



**PARAMOUNT**  
UNIFIED SCHOOL DISTRICT

## Dual Language Program Handbook



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## District Mission

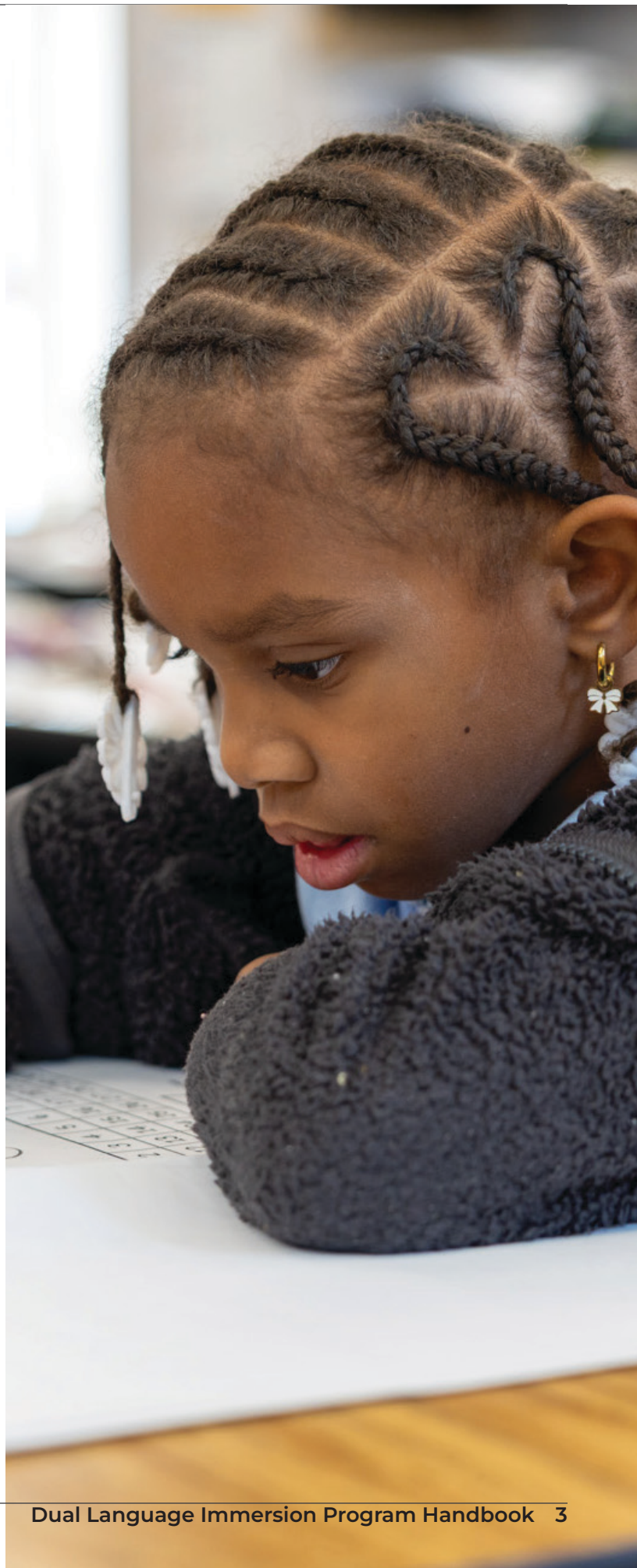
The mission of Paramount Unified School District is to empower every student to achieve their full potential by providing innovative, high-quality educational programs tailored to their individual needs and goals. We are committed to fostering a life-long love of learning in a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

## District Vision

The vision of Paramount Unified School District is to create a district where quality education, equity, diversity, and inclusivity are at the core of everything we do. We aim to provide a safe and supportive environment with exemplary, highly qualified staff. Through strong partnerships and open communication, we will work collaboratively to empower our students to become successful, resilient, well-rounded individuals ready to make a positive impact on the world.

In Paramount USD, our dual language program strives for participating students to achieve bilingualism and biliteracy, socio-cultural competence, and academic proficiency in both program languages where students:

- attain a high level of proficiency in critical thinking, listening, speaking, reading, and writing in both English and Spanish
- achieve academic excellence in Spanish and English across all subject areas
- cultivate positive attitudes and appreciation for world languages and cultures within our global society
- benefit from programs that uplift the home languages and cultures as assets
- meet eligibility to receive the California Seal of Biliteracy as they successfully graduate from high school
- thrive more readily as competent learners and powerful leaders in a multilingual, global economy



## PUSD's Dual Language Program Model

In our dual language program, instruction is delivered in a “sequential” model where literacy is developed in the target language before moving into formally developed English. In Kindergarten, 90% of the instructional day is taught in Spanish where English is used for 10% of the day. As students matriculate into the next grade, the amount of English instruction increases by 10% at each grade level until students receive half of their instruction in Spanish and half in English, starting in grade 4. This gradual approach promotes bilingualism and biliteracy by providing equitable exposure to both languages over the course of a student's elementary academic career, with the intent of continuing the program at the secondary level.



| Grade   | Spanish | English |
|---------|---------|---------|
| K       | 90%     | 10%     |
| 1st     | 90%     | 10%     |
| 2nd     | 80%     | 20%     |
| 3rd     | 70%     | 30%     |
| 4th     | 60%     | 40%     |
| 5th     | 50%     | 50%     |
| 6th-8th | 70%     | 30%     |

In dual language classrooms, ideally there is a balance in each classroom of students that speak the target language and those that speak English. Incoming students will be assessed for their Spanish language proficiency in order to aim at balancing classrooms accordingly.

## Assessment

Because one of the goals of the program is to ensure students achieve academically in both English and Spanish, participating students will be assessed in both languages as a means of monitoring student progress. Assessments that are used will evaluate various domains of language including speaking, listening, reading, and writing. English Learners will also be required to take the English Language Proficiency Assessment for California (ELPAC assessment).

## Dual Language Program Enrollment Information

Our two dual immersion sites are *Mark Keppel Elementary* and *Theodore Roosevelt Elementary*. Both schools offer dual language starting in Kindergarten in order to begin developing students' proficiency in listening, speaking, reading, and writing in the target language at an early age. Students may be qualified to participate in the program as first graders, pending an assessment of their Spanish language proficiency.

Based on a child's home school, Keppel and Roosevelt schools will serve students from the following schools:

- **Keppel:** Keppel, Tanner, Los Cerritos, Collins, and Gaines
- **Roosevelt:** Roosevelt, Lincoln, Mokler, Jefferson, Wirtz, and Hollydale

Students who are designated to attend a school in a different district, will be required to seek a permit and may contact Paramount USD's Student Services Office at (562) 602-6035. Students that live within the boundaries of Paramount USD will not need a permit to attend, unless they opt to attend a dual language school that does not correspond to their home school. The District will provide transportation for students who live within district boundaries and whose home school is Keppel or Roosevelt.

Additional information about the Dual Language Program is available on the Paramount USD website:

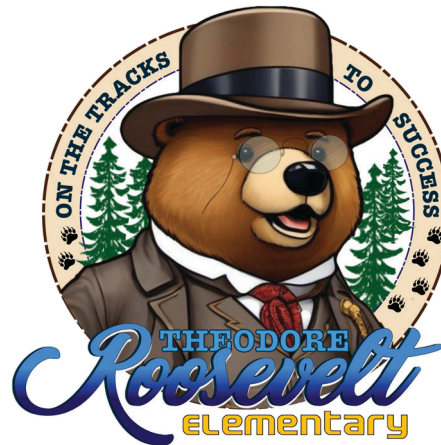
<https://www.paramount.k12.ca.us/apps/pages/DLI>



**Principal:** Mariana Godinez

630 Mark Keppel St  
Paramount, CA 90723

562.602.8028



**Principal:** Michelle Soto

13451 Merkel Ave  
Paramount, CA 90723

562.602.8056



## Program Commitment

Students typically take up to 6-8 years to become bilingual and biliterate; therefore, we are asking families to minimally commit to the program throughout their child's elementary school experience. The district plans to offer dual immersion in middle school as students gradually matriculate up to that level. Typically, students who participate in dual immersion throughout middle school also have the opportunity to accelerate in world language courses in high school. Students who continue their language studies at the high school level and meet designated criteria, may be eligible to receive the [California State Seal of Biliteracy](#) upon graduation.

Prematurely withdrawing students from the program is discouraged; however, individual student needs are always considered and determined in partnership with the school team and family.

All students, including students with disabilities, should be monitored and supported to thrive during every year of their dual language schooling. A request to change to an English-only program should be reviewed by a Student Success Team at a student's corresponding school.

## Parent Participation

Multilingual achievement is a long-term family investment. Family involvement is an integral part of the success of Dual Language Programs. When parents enroll their children in the program, they should recognize the expectations and responsibilities across their children's elementary and middle school careers. Our dual language schools aim to create a positive school climate where families feel valued and welcomed into the school community while accessing the rich language and cultural assets the families can bring to the school.

The best support a parent can provide is to provide many opportunities for students to develop oral language (listening and speaking), regardless of the native language of the parent. However, individual schools will provide support to parents based on needs.

Dual language parents are encouraged to participate in the school's English Learner Advisory Committee, School Site Council, Parent Volunteer, and PTA to ensure the program's success and advocacy.



## Guiding Principles and Evaluation for Dual Language Education

The District uses the Guiding Principles for Dual Language Education, published by the Center for Applied Linguistics, as a tool for planning, supporting ongoing program implementation, and informing the monitoring of program effectiveness:

|                 |                                            |
|-----------------|--------------------------------------------|
| <b>Strand 1</b> | Program Structure                          |
| <b>Strand 2</b> | Curriculum                                 |
| <b>Strand 3</b> | Instruction                                |
| <b>Strand 4</b> | Assessment and Accountability              |
| <b>Strand 5</b> | Staff Quality and Professional Development |
| <b>Strand 6</b> | Family and Community                       |
| <b>Strand 7</b> | Support and Resources                      |

We believe that a well-informed, committed staff is critical to a successful dual language program. Teaching staff possess bilingual credentials in order to be eligible to teach the program. Furthermore, various staff development opportunities are available throughout the year for dual language teachers and administrators that address program structure, curriculum, instruction, and assessment.

Assessment and accountability are essential components of our Dual Language programs. Students are assessed in English and Spanish language arts throughout the school year using tools such as the i-Ready Diagnostic Assessment in ELA and Math, Foundational Reading Skills Assessment, Standards-aligned assessments, and the ELPAC for English Learners.

