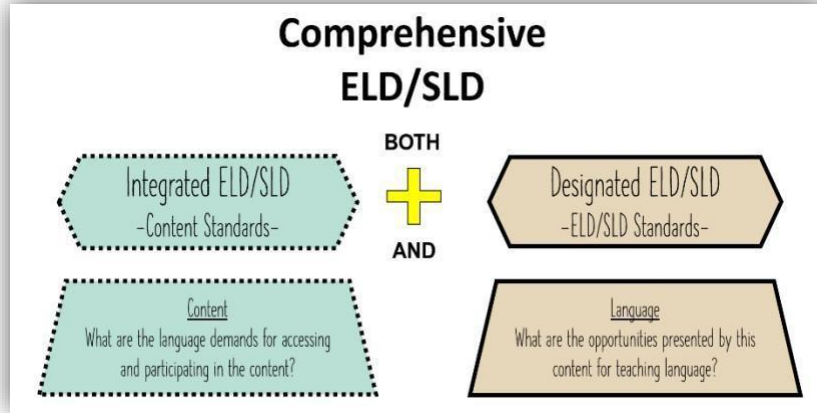
Teachers must strategically plan for what is being taught in each language and ensure alignment with content standards. In team teaching situations, it is essential that both the English and Spanish teacher coordinate instruction in alignment with their Language of Instruction Matrix **English Language Development and English Language Arts must be fully addressed during the English Component and evident in the schedule to support Multilingual English learners develop English language proficiency.**

A clear **separation of language exists**, with the understanding that intentionally planned cross-linguistic strategies, which **exclude direct translation**, are used to support students in meeting instructional objectives. Structures, routines, and high-impact language development strategies are utilized to ensure that teachers and students **stay in target language** in accordance with the site's Language of Instruction Matrix, with the understanding that students are at different levels in their language development. This is essential in both Two-Way and One-Way programs, and where programs have less than the ideal number of language models, cognitively planned strategies are implemented. Examples and ideas include:

- Consistent implementation of Integrated and Designated ELD and SLD.
- Strategic groupings of students.
- Strong modeling of target or second language by teacher and students.
- Cross-linguistic transfer

COMPREHENSIVE LANGUAGE DEVELOPMENT

Comprehensive Language Development, which includes Integrated and [Designated English Language Development \(ELD\)](#) and [Spanish Language Development \(SLD\)](#) is part of the core instructional program for students who are multilingual learners of that partner language.



Teachers plan intentionally for these lessons and utilize the [ELD/SLD Planning Tool Template](#), which includes content/language objectives tied to content standards, ELD and SLD standards, the [Essential Features of Designated Language Development](#), and high impact language development strategies that support collaborative conversations and critical thinking.



Herramienta de planeación del Desarrollo del Idioma Español Designado		
Emergente	Ampliación	Enlace
•	•	•
Características Esenciales del Desarrollo del Idioma Español Designado:		
<input type="checkbox"/> Intenciones de aprendizaje y criterios para el éxito	<input type="checkbox"/> Calidad intelectual	<input type="checkbox"/> Prácticas de evaluación formativa
<input type="checkbox"/> Enfoque en el lenguaje académico	<input type="checkbox"/> Retroalimentación	<input type="checkbox"/> Enfoque en las formas
<input type="checkbox"/> Conversaciones colaborativas extendidas	<input type="checkbox"/> Andamiaje	<input type="checkbox"/> Secuencia planificada
<input type="checkbox"/> Enfoque en el significado		
Desarrollo del Idioma español Integrado		Desarrollo del Idioma español Designado
Estándar(es) de contenido de CA:		Estándar(es) de Desarrollo del Idioma español de CA:
Intención de aprendizaje:		Intención de aprendizaje:
Criterios para el éxito:		Criterios para el éxito:
Secuencia Planeada		
Día 1 -		Día 1 -

Multi-Tiered Systems of Support (MTSS)

A multi-tiered system of support (MTSS) is a continuum of research-based, system-wide practices of data-driven decision making to meet the academic behavioral and socio-emotional needs of our students.

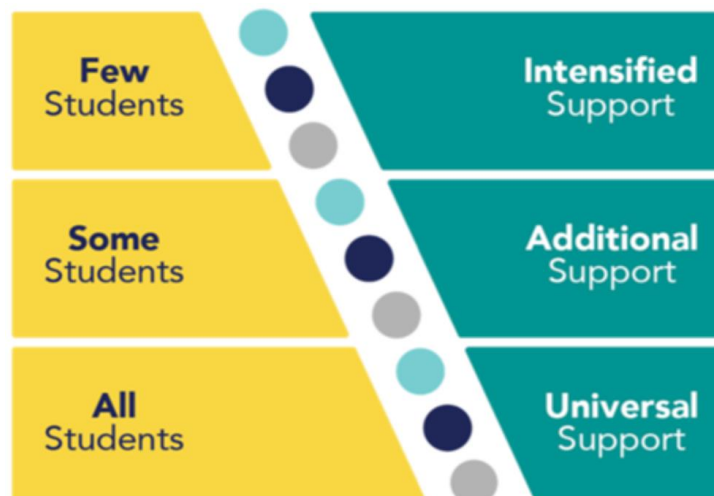
Important aspects of MTSS are instruction, assessment and data-based decision-making.

For students who need support, this fluid approach is followed:

- Universal Supports: Learning environment is accessible, flexible and minimizes barriers to learning and developing agency in **ALL** students.
- Additional Supports: Specific interventions and progress-monitoring based on data for **SOME** students
- Intensified Support: Extra support, interventions and progress monitoring for **FEW** students

For language learners, language supports such as sentence frames, visuals and charts are accessible to students, including support for non-transferable skills. This support is essential for English Learners as they acquire English and is evident during the English component of the program. For English Learners, Daily ELD Instruction is provided as a Universal Support and is based on ELD standards aligned with grade level content standards.

SST members are knowledgeable of research-based interventions for Dual Language learners, and language development considerations are part of the District SST process. The MTSS plan of support is exhausted before a decision is made to refer to special education or change a student's instructional program.



SOCIO-CULTURAL COMPETENCY

Dual Language schools must actively and systematically promote a school-wide and community-wide culture of multilingualism and cultural competence. In doing so, schools promote in our students the ability to work effectively in cross-linguistic settings to advance their metalinguistic and cultural awareness. Examples of this include, but are not limited to:

- Adoption of an **additive approach** to bilingual education
- Active **appreciation of diversity**, not just between different cultures and languages, but also within single language groups (e.g., regional and dialectal variations of Spanish and English)
- Upholding the **equal status** of the two program languages
- Recognition of the **power of cross-linguistic transfer** (supporting metalinguistic awareness)
- **Skill in communicating** with a diverse range of stakeholders (e.g., parents, community members, other professionals in education)



STANDARDS

California Common Core Standards:

- <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Common Core en español:

- <https://commoncore-espanol.sdcoe.net/Home>

California ELD Standards:

- <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

California SLD Standards:

- https://commoncore-espanol.sdcoe.net/Portals/commoncore-espanol/Documents/2018_09_18_K-12_SLD_Standards_Translated.pdf?ver=2018-09-18-101554-827

ASSESSMENT AND ACCOUNTABILITY

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Assessment and accountability is an essential component of our Dual Language programs, and all students are assessed in both literacy and language throughout the school year in both English and Spanish according to program model. Formative assessment provides students with opportunities to demonstrate understanding and mastery while providing the teacher information that drives instructional practices and support. Monitoring of student growth in both languages and frequent checks for understanding are critical components of assessment and accountability, especially as students work toward meeting end of year grade level expectations.

Each site develops their assessment plan and schedule which may include the following state and District assessments.

State Assessments					
Grade	Reading	Writing	Listening	Speaking	Math
3-6 English	CAASPP ELA*	CAASPP ELA*	CAASPP ELA*		CAASPP Math*
TK-6 ELD	ELPAC*	ELPAC*	ELPAC*	ELPAC*	
District and Site Assessments					
Grade	Reading	Writing	Listening	Speaking	Math
K-2 English/Spanish	Universal Screener*				iReady Math*
3-6 English/Spanish	Literacy Assessment (mClass)				
2-6 English/Spanish	Achieve 3000 Level Set*				iReady Math*
3-6 Spanish	Locally selected assessment of Spanish literacy				

*District required assessments

STAFF QUALITY AND PROFESSIONAL DEVELOPMENT

TEACHER QUALIFICATIONS AND ONBOARDING

Teachers instructing in the partner language possess a Bilingual Authorization to provide primary language instruction. Dual Language Immersion teachers are highly encouraged to obtain their [Dual Language Certificate](#).

Teachers new to the Dual Language Immersion Program in our District participate in an onboarding process with personnel from the Language Development Department in collaboration with Teacher Induction and Instructional Services and Support. Staff provide an orientation that includes a review of the Dual Language Master Plan as well as District resources. Additional support sessions, classroom demonstrations, or scheduled site visits to observe Dual Language classrooms are offered as part of the onboarding process.

PROFESSIONAL LEARNING

Dual Language administrators and teachers engage in ongoing professional learning. The three pillars of Dual Language Education are built into all professional learning sessions, which allow Dual Language teachers to plan for and implement explicit instruction in English and Spanish. Strategies presented in professional learning sessions are aligned with and support the Key Principles of Multilingual Learner Achievement.



All Dual Language teachers (self-contained, Spanish component, English component) attend **District Biliteracy Training** at least once per year. Dual Language teachers have access to prerecorded professional development sessions available on the Teacher Portal under the [Dual Language Immersion](#) and/or [Language Development](#) tiles. Voluntary after school professional learning opportunities are provided, to include events such as the [Dual Language Café](#) and the [Dual Language Convivio](#).

District professional learning is developed to include the lens of Dual Language Education and Multilingualism and aligned to the three pillars.

COLLABORATION

The District funds two (2) site vertical articulations per year (Article 8.18) for DLI teachers for the purpose of program alignment, grade level and curriculum map planning, and other tasks related to the DLI program such as support with daily schedules, program evaluation, data analysis, collaboration, resource development, and professional development aligned to program goals and instructional support needs, etc. Sites may fund any additional vertical articulation opportunities.

Grade level collaboration for Dual Language teachers is managed and scheduled at the school site to allow grade levels to build coherence in curriculum planning, analyze data and student work, and generate instructional resources.



DUAL LANGUAGE TEACHER LEADERSHIP AND REPRESENTATION

Each site identifies **Dual Language Teacher Leaders** that represent primary and upper grades to assist in District and site planning, vertical articulation, as well as serve as a support to Dual Language staff. (Examples: DLI Leads or DLI ILT, etc.)



Every DLI school **Instructional Leadership Team (ILT)** includes **Dual Language teacher representation**, to include at least one primary and one upper grade representative. A recommended practice is to have representation proportionate to the site's staffing.

SITE ADMINISTRATOR AND PROGRAM LEADERSHIP

Site leaders are instrumental in ensuring program effectiveness. Site administrators are knowledgeable, advocate proactively for the program, and develop strong site Dual Language program leadership.

Dual Language Leaders attend **quarterly District Dual Language Leader meetings** for the purpose of networking, collaboration, professional learning, providing input and feedback to programs and services regarding biliteracy, as well as receive updates and communication relevant to their needs. Through this network, opportunities for mentorship can be facilitated between experienced Dual Language Leaders and leaders new to the program. The Language Development Department reaches out to onboard leaders new to Dual Language Education to receive training on Dual Language Immersion as well as the Dual Language Immersion Master Plan.



PARTNERSHIPS AND PROFESSIONAL ORGANIZATIONS

To develop and maintain a strong and growing Dual Language teacher pipeline, CVESD partners with universities, professional organizations, and other school districts to recruit, retain and mentor Dual Language staff.

San Diego County Office of Education (SDCOE)

- Multilingual Education and Global Achievement Department ([MEGA](#))

California Reading and Literature Project (CRLP)

- <https://crlpsandiego.ucsd.edu/>

FAMILY AND COMMUNITY

District and sites provide parent education on Dual Language Immersion. Parent education, at minimum, includes benefits of Dual Language Education and bilingualism as well as program vision, mission, goals, beliefs, and values. School sites ensure that parents are informed of the long-term commitment of Dual Language Education and conduct informational meetings as needed to communicate expectations. Information on program structure, enrollment procedures, curriculum, instruction, assessments, and family and community engagement opportunities shall also be shared.

WELCOMING ENVIRONMENTS

The infographic features a photograph of four diverse young students in a classroom. Below the photo is the Chula Vista Elementary School District logo and the title 'Dual Language'. It lists five key benefits, each with an icon and a brief description:

- Best way to learn English!** (EMG icon): English Learners develop a high level of academic English and become biliterate and bilingual.
- Best way to learn Spanish!** (ES icon): English speaking students learn academic Spanish faster and to a greater fluency.
- Best academic achievement!** (Graduation cap icon): Students of both language backgrounds perform better in academic content.
- Cultural appreciation!** (Globe icon): Students develop an appreciation and understanding of multiple cultures.
- Job market advantage!** (Briefcase icon): Multilingual students have more career and job opportunities.

At the bottom, there is an information icon with text: 'To learn how your child can take advantage of Dual Language, contact your child's school or call Language and Instruction at (619) 425-9600, ext 1520. Scan the QR code to learn more.' A QR code is located to the right of this text. The footer contains the address: '84 East J Street, Chula Vista, CA 91910 • 619-425-9600 • www.cvesd.org'.

Dual Language schools create a positive school climate where families feel valued and welcomed into the school community. Informational communication is available in both languages.

To the extent possible, office staff members are bilingual and demonstrate sociocultural competence to meet the needs of all families.

The school principal serves as a family liaison to ensure information and resources are provided to students and families to actively participate in the school's Dual Language Immersion Program.

BENEFITS OF BILINGUALISM

Dual Language Education serves as a linguistic and cultural bridge for all and prepares our future citizens with the necessary academic and linguistic competencies to be highly qualified and competitive in a global society.

Advantages of bilingualism include:

- **Positive Effects on the brain**
 - For example, bilinguals have a better attention span and ability to multitask
- **An Educational Advantage**
 - Research shows that bilinguals outperform monolinguals academically
- **An Economic Edge**
 - For example, increased job opportunities
- **Health Benefits**
 - Delayed onset of dementia and Alzheimer's Disease.

Additionally, bilinguals develop an open-minded outlook, social adeptness, and a facility for learning even more languages.



COMMUNITY ENGAGEMENT EVENTS

Each school engages families of our Dual Language students by planning the following community engagement events:

- **Incoming Transitional Kindergarten (TK) /Kindergarten Informational Meeting.**
- **At least two-family meetings during the school year** to share information about the program, provide program updates, or provide family workshops on Dual Language learning.
- **One school wide cross-cultural event** each year.

Optional events/ideas may include:

- TK/Kindergarten Commitment/Orientation Meeting for students accepted into program.
- Quarterly family workshop series that focus on different areas of biliteracy.
- Biliteracy Night
- School-wide Día de Los Muertos exhibit and/or **Fiesta highlighting culture and arts**

PARENT/FAMILY EDUCATION

Families are an integral part of Dual Language program implementation. Accordingly, schools must include a recruitment/orientation to families of students interested in the program as well as support sessions for families already enrolled in the Dual Language program. Trainings unique to Dual Language programs are offered separately from the regular school site parent workshops, Coffee Chats, Back to School Nights, etc. The focus of parent sessions may include, but not be limited to the following:

- Understanding the 3 Pillars of Dual Language Education
- How to Support My Second Language Learner at Home
- Dual Language Program Model and Language Allocation Plan
- Understanding the Process of Language Development
- [DLI Parents - Spanish Resources](#)



SUPPORT AND RESOURCES

SUPPORT AND RESOURCES

Resources, guidance, and assistance is provided by the Instructional Services and Support (ISS) Department and Language Development and Instructional Services and Support (LDISS) Department. ISS and LDISS also supports needs related to implementation of successful DLI programs across the district.

Dual Language teachers have access to the [Dual Immersion Tile](#) and [Language Development Tile on the Teachers' Portal](#) that includes resources and archived professional learning sessions that support instructional practices related to Spanish Literacy, Spanish Language Development and English Language Development.

Dual Language Leaders attend **quarterly District Dual Language Leader meetings** for the purpose of networking, collaboration, professional learning, providing input and feedback to programs and services regarding biliteracy, as well as receive updates and communication relevant to their needs.



Our **District Bilingual Resource Teachers** are available as a support to administration, teachers, and school sites for collaboration, planning and consult regarding instructional practices in biliteracy. High-priority schools receive scheduled, direct support.

Our **Bilingual Resource Teacher Leads** are practicing classroom Dual Language Immersion Teachers that represent each grade level. They produce additional resources, provide workshops, and assist in planning District wide Dual Language events and professional learning under the direction of the Language Development Department.

Each school's **website** provides Dual Language Program information. Parent resources are provided that includes a link to a site created video or a link to the [CVESD Dual Language Immersion page](#).

REFERENCES

California Education for a Global Economy (Ed.G.E.) Initiative (Proposition 58), (2016).

<https://www.cde.ca.gov/sp/ml/caedqe.asp>

Hamayan, Genesee, Cloud (2013). Dual Language Instruction from A-Z: Practical Guidance for Teachers and Administrators. Portsmouth, NH: Heinemann.

Howard, et al., (2018). Guiding Principles for Dual Language Education (3rd ed.), Washington, DC: Center for Applied Linguistics.

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

The Chula Vista Elementary School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation, and bullying. The District prohibits discrimination, harassment, intimidation, and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or expression, genetic information; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics in any program, practice or activity it conducts. For inquiries about District policies and procedures related to student-to-student, student-to-staff, and staff-to-student harassment/discrimination, including how to file a harassment/discrimination complaint contact: Student Services Department, Sharon Casey, Assistant Superintendent/Title IX Coordinator, sharon.casey@cvesd.org, (619) 425 -9600, Ext. 181702. For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment-related discrimination or harassment, contact: Human Resources Service and Support Department, Jason Romero, Assistant Superintendent/Title IX Coordinator, Jason.romero@cvesd.org, (619) 425-9600, Ext. 181340. Both contacts are located at 84 East J Street, Chula Vista, CA 91910.