



DUAL LANGUAGE IMMERSION HANDBOOK

2025



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OUR COMMITMENT

**ADVOCATES OF
LANGUAGES FOR
ACCESS!**

We are committed to creating an inclusive, supportive, and diverse educational environment that fosters respect, understanding, and growth for all, especially through the promotion of multilingualism. We are committed to equip students with valuable skills for a globalized world but also promote cultural understanding and respect.

The Dual Language Immersion Steering Committee

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OUR MISSION

The mission of the Lynwood Unified School District's Dual Language Immersion Program, a model of urban education, is to ensure each student reaches the three essential goals of dual immersion: achieving bilingualism and biliteracy, socio-cultural competency, and high academic success. By embracing critical literacy and empowering students to contribute to a diverse, global society, we foster their ability to lead without boundaries. Our evolving program is distinguished by:

- People of great character who inspire students to courageously embrace multilingualism and multiculturalism,
- The transformative use of language as a tool for creativity, critical thinking, and global understanding,
- Safe and inclusive environments where students thrive in two languages,
- The inclusion of all voices in our community and advancing equity, access, and justice for every learner.



PATHWAYS TO EXCELLENCE

We unlock brilliance by developing culturally competent, bilingual leaders. We cultivate talent by empowering educators to champion equity and social justice through immersive, high-quality instruction. We uplift community by fostering multigenerational connections through a deep respect for linguistic and cultural heritage.

OUR HISTORY



CHAPTER 2

In the 2014–2015 school year, Lynwood Unified School District launched its first Dual Language Program with a single kindergarten classroom at Will Rogers Elementary. By 2016–2017, following strong community interest, the program expanded to include two kindergarten classrooms. Since then, it has steadily grown, averaging two dual language immersion classes per grade level.

In 2023–2024, Will Rogers Elementary introduced its first dual language transitional kindergarten (TK) program. In 2024–2025, Lynwood Unified opened a second dual immersion program, adding a transitional kindergarten (TK) and a kindergarten class at Mark Twain Elementary. The program

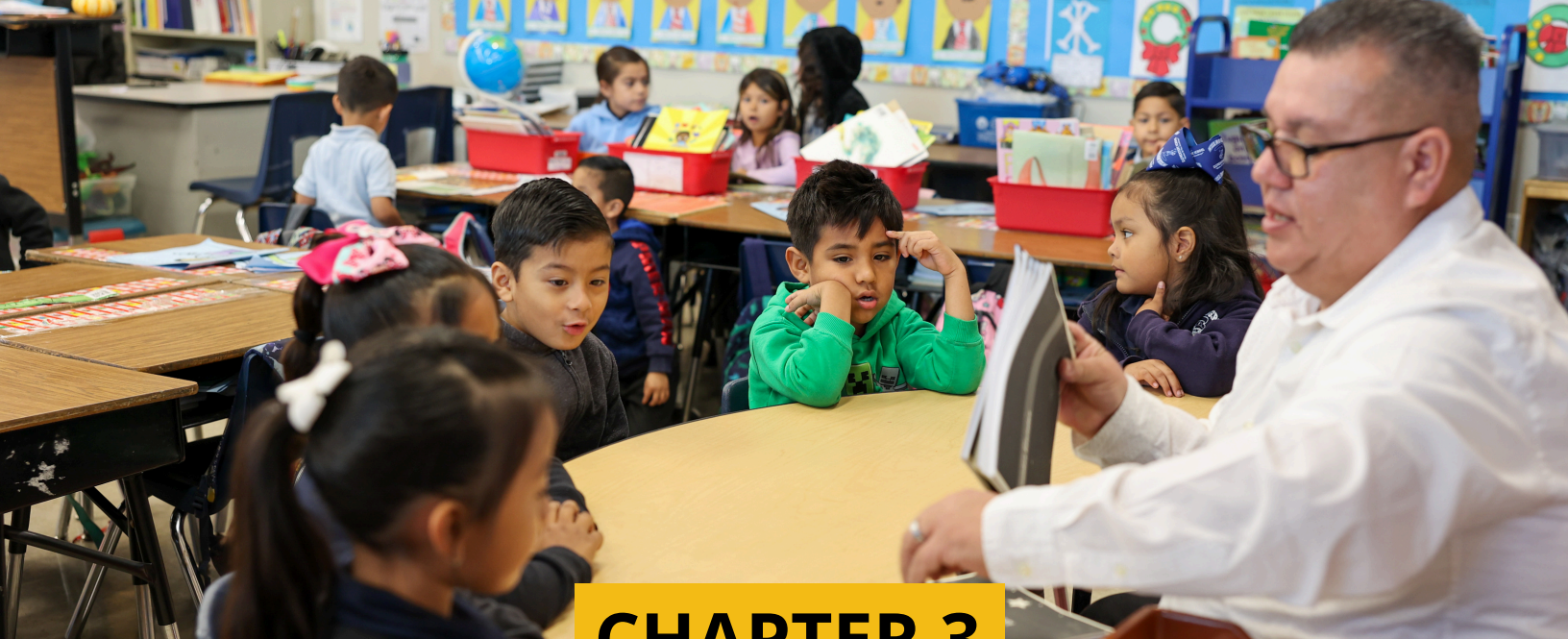
serves families in the Lynwood Unified School District with priority enrollment given to students whose siblings are enrolled in the program and who reside within the district boundaries.

This master plan will ensure that program implementation is aligned with Lynwood Unified School Districts' mission and vision and is consistent with evidence based research and California State dual language immersion program guidelines.

This document will serve as the framework for the District's dual language program and is intended to be a living document. Program implementation will follow a cycle of research, execution, and evaluation, fostering a reflective practice aimed at establishing an effective dual language immersion model.

Rationale

Lynwood Unified School District implemented a dual language program at Will Rogers to give students the opportunity to achieve bilingualism, biliteracy, and high academic success. This program aims to foster socio-cultural competency, critical literacy, and a commitment to equity and inclusion, preparing students to lead and thrive in a diverse, global society. By valuing the cultural and linguistic strengths that both English-dominant and Spanish-dominant students bring, the program creates an inclusive space for students to learn with and from one another, inspiring them to embrace multilingualism and multiculturalism as tools for creativity, critical thinking, and global understanding.



CHAPTER 3

BENEFITS OF DUAL LANGUAGE EDUCATION

The Dual Language Immersion program is a biliteracy instructional model designed to bring together students who are language minority learners (English Learners or ELs) and language majority learners (English-Only or EO students) in a shared educational setting. The primary goals of this program are the development of bilingualism and biliteracy, high academic achievement, and high socio-cultural competence, which align with the three pillars of dual language education.

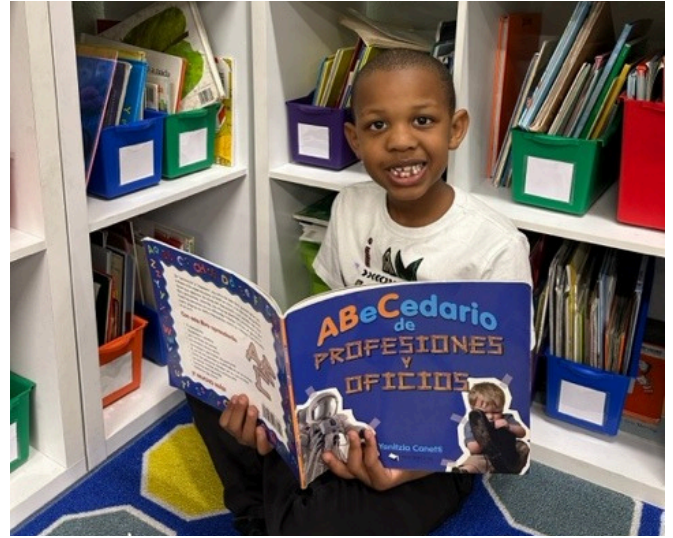
Research has demonstrated that dual language programs offer numerous cognitive, academic, social, and economic benefits, equipping students with essential 21st-century skills and enabling them to thrive in a globalized world. The following sections will outline these benefits, organized by the pillars of dual language education, and provide evidence-based insights into outcomes for both ELs and EO students.

I. Bilingualism and Biliteracy for All

Bilingualism and biliteracy—the ability to speak, read, and write in two languages—are central to dual language programs.

Benefits for English Learners (ELs)

- **Cognitive Advantages:** Bilingual individuals perform better than monolinguals on tasks requiring cognitive control, such as managing distractions and multitasking. This cognitive advantage extends to academic settings, supporting ELs' ability to tackle complex learning challenges. (Bialystok, 2012).
- **Academic Achievement and Language Acquisition:** ELs in dual language programs often outperformed their peers in English-only programs on standardized tests, including reading and math. The research concluded that dual language programs promote long-term academic success for ELs. (Thomas & Collier, 2012).
- **Social and Emotional Development:** Dual language programs allow EL students to maintain strong connections to their cultural identity and family traditions while fostering pride in their linguistic background. This sense of pride contributes to students' social and emotional resilience. (Gándara, P., & Escamilla, K. (2017).



Benefits for English-Only (EO) Students

- **Enhanced Cognitive Flexibility:** EO students in dual language settings show improved mental flexibility and creativity (Bialystok, 2012).
- **Acquisition of a Second Language:** EO students attain functional bilingualism, opening opportunities for global citizenship and careers in multilingual environments (Lindholm-Leary, 2016).
- **Cross-Linguistic Transfer:** EO students transfer literacy skills between languages, strengthening their understanding of linguistic structures and enhancing overall academic performance (Howard et al., 2018).

Benefits for Heritage Language Speakers

Heritage language speakers, students who speak a non-dominant language at home but may not have full literacy or academic proficiency in that language, gain significant benefits from dual language programs.

- **Language Maintenance and Development:** Dual language programs provide structured support for heritage language speakers to develop literacy in their home language while simultaneously learning English. This prevents language loss and strengthens intergenerational communication within families (Fishman, 2001).
- **Enhanced Academic Outcomes:** Learning in their heritage language allows students to access content knowledge more effectively and transfer those skills to English, resulting in higher academic performance across subjects (Howard et al., 2003).

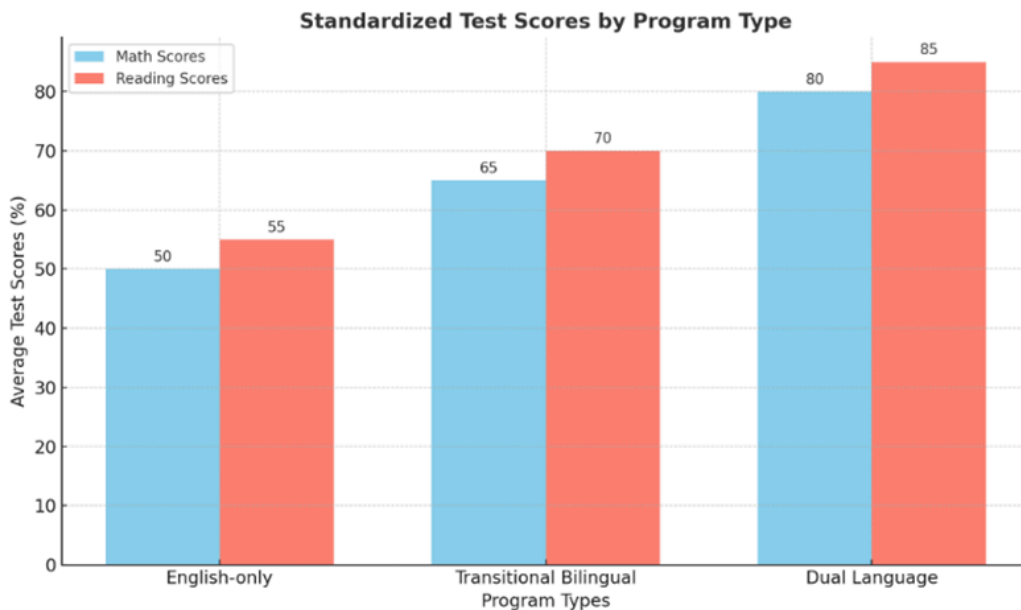
- **Cultural Identity and Self-Esteem:** By validating and nurturing their home language, dual language programs foster a sense of pride and cultural identity in heritage language speakers. This leads to improved self-esteem and stronger connections to their cultural community (García & Wei, 2014).
- **Economic and Career Advantages:** Proficiency in their heritage language enhances career opportunities, particularly in fields requiring bilingual or bicultural skills, such as education, healthcare, and business (Valdés, 2001).

II. High Academic Achievement

Dual language education supports rigorous academic achievement for all students by integrating language learning with grade-level content instruction.

Benefits for English Learners (ELs)

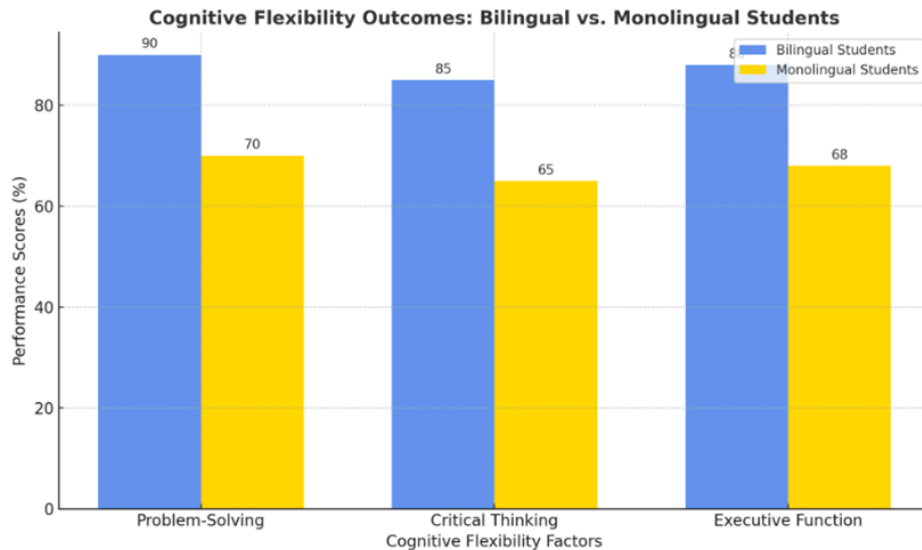
- **Long-Term Academic Success:** ELs in dual language programs outperform their peers in traditional ESL programs on standardized tests, particularly in reading and math (Thomas & Collier, 2012).
- **Narrowing the Achievement Gap:** Dual language education significantly narrows achievement gaps for ELs, ensuring equity in academic opportunities (Umansky & Reardon, 2014).
- **Cumulative Knowledge Building:** Sustained participation in dual language programs allows ELs to build deep content knowledge in both languages (Lindholm-Leary, 2016).



Source: Adapted from Thomas & Collier (2002) and Genesee & Lindholm-Leary (2009). ELs in dual language programs consistently outperform peers in English-only settings.

Benefits for English-Only (EO) Students

- **Higher Test Scores:** EO students in dual language programs often perform at or above grade level in both reading and math, comparable to or better than peers in monolingual programs (Thomas & Collier, 2012).
- **Strengthened Problem-Solving Skills:** Exposure to dual language instruction encourages critical thinking and cross-cultural problem-solving abilities (Marian & Shook, 2012).
- **Resilience in Learning:** EO students develop perseverance by navigating and mastering academic content in a second language (Howard et al., 2018).



Source: Adapted from Genesee & Lindholm-Leary (2009). Bilingual students demonstrate greater cognitive flexibility, problem-solving, and executive function skills.

III. Sociocultural Competence

Sociocultural competence fosters respect, empathy, and collaboration among students from diverse cultural and linguistic backgrounds.

- **Translanguaging:** A Dynamic Linguistic Practice: Translanguaging, the practice of using multiple linguistic resources fluidly across languages, is a key element of dual language programs that enhances sociocultural competence. It allows students to leverage their full linguistic repertoire to make meaning, communicate, and learn more effectively.
 - **For English Learners (ELs):** Translanguaging validates ELs' use of their home language in academic settings, fostering a sense of belonging and affirming their linguistic identities. It also promotes deeper comprehension as students use all their language resources to engage with content (Garcia & Wei, 2014).
 - **For English-Only (EO) Students:** EO students benefit from translanguaging by gaining exposure to diverse linguistic practices, which builds empathy and intercultural competence. Engaging in translanguaging activities helps EO students see the interconnectedness of languages and cultures (Seltzer & Garcia, 2020).

IV. Academic and Cognitive Benefits

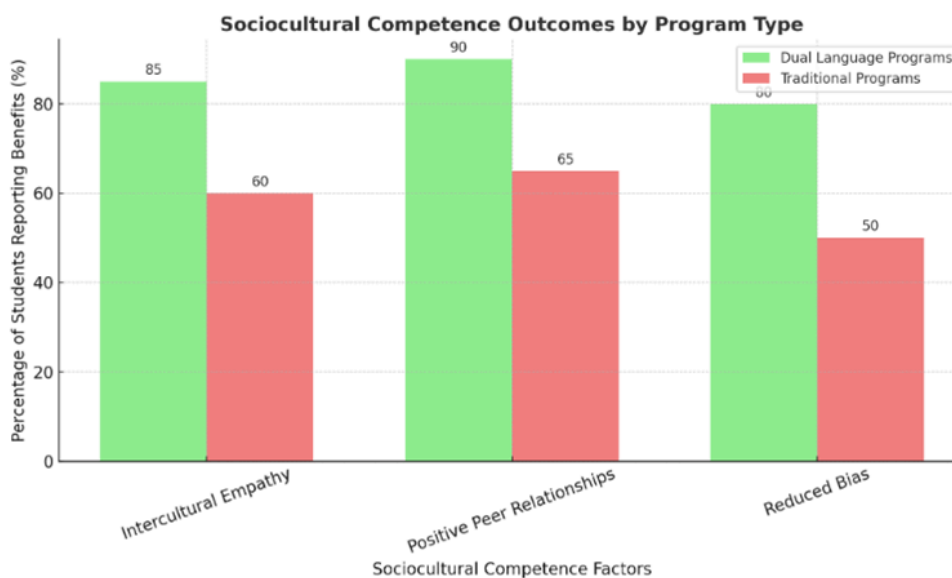
Translanguaging supports problem-solving and higher-order thinking by encouraging students to approach tasks from multiple linguistic and cultural perspectives.

Benefits for English Learners (ELs)

- **Cultural Affirmation:** Dual language programs celebrate and validate the cultural identities of ELs, fostering pride and a positive self-concept (Garcia, 2009).
- **Social Integration:** ELs in dual language settings report higher levels of peer acceptance and fewer incidents of social exclusion (DeJong, 2011).
- **Intercultural Awareness:** ELs develop a deeper understanding of cultural diversity and its role in shaping communities (Lindholm-Leary, 2016).

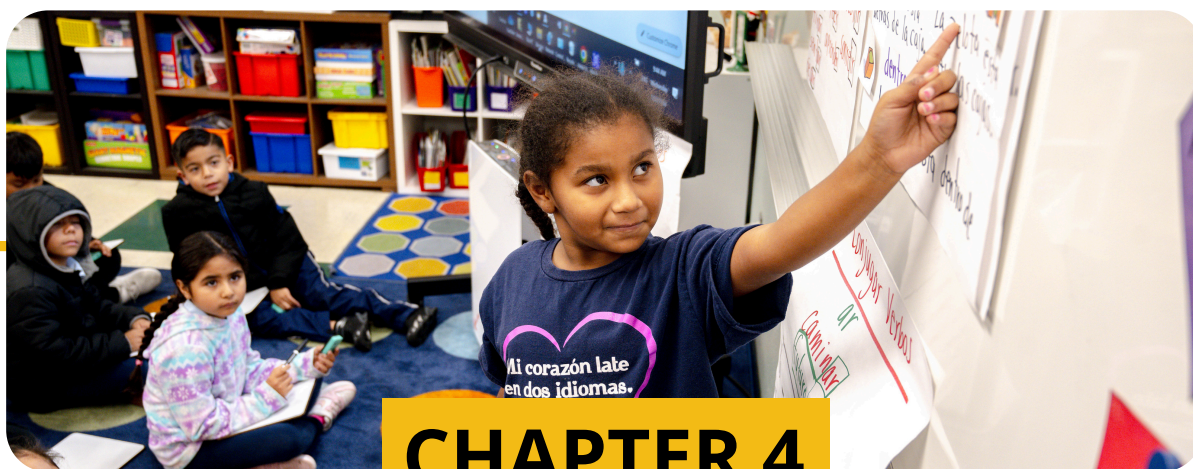
Benefits for English-Only (EO) Students

- **Empathy and Global Awareness:** EO students gain insights into diverse cultural perspectives, fostering empathy and preparing them for global citizenship (Marian & Shook, 2012).
- **Collaborative Skills:** Shared learning environments in dual language programs encourage EO students to work collaboratively with peers from diverse linguistic backgrounds (Howard et al., 2018).
- **Bias Reduction:** Research indicates that EO students in dual language programs exhibit less linguistic and cultural bias, promoting inclusivity (Thomas & Collier, 2012).



Source: Adapted from Cummins (1986) and Thomas & Collier (2002). Students in dual language programs report greater empathy, reduced bias, and stronger peer connections.

PROGRAM COMPONENTS



CHAPTER 4

The Lynwood Unified School District Dual Language Immersion program is a program of choice that serves both English and Spanish learners. Offered at Will Rogers Elementary School and Mark Twain Elementary School, the program welcomes students from diverse linguistic and cultural backgrounds within the Lynwood Unified School District community, but also outside the community.

The program is guided by principles that foster bilingualism, biliteracy, high academic achievement, and cross-cultural understanding:

- **A TK-6 Two-Way Bilingual Immersion (TWBI) Program Sequence:** Students progress through a well-structured sequence designed to develop proficiency in both English and Spanish.
- **Additive Bilingualism Model:** Instruction builds on students' first language as a foundation for acquiring a second language, fostering linguistic and cognitive development in both languages.
- **Positive and Respectful Learning Environment:** Staff create an inclusive climate that values the partner language, its speakers, and the process of second language acquisition.
- **Strong Home-School Connection:** The program emphasizes partnerships with families to support students' academic and linguistic growth.
- **Commitment to High-Quality Staff:** The district actively recruits and retains skilled educators who are qualified to deliver rigorous academic and linguistic instruction.

These principles ensure the program meets its goals of empowering students to thrive academically and socially in a multicultural, multilingual world.

Dual Language Guiding Principles: Center for Applied Linguistics (3rd Edition)

The Dual Language Guiding Principles serve as a framework for creating and sustaining effective dual language programs. Developed by the Center for Applied Linguistics, the guiding principles are organized into seven strands, reflecting the major dimensions of program design and implementation.



Each strand and principle ensures dual language programs meet the needs of all students, fostering bilingualism, biliteracy, cultural competence, and academic achievement.

Strand 1. Program Structure

Effective programs are carefully planned and include clear goals, well-defined structures, and alignment with state standards. They ensure consistency in language allocation and meet the needs of the community.

Strand 2. Curriculum

High-quality curriculum design incorporates grade-appropriate, standards-aligned instruction in both program languages. It ensures meaningful and equitable content delivery.

Strand 3. Instruction

Instructional practices are research-based principles of dual language education and ensure fidelity to the model, promote the three core goals of dual language education and it is student-centered.

Strand 4. Assessment and Accountability

Programs regularly assess student progress in both languages using reliable and valid measures. Data is used to inform instruction and demonstrate program effectiveness.

Strand 5. Staff Quality and Professional Development

Teachers and staff possess familiarity with state standards, ability to align instruction to curriculum standards, strong content knowledge, and high levels of partner language proficiency, culturally competent, and well-trained in dual language pedagogy. Ongoing professional development supports their growth and the program's success.

Strand 6. Family and Community

Programs actively involve families and communities, building partnerships that support student learning, cultural pride, and program sustainability.

Strand 7. Support and Resources

Sufficient financial, material, and human resources are allocated to sustain program quality and ensure long-term success.

The Guiding Principles collectively ensure dual language programs empower students to succeed in a multilingual, multicultural world. (See Appendix B: Guiding Principles at a Glance).

LUSD Program Model

Lynwood Unified School District offers the 90/10 Model in its Two-Way Dual Immersion Program. The target or Partner language is Spanish.

In a 90/10 model, 90% of instruction in the first year or two is in the partner language and 10% in English. Over the course of the primary grades, the percentage of instruction in the minority language decreases, while the percentage of instruction in English gradually increases. By fourth grade, instructional time in each language reaches a 50/50 ratio.

Formal English literacy instruction begins in second grade, while students in TK through 1st grade participate in English literacy activities that lay the foundation for later development. This structure ensures a strong base in Spanish literacy while gradually integrating English to achieve bilingualism and biliteracy by the program's conclusion. (See Table Below)

Program Model: Percentage of Instruction Per Language Per Grade Level

	TK	K	1st	2nd	3rd	4th	5th	6th
Spanish	90%	90%	80%	70%	60%	50%	50%	50%
English	10%	10%	20%	30%	40%	50%	50%	50%

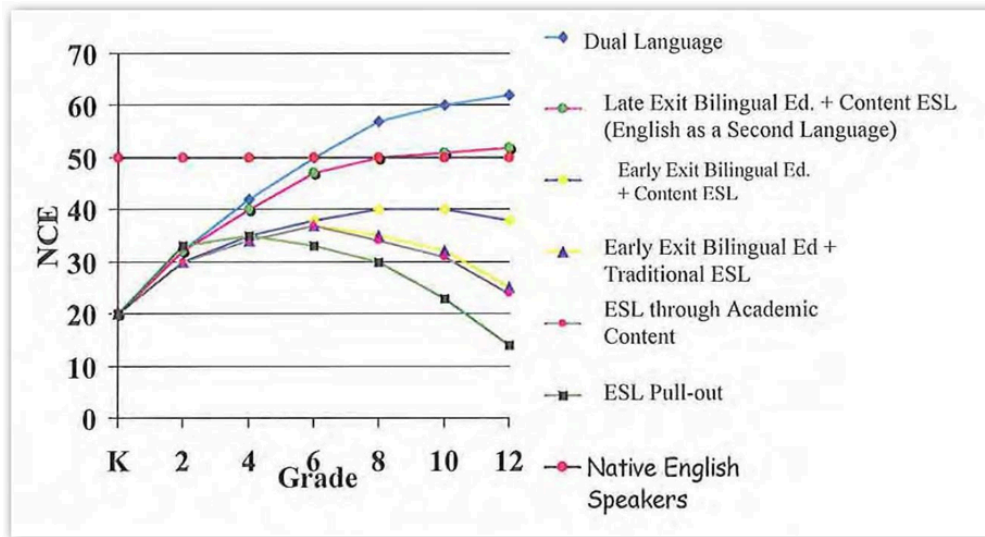
Research Findings

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long-term educational benefit of English Language Learners during their K-12 academic experience and found that when programs are implemented well, there is a significant program effect that is apparent by late high school.

The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed students to close the gap between their test scores and those of their Native English-speaking peers. They also found that in the long-term data that few high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in California in regular English-only language programs is about 50% lower than that of white middle-class students.

These studies indicate that in Two-Way Immersion programs, Native Spanish-speaking students tend to outperform English Language Learners in other programs as measured by their scores on Spanish achievement tests. Native English-speaking students tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs.

Table 1: English learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 2000)



Language Allocation

The program’s policy of intentional language allocation ensures that teachers and students focus on one language of instruction, either English or Spanish, during a given period. This structured approach fosters deep engagement with the target language, allowing students to build proficiency in Spanish through intentional and sustained practice. Teachers deliver specific content in Spanish, prioritizing not only mastery of the material but also the development of language skills, including vocabulary, grammar, and functional-language use. This approach aligns with Content-Based Instruction (CBI), which integrates language development with subject content.

Recent research in second language acquisition supports the benefits of structured language allocation for promoting communicative competence, metalinguistic awareness, and transfer of skills across languages (Howard, Sugarman, Perdomo, & Adger, 2005; Lindholm-Leary, 2019). However, contemporary practices also recognize the value of translanguaging, which encourages students to use their full linguistic repertoire flexibly to enhance understanding, meaning-making, and language development. While the primary instructional focus remains on one language at a time, strategic use of translanguaging moments—such as comparing vocabulary or exploring cultural connections—can deepen students’ bilingual skills and support metacognitive growth.

This dual approach allows students to benefit from both a clear separation of instructional languages and opportunities for cross-linguistic transfer and reflection, creating a robust foundation for bilingualism and biliteracy.

LUSD developed a curriculum plan that clearly identifies the language allocation by grade level and subject matter with fidelity to the instructional minutes, the program model and the district instructional design.

Lynwood Unified School District
Dual Immersion Curriculum Plan

Developed by LUSD Dual Immersion Committee

Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
90% 297 min	80% 264 min	70% 231 min	60% 198 min	50% 165 min	50% 165 min	50% 165 min
SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH
Language Arts	Language Arts Word Study, Standard based lesson and Journal (100 min)	Language Arts Word Study & Standard based lesson (65 min)	Language Arts Word Study (Ortografía, verbos, 866008) (20 min)	S. Language Arts Whole Group Standard Based Word Study Reading Comprehension Writing (90 min) Units 1,3,5	S. Language Arts Whole Group Standard Based Word Study Reading Comprehension Writing (90 min) Units 1,3,5	S. Language Arts Whole Group Standard Based Word Study Reading Comprehension Writing (90 min) Units 1,3,5
Math	Math (70 min)	Math (55 min) Computation & Application	Language Arts Whole Group Standard Based (30 min)	Social Studies (35 min) Chapter switch	Social Studies (35 min) Chapter switch	Social Studies (35 min) Chapter switch
Social Studies	Subjects/ alternate (35 min)	Subjects (31 min)	Subjects (33 min)	Language Arts Small Group Instruction (60 min)	Language Arts Small Group Instruction (60 min)	Language Arts Small Group Instruction (60 min)
Science		Physical Ed. (20 minutes)	Math (55 min)	Swun Math (80 min) Units 1,3,5,7,9,11	Swun Math (80 min) Units 1,3,5,7,9,11,13	Swun Math (80 min) Unit 1,3,5,7
Language Arts Small Group Instruction (60 min)	Language Arts Small Group Instruction (60 min)	Language Arts Small Group Instruction (60 min)	Language Arts Small Group Instruction (60 min)	ENGLISH	ENGLISH	ENGLISH
10% 33 min	20% 66 min	30% 99 min	40% 132 min	50% 165 min	50% 165 min	50% 165 min
ELD/ALD (Academic Language Development: Voc. And Oral Reading Comprehension Use SL and RI/RL 4 th ELA standards) (35 min)	ELD/ALD (Academic Language Development: Voc. And Oral Reading Comprehension Use SL and RI/RL 1 st ELA standards) (45 min.)	ELD/ALD (Academic Language Development: Voc. And Oral Reading Comprehension Use SL and RI/RL 2 nd ELA standards) (45 min.)	ELD/ALD (Academic Language Development: Voc. And Oral Reading Comprehension Use SL, RI/RL 3 rd ELA standards) (45 min.) Use text at easier Lexile	ELD/ALD (Academic Language Development: Voc. And Oral Reading Comprehension Use SL, RI/RL 4 th ELA standards) (45 min.) Use text at easier Lexile	ELD/ALD (Academic Language Development: Voc. And Oral Reading Comprehension Use SL, RI/RL 4 th ELA standards) (40 min.)	ELD/ALD (Academic Language Development: Voc. And Oral Reading Comprehension Use SL, RI/RL 4 th ELA standards) (40 min.)
	Physical Ed. (20 min.) -RF 1.3g 100 HFV	Language Arts (35 minutes) -RF 1.3f: 300 HFV list -RF 1.2a,b, 1.3 a,b,c, RF 2.3c -Cognates	Language Arts Word Study (30 minutes) RF 2.3 d,e, RF 3.3a,d Making words 3 rd & Journeys RF 3.3 d: HFV	E. Language Arts Whole Group (90 minutes) Word Study, Rd. Compreh. Writing Units 2 & 4	E. Language Arts Whole Group (90 minutes) Word Study, Rd. Compreh. Writing Units 2 & 4	E. Language Arts Whole Group (90 minutes) Word Study, Rd. Compreh. Writing Units 2 & 4
		Math (20 minutes) Math Vocabulary from standards	Language Arts Writing (12 minutes)	Swun Math (80 min) Units 2,4,6,8,10	Swun Math (80 min) Units 2,4,6,8,10,12	Swun Math (80 min) Units 2,4,6,8
			Math (25 minutes) Math English Word Problems	Science (W/Writing) (35 min) Chapter switch	Science (W/Writing) (35 min) Chapter switch	Science (W/Writing) (35 min) Chapter switch
			Physical Ed. (20 minutes) Every other week	Physical Ed. (20 minutes) Every other week	Physical Ed. (20 minutes) Every other week	Physical Ed. (20 minutes) Every other week

Assessment and Accountability

LUSD developed an Assessment Guide that clearly identifies how students' assessments are aligned with the language of instruction in each grade level, and systematically measures students progress towards program goals and state content and language standards. (See Assessment Guide Below)

Grade	Assessment	Language	
		Spanish	English
K	Common Assessments: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	SLA & SWUN Math SLA SLA & SWUN Math SLA SLA & SWUN Math	
	DORA & ADAM EOY		
1 st	Common Assessments: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	SLA & SWUN Math SLA SLA & SWUN Math SLA SLA & SWUN Math	
	ADAM & DORA	Beginning Middle EOY	* If the Testing Assistant informs you of a possible RFEP student in your class, please administer DORA in English (not ADAM).
2 nd	Common Assessments: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	SLA & SWUN Math SLA SLA & SWUN Math SLA SLA & SWUN Math	
	ADAM & DORA	Beginning Middle EOY	* If the Testing Assistant informs you of a possible RFEP student in your class, please administer DORA in English (not ADAM).
3 rd	Common Assessments: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	SLA & SWUN Math SLA SLA & SWUN Math SLA SLA & SWUN Math	
	ADAM & DORA	Beginning Middle EOY ADAM & Dora: Both	* Last assessment assists determine Summer Intervention language

4 th	Language Common Assessments: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	Unit 1: SLA Unit 3: SLA Unit 5: SLA	Unit 2: ELA Unit 4: ELA
	ADAM & DORA	EOY ADAM & Dora: Both	Beginning Middle Summer Intervention language Student's Preferred Language
5 th	Common Assessments: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	Unit 1: SLA Unit 3: SLA Unit 5: SLA	Unit 2: ELA Unit 4: ELA
	ADAM & DORA	EOY ADAM & Dora: Both	Beginning Middle Summer Intervention language Student's Preferred Language
6 th	Common Assessments: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	Unit 1: SLA Unit 3: SLA Unit 5: SLA	Unit 2: ELA Unit 4: ELA
	ADAM & DORA	EOY ADAM & Dora: Both	Beginning Middle Summer Intervention language Student's Preferred Language

CURRICULUM & INSTRUCTION IN A DUAL LANGUAGE PROGRAM



CHAPTER 5

Instruction

Teachers in successful research-based immersion programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment.

The Dual Language Immersion teachers share a clear and consistent understanding of program curriculum, instructional practices, and content and objectives of the Common Core Standards, The Common Core en Español and ELD standards.

Is imperative that Dual Language Immersion teachers have opportunities to plan instruction with other dual language immersion teachers in their grade level.

In addition, it is recommended that opportunities for articulation across dual language immersion grade levels occur annually to assess students' progress in acquiring both languages as they advance through the program. This ongoing evaluation ensures that the development of language proficiency is effectively monitored and supported at each stage of their educational journey.

This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and implementation of program goals.

Furthermore, teachers and administrators are prepared to apply the program content knowledge and understanding confidently in the immersion classroom and are able to communicate the program components effectively to all stakeholders.



Best Practices

The Dual Language Immersion Program implements the use of best practices of instruction. Teachers incorporate strategies that integrate language and content across disciplines and provide comprehensible and differentiated instruction as needed.

Lessons include both content and language objectives, following the program's policy of language separation. Teachers stay in one language during a given lesson, rather than mixing English and Spanish, but will accommodate students' needs if necessary. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills.

Language is integrated into content instruction (content-based language instruction) in ways that enrich the learning experience. Immersion instruction is carefully designed, integrating language and content (Math, Social Studies, Science, etc.), addressing second-language learner needs and encouraging the transfer of skills, strategies and knowledge across languages.

The Dual Language Immersion Program supports a practice of interdisciplinary instruction to motivate students by mirroring the real world. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary, global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded worldview (Gulledge 2010).

Students will be recommended for review through the Student Study Team process, where parents will be engaged if:

- 1.They need extra support with their literacy development
- 2.They are not responding to the expected growth in the academic program
- 3.They may need social-emotional development support

Throughout the State of California, Dual Language and Dual language immersion educators engage in state, regional and local training and professional development to build both their teaching methodology and the repertoire of skills needed to teach in a second language setting.

In addition to the initial elementary and secondary certifications with the Bilingual Authorization in Spanish by teachers, the Dual Language Immersion staff participates in a focused professional development plan in an effort to continuously build both methodology and pedagogical understanding of instruction in two languages for each teacher's respective grade level. (See [Chapter 8](#))

GUIDELINES FOR PARTICIPATION AND ENROLLMENT

CHAPTER 6

Dual Language Programs are required to develop classrooms that are linguistically balanced. Linguistically balancing the classrooms ensures that all students have peer models with which to practice academic and conversational language and thus build native-like proficiency in both languages.

To ensure this balance, careful attention must be given to the enrollment procedures by district and site staff members for the DLI students. The ideal mix of 50% English Speakers and 50% Spanish Speakers is difficult to achieve but can be controlled by forming two separate enrollment lists and adding interested families according to the dominant home language indicated in the DI Interest Form.

Dual Language Immersion Program Participants


Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages (Marcos and Kreeft Peyton 2000). The Dual Language Immersion Program is designed to serve all students.

Spanish-Dominant Students: Spanish-speaking students contribute to classroom diversity and promote the authentic use of the Spanish language in the classroom. They receive many benefits by participating in the program. A key benefit to this group of students, particularly if their home language is Spanish, is their opportunity to learn English while maintaining and improving their Spanish language in an academic setting.

In general, English Learners who participate in the program are more likely to succeed in school than if they attend mainstream English classes (Lindholm-Leary 2009).

English-Dominant Students: English-dominant students begin their program at the TK/Kindergarten level only as part of this early immersion process. A key benefit to this group of students is the opportunity to learn another language while maintaining and improving their academic English language proficiency.

In general, English-only students who participate in the program are more likely to succeed in school and obtain a bilingual certification at graduation than EOs in the monolingual classes in the Structure English Immersion program (SEI).



Students in Special Education: Students in Special Education are welcomed to participate in DLI programs. A student with an Individual Educational Plan (IEP) is not precluded from entering the DLI program. The Dual Language Immersion program offers students language development in two languages and differentiated instruction, and students with IEPs can be successful.

There are some students with Special Education needs where the rigor and language demands of the program may not be appropriate. If a child is unable to show reasonable progress in the second language to keep up with grade-level expectations, the IEP Team, as required by law, will review the child's needs and recommend the most educationally appropriate placement and support for that child.

GATE Students: The Lynwood Unified School District Board Policy for the GATE program is available for public inspection. Identification of Gifted and Talented Students that are selected for the program based on their demonstrated or potential ability for high performance in accordance with the categories specified in Education Code 52202 and 5 CCR 3822.

Evidence of a student's capability shall include any of the data specified in 5 CCR 3823 and shall consider the economic, linguistic, and cultural characteristics of students' background. Dual Immersion students participate in the same process of identification of Gifted and Talented Students, however, they are able to choose the language of the assessment in which they will be tested in. After school GATE enrichment is available to all students identified as GATE.

Dual Language Immersion Program Enrollment and Commitment

Enrollment Procedures for TK & Kindergarten: The Dual Immersion Program is part of the LUSD Countdown to Kindergarten enrollment process. Each elementary school includes an explanation of the program in their presentation and provides DI Interest Forms to families who are interested in the program.

These forms are submitted to the DI schools according to proximity. The DI schools will place students in the TK/K classes according to the home dominant language until classes are filled. Any family interested after the classes have been maximized will:

1. Be referred to the other DI school if availability still exist
2. Be placed in a "Wait List" in case other families drop or are "no-show"

Commitment

All families are required to sign a "Commitment" document that states that their child will stay in the program for the 7 or 8 years recommended to ensure proficiency in both languages and promote biliteracy towards graduation.

Late Participation: Enrollment Procedures 1st-6th

LUSD Dual Immersion Program will accept students 1st-6th into the program when:

1. The student is coming from a country of the Target Language and has attended school in that country. This ensures:
 - a. The newly arrived student can continue to receive instruction in the primary language while smoothly transitioning into English.
 - b. The student and the family have a more rounded adaptation to school in the US.
2. The student is coming from a Two-Way Dual Immersion Program at another district or state. This ensures that the student continues their Biliteracy pathway.
3. A family requests their child to enroll in the program in order to strengthen their child's biliteracy. This is only allowable upon assessment of the student's proficiency in the Target Language to ensure that the student will be able to achieve a proficiency level in both languages.

Early Exit From the Dual Program

According to research, a Dual Immersion Program is most effective when students stay for the entire duration of the program, or at least 7 to 8 years. Exiting a student from the program early could negatively impact their academic proficiency in the monolingual program, due to the interruption of the progressive natural acquisition of languages, and it is not in the best interest of the student. (Center for Applied Linguistics (CAL). LUSD requests that all families who may be interested in an early exit will:

- Communicate with the Program Lead, who will discuss the family's individual circumstances and will explain the impact of this early exit and assess options.
- If the family ultimately determines to exit the program, they will sign a document stating that they understand the impact of early exit and still wish to proceed.

Participation in the State Biliteracy Pathway

All students who are enrolled in the DLI program in Lynwood participate in State Biliteracy Pathway Recognitions, established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English. In addition, this recognition serves to:

- Encourage students to study languages, continue their language study, and become multilingual.
- Raise awareness about the State Seal of Biliteracy requirements and ensure that multilingual students have the information they need to meet these requirements and earn the State Seal of Biliteracy upon graduation from high school.
- Certify progress toward biliteracy.
- Prepare students with 21st-century skills.
- Recognize and promote world language instruction in public schools.
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures, histories, and languages of a community.
- Implement principles one and four of the English Learner (EL) Roadmap Policy by creating an aligned and articulated pathway to multilingualism that embraces students' home and community languages and cultures as assets.



6th Grade Promotion: Continuation in the Biliteracy Pathways

All students who are promoted in 6th grade from the DLI Program are enrolled in the Spanish Nativo 1 course in middle school by default. This is to guarantee that the students continue in the Pathway to Biliteracy during their middle school years and continue to maintain a high proficiency level in the target language, in order to be better prepared to take Advanced Placement Foreign Language (Spanish) classes in high school and, therefore, increasing their chances to:

- Meet the State Seal of Biliteracy "Foreign Language" criteria earlier
- Open their schedule to take other electives
- Ensuring that they receive the Seal of Biliteracy at graduation.

Parents are informed of this pathway at the time of enrollment in the program, but also during the 6th grade parent orientation meetings conducted at the site. Students are informed at the beginning of their 6th grade year and are encouraged to begin to think about their interests and long term goals, discuss with their parents and be ready for decision time.

Only Newcomer students who may have arrived in the last years in Elementary are enrolled in ELD, so they can continue developing their English. If an EL has not been reclassified by 6th grade, the recommendation is to elect AVID Excel, which is intended to support academic language acquisition in English, in order to reclassify.

TEACHER CREDENTIALS & PROFESSIONAL DEVELOPMENT PLAN FOR DLI TEACHERS & ADMIN



CHAPTER 7


Teaching Requirements

Dual Immersion teachers must possess a bilingual certification in order to teach in the program, whether a BCLAD or a college bilingual certification. In addition, the district could request other means of demonstrating Language Proficiency in the target language during the interview process, such as interview questions in the target language or presentation of a lesson in the target language.

Professional Development

Professional development (PD) plays a crucial role in the success of Dual Immersion (DI) programs. These programs, which provide students with instruction in two languages, require educators who are not only bilingual but also adept in specialized teaching strategies that promote language acquisition, cultural awareness, and academic achievement in both languages. Continuous, tailored professional development is vital to equip teachers, site and district administrators with the necessary tools, knowledge, and skills to navigate the unique challenges of DI classrooms.


Dual immersion teachers play multiple roles, including language models, content instructors, and cultural ambassadors, while fostering an inclusive and academically rigorous environment. Professional development (PD) in DI programs must provide ongoing support to help teachers navigate these diverse responsibilities.



Effective PD should deepen teachers, admin, and other stakeholders' understanding of language acquisition, teaching strategies for bilingual students, and culturally responsive teaching, enabling teachers to integrate students' cultural backgrounds into the curriculum and create an engaging, inclusive classroom environment.

LUSD is committed to ensuring that teachers in Dual Immersion programs have the ongoing support, resources, and professional development opportunities needed to succeed in this unique and dynamic teaching environment. The district's commitment includes the following:

- **Access to High-Quality Professional Development Workshops and Training:** Our district offers various workshops throughout the year during our scheduled Teacher Work-Days, our Summer Institute, and our Wednesday site PD days to ensure all teachers, including our DI teachers, are prepared to provide rigorous instruction following our curriculum design that includes language acquisition strategies, culturally responsive pedagogy, differentiation, SEL, and assessment techniques.
- **Language Support and Proficiency Maintenance in the Target Language:** Recognizing that bilingual proficiency is essential for the success of DI programs, LUSD is committed to provide opportunities for the DI teachers to continue strengthening their proficiency in the target language, which for many may not be their Native Language. These PD opportunities should include specialized language instruction for educators, including advanced language courses, immersion opportunities, and conversational practice with native speakers. This supports the teachers' ability to act as language models for their students and ensures that they continue to develop both their own language skills and those of their students. Student data, classroom observations, and teachers' feedback will be used to identify specific needs.
- **Cultural Competency Training:** Understanding the importance of cultural relevance in the DI classroom, the district offers training on culturally responsive teaching practices. Teachers will have access to resources and workshops that support the integration of students' cultural backgrounds into the curriculum and ensure that the learning environment is inclusive, equitable, and empowering for all students.
- **Differentiated Instruction Strategies:** Dual immersion classrooms often include a wide range of students with varying proficiency levels in both languages. PD should focus on differentiated instruction strategies that allow teachers to meet the diverse needs of their students. Teachers should be trained in techniques for scaffolding language and content, such as using visual aids, modifying instruction to suit students' language proficiency, and providing targeted support in both languages. Effective differentiation also involves adapting content to make it accessible without diluting its rigor, which is essential for both language learners and native speakers of the target language.
- **Assessment and Data-Driven Instruction:** Understanding how to assess students' progress in both languages is vital for informing instructional decisions in a dual immersion setting. Professional development should provide teachers with the knowledge and tools to implement formative and summative assessments that evaluate both language development and content knowledge. LUSD has developed matrices for the DI program that address the needs of the DI curriculum and the language allocation and follows the district curriculum design.



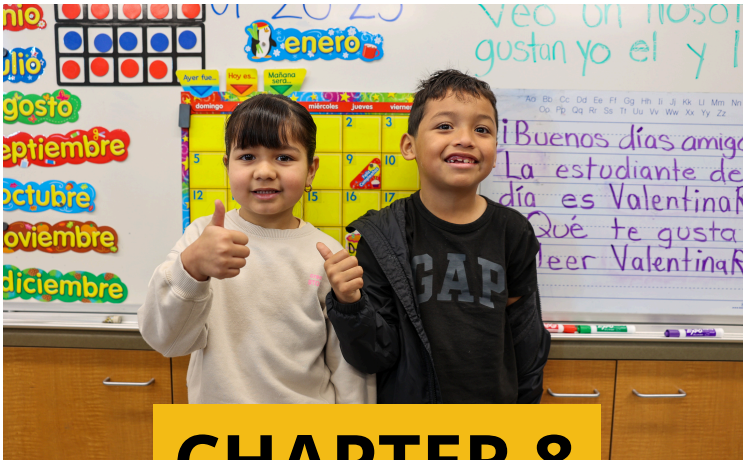
In addition, LUSD conducts Data Reflection Sessions (DRS) after each instructional unit and following the Benchmark Assessments. Dual Immersion (DI) teachers are expected to share their data with monolingual peers to facilitate comparison of standards that are consistent across both languages. These DRS sessions should also provide opportunities for DI teachers to collaborate vertically—sharing data and discussing target language-specific standards with colleagues teaching the grades above and below their own and monitor progress in both languages.

- **Collaborative Planning Time:** The district is committed to providing dedicated time for DI educators to collaborate with their peers regularly to engage in Guided Planning Sessions with colleagues, instructional coaches, and administration. These collaborative efforts foster a community of practice where educators can share best practices, analyze student data, and plan integrated lessons that meet the needs of bilingual learners.
- **Ongoing Coaching and Support:** Our district offers continued support through instructional coaching. DI instructional Lead/s will work directly with teachers, observe their instruction, provide feedback, and offer suggestions and demonstrations for improving classroom practices. This support ensures that DI educators receive personalized guidance tailored to their specific teaching contexts.
- **Access to Resources and Materials:** The district provides instructional resources specific to the DI program (Phonics in the target language, original literature materials, language fluency in the target language). When this happens, we make sure to provide the DI teachers with the necessary PD to ensure a successful implementation. This professional development session will be customized to align with the specific grade level of the materials being discussed and the individual needs of the attendee.
- **Commitment to Equity and Access:** The district is fully committed to equity, ensuring that all students, regardless of their linguistic background, have access to high-quality education in both languages. Professional development in the DI program reflects this commitment by providing teachers with the tools and knowledge to address language barriers, differentiate instruction, and support the academic success of all learners.

Conclusion

The success of dual immersion programs is intrinsically linked to the professional growth of the educators; Teachers, administration, and other stakeholders who lead them. By prioritizing continuous, targeted professional development in areas such as language proficiency, cultural competence, differentiated instruction, assessment, and collaboration, educators are better equipped to meet the diverse needs of their students and help them achieve high levels of bilingualism and biliteracy. Our district's commitment to providing the resources and support for professional development ensures that our teachers have the tools and ongoing guidance needed to create an effective, nurturing, and academically rigorous learning environment for all students.

CYCLE OF IMPLEMENTATION & EVALUATION



CHAPTER 8

LUSD developed an Assessment Guide that faithfully reflects the assessments that students in the program will take and specifies the language in which they will be assessed.

The purpose of this Assessment Guide is to ensure that students' academic and language development progress is being monitored following our district parameters of assessment and collecting enough evidence without over-assessing the students.

Assessments for Dual Immersion should be created or selected based on research-based, high-quality practices that are culturally

responsive, linguistically appropriate, and aligned with both language development and academic content standards. These assessments should not only measure proficiency in both languages but also capture the depth of students' understanding across subjects, ensuring that all learners are supported in their academic and linguistic growth.

In Grades TK-3rd students are assessed in Spanish in all content areas. Only EL students who may meet criteria 1 of the reclassification process will be assessed in English using another assessment that will show they are meeting the Basic Skills criteria in the reclassification process.

Students in grades 4-6 switch the language of assessment according to the language allocation in the curriculum plan. Dual Immersion students are assessed in all State Assessments (CAASPP) in English. ELs in Dual Immersion take the Language State Assessment (ELPAC) until they meet reclassification criteria.

6th Grade students are assessed in both languages and those who score a B or higher in both, English and Spanish, receive the CA Biliteracy Attainment Recognition at Promotion.

The California Seal of Biliteracy

The California Seal of Biliteracy is an official recognition awarded by the state to high school students who have demonstrated proficiency in two or more languages—including English—by the time they graduate.

Dual Immersion (DI) programs are uniquely structured to prepare students for the California Seal of Biliteracy by building strong proficiency in two languages over time—often from an early age.

SEAL OF **BILITERACY**



CHAPTER 9

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.

For many years, Lynwood Unified has participated yearly in the California Seal of Biliteracy. LUSD, in its commitment to preparing students for success in both college and career, as well as for participation in the 21st-century global society, is committed to the development and maintenance of a comprehensive dual immersion program.

The dual Immersion program aims to enhance students' proficiency in both English and the target language, thereby increasing the number of students who attain the Seal of Biliteracy upon graduation.

In addition to the California Seal of Biliteracy, LUSD students in the Dual Immersion Program have participated in the CA Biliteracy Pathway Recognition Initiative since it began in 2021.

The Biliteracy Pathway Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, reading, and writing in one or more languages in addition to English.

LUSD Dual Immersion students participate in the Biliteracy Program Participation Recognition and are recognized for every year they are in the program. In addition, Dual Immersion students participate in the Biliteracy Attainment Recognition when they are promoted in 6th grade and meet specific proficiency criteria in English and the target language (Spanish).



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