

Dual Language Immersion Master Plan



Reviewed and approved by the District English
Learners Advisory Committee on: _____

Submitted to the Board on: _____

Approved by FUSD Board of Trustees on:

_____ by: _____



Acknowledgment:

The FUSD Dual Language Immersion Handbook was updated with the help of our district's leadership team, and our Dual Language team of teachers with input from community members.

Farmersville USD Mission Statement

“Preparing students to be productive members of society and innovative leaders of tomorrow.”

in two languages





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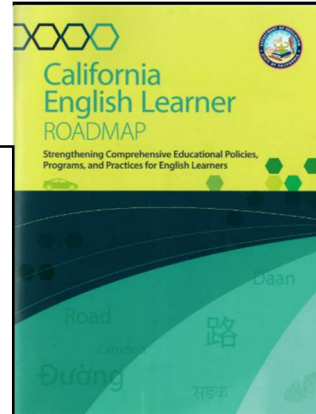
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Dual Language Immersion Program

Introduction

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Farmersville Unified School District is committed to “Preparing students to be productive members of society and innovative leaders of tomorrow.”

Thus, the philosophy of Farmersville Unified School District is to value, promote, and develop biliteracy and biculturalism through multilingual programs.

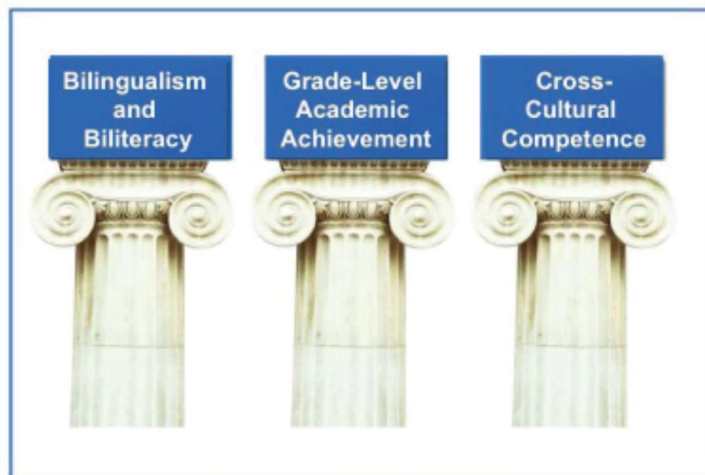
Our Dual Language Immersion program offers Spanish speaking and English-speaking students an exciting, enriching, and challenging educational opportunity. All students will learn to read, write, and communicate effectively in Spanish and English while achieving high levels of academic success. Students will have the bilingual skills and cross-cultural competencies needed to succeed in our multicultural society and global economy. These are priceless gifts that will serve our children for a lifetime.

Farmersville USD Dual Language Educational Blueprint is grounded in research and based upon the three pillars and seven strands of effective Dual Language programs as identified by the Center for Applied Linguistics (CAL). Research shows impressive development of both second language fluency and academic achievement for both language groups.

The district strongly supports the provision for parents' choice to enroll their children in a school that offers this language program.

Farmersville Unified School District's Dual Language Educational Blueprint is grounded in research and based upon the three pillars and seven strands of effective Dual Language programs as identified by the Center of Applied Linguistics (CAL).

Three Pillars of Dual Language Education



©2016 Center for Applied Linguistics

(Reference: CAL Center for Applied Linguistics; Guiding Principles for Dual Language Education, 3rd Edition)

Seven Strands of Effective Dual Language Programs

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

Table 1.1: Benefits of a Multilingual Education

Benefits of a Multilingual Education According to the U.S. Department of Education, multilingualism provides educational, cognitive, sociocultural, and economic benefits for those students who attain fluency in more than one language.			
Cognitive	Educational	Sociocultural	Economic
• Increased executive function ❖ Attentional Control ❖ Task switching (mental flexibility) • May delay the onset of age-related cognitive decline and the onset of illnesses such as Alzheimer's disease • Increased intellectual flexibility	• Comparable or higher achievement of students in dual language programs as compared to students in English-only programs • Improved learning outcomes in various subjects • Associated with increased high school graduation rates among children of immigrants • Leads to increased levels of creativity • Promotes higher levels of abstract thought and reasoning • Engenders enhanced metalinguistic awareness to support the learning	• Greater understanding of other world cultures • Increased empathy • Development enhanced connection to heritage cultures • Promote global awareness, reduced discrimination, improved self-esteem, and stronger cross-group relationships	• Greater job opportunities in multiple public and private sectors • Greater business opportunities • Raise occupational status and earning potential • Language skills are in high demand for employment with the Federal Government

	of languages in the future		
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Overview of Multilingual Program Options

There are several types of multilingual programs that schools are implementing throughout California. Below is a list of multilingual program options.

Multilingual Program Descriptions

Multilingual programs may include, but are not limited to, the following:

Dual-Language Immersion (Two-Way Immersion) is language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding. This program is typically found in kindergarten through grade eight but may be offered through grade twelve.

Transitional Bilingual provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to "English only" instruction by third grade. This program is typically found in kindergarten through grade three but may be offered at higher grade levels.

Developmental Bilingual provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in students' first and second languages. This program is typically found in kindergarten through grade eight.

One-Way Immersion provides instruction in English and another language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural



understanding. This program is typically found in kindergarten through grade eight.

Heritage Language or Indigenous Language provides instruction in English and another language for non-English speakers or students with limited literacy skills in their first language. Indigenous language programs support endangered minority languages in which students may have limited receptive and no productive skills. Both programs often serve American Indian students. This program is typically found in kindergarten through grade twelve.

FLEX: Foreign Language Elementary Experience provides instruction for non-native speakers of the target language, with the goals of exposure, enrichment, and language experience. Typically, during a designated period of the school day or after-school program (usually a few times a week) providing basic exposure to a language. This program is typically found in kindergarten through grade eight.

FLES: Foreign Language in Elementary Schools provides instruction for non-native speakers of the target language during a designated period of the school day or after-school program dedicated to language study. This program is typically found in kindergarten through grade eight.

Native Speakers Courses are courses of language study designed for native speakers of the target language, typically offered in grades seven through twelve.

Source: <https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>

Of the effective models identified by the Center for Applied Linguistics, FUSD determined that the following model of Dual Language would be the most appropriate to meet the unique language needs of all our students in Farmersville Unified School District.

Table 1.2: Dual Language Immersion Program

	Dual Language Immersion Program	
Overview	This is the current K-6 program model in place in FUSD at the following Schools:	
	<u>Kinder-3rd grade</u> Snowden	<u>4th-6th grade</u> Freedom
Characteristics	• An all-day instructional program for all core content • Should include a mix of native speakers of English and native speakers of other languages • Target (non-English) language instruction ❖ 90% at the Kindergarten level ❖ Building to a 50/50 English to target language ratio model by 3rd-6th grades • Non-transferable skills are explicitly taught	
Goals	• Develop high levels of proficiency ❖ In their first language ❖ In a second language • Achieve at or above grade-level academic performance for both groups of students • Demonstrate positive cross-cultural attitudes and behaviors	

Sources: ERIC: <https://files.eric.ed.gov/fulltext/ED473082.pdf>

Center for Applied Linguistics: [https://www.cal.org/twi/guiding principles.htm](https://www.cal.org/twi/guiding%20principles.htm)

Improving Second Language Education:

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20Bilash/heritage.html>



History of the Dual Language Immersion Program Development in FUSD

During the 2017-2018 school year, a District Dual Language Task Force was formed to study the feasibility of establishing a Dual Language (DL) program in the Farmersville Unified School District. The district DL Task Force was comprised of interested teachers, reading specialist, district English Learner Coordinator, principals, academic coaches, superintendent, and assistant superintendent.

The DL Task Force met several times over the course of the year which resulted in the following:

- studied components of effective dual language programs
- visited dual language school districts
- attended several state and local DL conferences and trainings designed to increase DL Task Force knowledge and skills

Based on these findings, the Task Force presented the FUSD Board of Education with a report on developing a dual language program within the district. In March 2018, FUSD Board of Education provided the district's Task Force with a recommendation to develop a Dual Language Master Plan for the Board's consideration and approval for the 2018-2019 school year.

The Dual Language Master Plan will provide the district's framework for development and implementation of a K-6 Dual Language Program for the 2019-2020 school year. The Dual Language Master Plan was created by the Task Force to be a living document and requires updates to be completed as needed.

Program Mission

The Farmersville Unified School District is committed to "Preparing students to be productive members of society and innovative leaders of tomorrow." Our Dual Language Immersion program offers Spanish speaking and English-speaking students an exciting, enriching, and challenging educational opportunity. All



students will learn to read, write, and communicate effectively in Spanish and English while achieving elevated levels of academic success.

Students will have the bilingual skills and cross-cultural competencies needed to succeed in our multicultural society and global economy. These are priceless gifts that will serve our children for a lifetime. Dual Language Immersion programs have been successful with English- and Spanish-speaking children in California for more than 25 years. Research shows impressive development of both second language fluency and academic achievement for both language groups.

Program Goals

The District's goal is to provide an opportunity for students to acquire a second language while maintaining their native language and culture. In addition, maintaining a rigorous academic performance at or above grade level will be measured by classroom grades, common assessments, benchmarks, and state assessments.

The Dual Language program will develop high, positive cross-cultural understanding and appreciation.

Assembly Bill 2514 supports the expansion of Dual Language Immersion programs and supports students and families who want to learn more than one language. This legislation advances the California Department of Education (CDE) Global California 2030 initiative which seeks to quadruple the number of Dual Language Immersion programs in California. Dual Language programs are researched-based and are an effective way of closing the student achievement gap for English Learners (EL) as well as preparing students for success in the 21st Century economy. Dual Language instructional programs have positive outcomes for both English Learners (EL) and native English speakers. CDE research studies on students who participate in Dual Language programs show that these students perform better academically, gain more confidence, and possess greater cultural awareness. Furthermore, students who participate in Dual Language programs also will increase their likelihood of obtaining the State Seal of Biliteracy certification.

Program Benefits and Supporting Research

Our students live in a global community and function in a global economy with the ability to recognize and accept diversity. Bilingual students who are fluent in English and Spanish have a compelling advantage, particularly in California but also in many other parts of the US and in the world.

They will have fluency in two languages which may increase career opportunities. Another benefit is that students can continue to communicate with grandparents or other family members who may only speak Spanish. Additionally, Spanish dominant students who may only have skills in Listening and Speaking in Spanish also learn to read and write in their first language at a higher academic level.

Dual Language Immersion (DLI) allows our English-speakers to develop fluency in a second language early on. Research indicates that bilingualism leads to cognitive benefits and ensure students who enter with Spanish as their first language maintain that language, therefore, the Spanish language is not lost so that English can be gained.

A research study conducted by Collier & Thomas (2004) found that one-way and two-way dual language enrichment models of schooling demonstrate the substantial power of this program for enhancing student outcomes and fully closing the language achievement gap in second language learners (Collier & Thomas/[The Astounding Effectiveness of Dual Language Education for All](#)). Moreover, in the second 32-year longitudinal study on bilingual schooling, Thomas & Collier (2017) found that English only transitional bilingual programs only close half of the achievement gap between English Learners (EL) and native English speakers, while high quality long-term bilingual programs close all of the achievement gap after 5-6 years of schooling through two languages (Thomas & Collier/[Validating the Power of Bilingual Schooling: Thirty-two Years of Large-scale, Longitudinal Research](#)).

Program Structure

FUSD is fully committed to supporting a Dual Language Immersion Program which ensures equity and access for all students and focuses on



- Biliteracy
- Academic excellence in English and Spanish
- Socio-cultural competence

Ongoing planning and evaluation for secure, successful program implementation and facilitate assessed refinements to the program will occur annually. Dedicated funding and resources will be apportioned to ensure full and effective implementation.

The foundation of the dual language immersion program is grounded in best practices based upon an enrichment instructional model, not a remedial model, and founded on solid, research-based educational pedagogy and methodologies.

Table 1.3: FUSD Dual Language Program Sites

Elementary: Kinder-6 th grade Dual Language program sites
• Snowden Elementary • Freedom Elementary

Currently, all sites housing dual language programs are a combination of Dual Language (DLIP) and Structured English Immersion (SEI). Originally, Hester Elementary housed the DLI program in Kindergarten during the school year 2019-2020 with two classes and thereafter a grade level was added every year until reaching first grade. Snowden Elementary then housed second and third grade during the school year 2021-2022 and 2022-2023. Freedom Elementary started the DLI program with 4th grade in 2023-2024, and the DLI program is currently at sixth grade. For the school year 2025-2026, Hester and Snowden became community schools for grades K-3 and the dual language program moved to Snowden.

While there are no dual language immersion programs at the high school level, there is an instructional pathway AP Spanish Language for students coming from the dual language program which support their continued linguistic development in high school and attainment of the state Seal of Biliteracy upon graduation.

Teacher Selection and Recruitment

Teachers who participate in the program will be selected based on the following:

- Appropriate BCLAD teaching credential
- Appropriate grade-level teaching credential
- Teacher seniority as outlined in the Farmersville Teachers Association Certificated contract
- Submit application by the established deadline

Bilingual teachers are encouraged to apply and participate in the dual language program. Student teachers are encouraged to apply and participate in the dual language program while completing their BCLAD credential. Teachers selected for the Dual Language program will be expected to participate in additional professional development opportunities designed to meet program objectives including:

- Developing curriculum objectives and units of study
- Standards-based student assessments
- Development of supplemental instructional materials
- Instructional pedagogy
- Program development training

Dual Language teachers will be provided with supplemental district resources to adequately prepare and collaborate on program implementation out of district categorical funds including Title I, Title II, Title III, and future AB2514 grant funds.

All Dual Language Immersion teachers shall attend professional development each year so that they will continue to strengthen their instruction. Moreover, dual language teachers have opportunities throughout the year to meet with grade level peers and with colleagues across grade levels for

- Collaborating
- Sharing instructional ideas and strategies
- Analyzing data

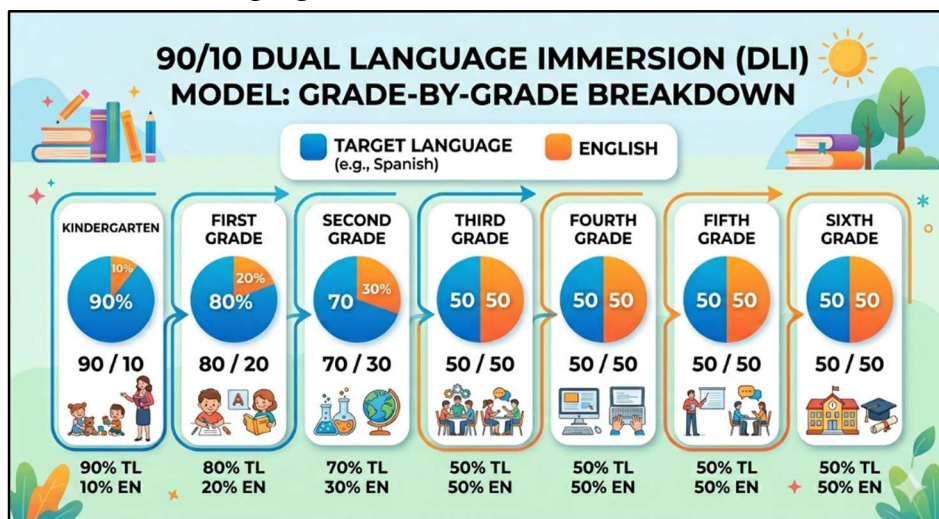
- Working in various committees
- Engaging in continuous improvement of the Dual Language program for all students

Curriculum and Assessment

Instructional Approaches and Models: The instructional approaches for this program follow pedagogical principles that develop linguistic, academic, and cultural competence. They facilitate exploration, understanding, respect and appreciation of target language cultures. Learning occurs in an environment that allows students to engage in meaningful contexts and facilitate multiple interactions to expand intellectual and critical thinking skills, cognitive flexibility and working memory. The program prepares students to qualify for the Seal of Biliteracy upon high school graduation.

This rigorous enrichment program provides core curriculum instruction aligned with the California State standards in both English and Spanish in a modify 90/10 dual language instructional model.

Table 1.4: FUSD Dual Language Immersion Model





The FUSD Dual Language program has established high expectations for student learning and assessment. District adopted Common Core State Standards (CCSS) curriculum and instructional materials are utilized in all dual language classrooms. Students are expected to master a standards-based core curriculum (Spanish, English, Math, Science, and History/Social Science). The district adopted Common Core State Standards textbooks that are implemented in every classroom and include the Spanish textbook versions. Supplemental instructional materials are also utilized in the classroom to support student learning and language acquisition.

A rigorous dual language classroom environment includes standards-based interim assessments designed to measure student progress. Grade-level eligible students participate in the California Assessment of Student Performance and Progress (CAASPP) state testing program to measure student academic progress. Students participating in CAASPP state testing are administered the recently developed standards-based California Spanish Assessment (CSA). Consistent teacher developed interim benchmark assessments are also administered to ensure student mastery of the Common Core State Standards. Additional language and literacy standards are assessed to ensure students achieve grade-level literacy proficiency. Student support and interventions are provided for students who need additional support meeting grade-level language and literacy standards.

The content taught in English in the dual language program employs the same texts and curricular materials utilized in the core, standard Structure English Immersion (SEI) program. For content taught in Spanish, in most cases, the curricular materials used to support instruction in Spanish are the exact same program materials used in the Structured English Immersion program, but in Spanish. Curricular materials will be Common Core Standards Aligned and State and local school board approved. Table 1.5 shows the primary instructional materials used, by grade level, to support standards-based instruction in Spanish.

Table 1.5: Adopted Textbooks

Subjects taught in Spanish	Grade Level	Curricular Materials
Spanish Language Arts	Kindergarten-Sixth Grade	• Maravillas—McGraw Hill *Digital Access/Consumables Adoption 2yr. Extension: July 2025-June 2027 • Wonders—McGraw Hill *Digital Access/Consumables Adoption 2yr. Extension: July 2025-June 2027 • Estrellitas (K-3rd) • Lunitas (2nd -3rd) • Grade Level Benchmarks • CSA • SBAC ELA
Mathematics	Kindergarten-Sixth Grade	• Envision—Savvas *Digital Access/Consumables • Grade Level Benchmarks • SBAC Math
Science	Kindergarten-Sixth Grade	• Twig Education Twig Science * Digital Access /Consumables Adoption: May 25, 2021 - 2nd Grade: 8yr. Adoption 2021/22 - 2028/29 3rd grade added June 2024,

		4th-5th grade added June 2024 6th Grade HMH Science—Houghton Mifflin *Digital Access/Consumables Adoption: 2019
Social Studies	Kindergarten-Sixth Grade	- SAVVAS--Pearson myWorld Access * Digital Access /Consumables Adoption yr: 2019 - SAVVAS—Pearson Mi Mundo *Digital Access/Consumables Adoption yr.: 2nd grade 2021-22, 3rd grade 2022-23 4th grade 2023-24, 5th grade 2024-25 (6th Grade) National Geographic—Cengage/Hampton Brown National Geographic *Digital Access/Consumables 8 yr. Adoption: Jan. 23, 2019-Aug. 8, 2028

Systematic collaboration with other departments and programs (e.g., Honors, AVID, Special Education, etc.) will be employed to ensure quality of instruction and services provided to students in both languages.

Professional Development

Professional development for teachers and administrators is an essential component in implementing a successful dual language program. Professional development opportunities on topics and skills which are unique to providing instruction in two languages will be the focus of all professional development offerings. Examples of these types of professional development, unique to meet the needs of teachers and administrators working in a dual language program include:

Literature on Research & Language Education Pedagogy

- Bilingual programs structure, models, and best practices
- Multidimensional, multisensory-linguistic-cultural approaches.
- Reflection on beliefs and dual language theory – Study groups
- Equity and positive teaching-learning environment
- Ensure full access and services for all students
- Differentiated instruction (UDL) and the Intercultural competency development schoolwide

Transferable and non-Transferable Skills between L1 and L2

- Capitalization and punctuation
- Foundational skills: Concepts of print, phonological awareness, spelling
- Morphology and syntax
- Text structures
- Vocabulary: Cognates & false cognates
- Idiomatic expressions, figurative language, and formal and informal registers (cultural competency)

Early Literacy and Numeracy

- Development of physical, socio-emotional, cognitive skills
- Language, literacy and mathematics domains and skills
- Importance of incorporating play into the activities



- Alignment with TK-K curriculum
- TK and K curricula
 - Differentiated curriculum, instruction and assessments.
 - Socio-emotional intelligence development and study habits
 - Language development

New Programs Implementation

- Support for teachers
 - Curricular program implementation training
 - Pathways for earning Bilingual Authorization
 - Partnerships with CAFE, Californians Together, universities, consulates, and other institutions to support successful Dual language program implementation
 - Intercultural competence development
- Support for administrators
 - Supporting successful Dual language program implementation
 - Fostering parent and community partnerships to strengthen and enhance the dual language program

Assessments and Instruction

- Administration
- Data analysis and interpretation
- Instructional implication
- Progress monitoring

Dual Language Professional Development

To build staffing capacity, FUSD partnered with Dr. José Medina: Educational Solutions, LLC to build capacity and follow the guiding principles and the seven strands of an effective Dual Language Immersion program.



Dual teachers attended and participated in training and coaching cycles over a series of three years throughout the three consecutive school years. These sessions were presented in Spanish to help develop teachers' academic Spanish.

The training and coaching cycles were scheduled and facilitated by Dr. José Medina or by a team member of Dr. José Medina Educational Solutions during the school year with the capacity building session held in August and the coaching cycles scheduled for twice a year--- during the fall semester and the spring semester.

- Training: C6 Biliteracy Instructional Framework (C6BIF) –new hires and Refresher course for trained teachers
- Training: C6 Biliteracy Instructional Framework: Lesson Planning via a Critical Consciousness Lens
- Training: La Clase Dual: Instrucción en español /The Dual Language Classroom: Instruction in Spanish

In addition to using curriculum and the Program Specialist-EL/DL (TOSA) to train and facilitate, FUSD also partners with other organizations for training courses that the Dual Language teachers are able to participate in

- Tulare County Office of Education through the EPiCC grant and CABE—
 - Summer Institute (2024) Dual Language Education Institute
 - Unlock the Power of Biliteracy with Literacy Squared! (May 2025)
- Association of Two-Way Dual Language Education (ATDLE)
 - Two-way Bilingual Immersion (TWBI) Conference

Assessment and Accountability

Farmersville Unified School District has a consistent and systematic comprehensive Data Management System in place in order to shape, improve, and monitor program effectiveness. Multiple measures, in the form of both local and state assessments, align with goals, curriculum and instruction, and standards will be used in both languages to track students' performance data over time toward

biliteracy. Table 1.6 provides an overview of the state and local assessments to monitor student progress employed in the Dual Language Program.

Table 1.6: State and Local Assessments

Employed in the Dual Language Programs to Monitor Student Progress				
	English	Grades	Spanish	Grades
State	SBAC	3-6	California Spanish Assessment (CSA)	3-6
	ELPAC	K-6		
Local	STAR Early Literacy	K-2	STAR Alfabetización Temprana	K-2
	STAR Reading	K-6	STAR Lectura	K-6
	Grade Level Benchmarks	K-6	Grade Level Benchmarks	K-6
	Common Formative Assessments (CFAs)	K-6	Common Formative Assessments (CFAs)	K-6

Accountability

State, district and classroom assessment outcomes will be disseminated to the appropriate stakeholders. Administrators and teachers will participate in professional development to analyze and interpret assessments data correctly, establish support needed and determine the appropriate expectations for students and the instructional implication in both languages.

Enrollment

Students residing in the Farmersville Unified School District boundary may enroll in the Dual Language Immersion Program (DLIP). All Kindergarten students are eligible for this program. Currently FUSD does not offer the program in TK. Due



to the highly structured plan of learning in two languages, parents must be prepared to commit to the program goals through sixth (6th) grade.

A student may be considered for the program after first grade (1st) provided that the student can demonstrate language skills and knowledge necessary to be successful in the program. Students in grades 1-6 wishing to enter the program must demonstrate appropriate language skills, grade level knowledge, and interest necessary to be successful in the DLI Program. Previous experience in Dual Immersion (DI) or bilingual programs will be considered as these experiences support success in the DI Program. Maintaining the linguistic balance of each cohort is essential and entrance will be determined on a case-by-case basis.

Table 1.7 details the protocol that Farmersville Unified School District will be following for students who wish to enroll in the dual immersion program.

Table 1.7: FUSD DLIP Consideration Protocol

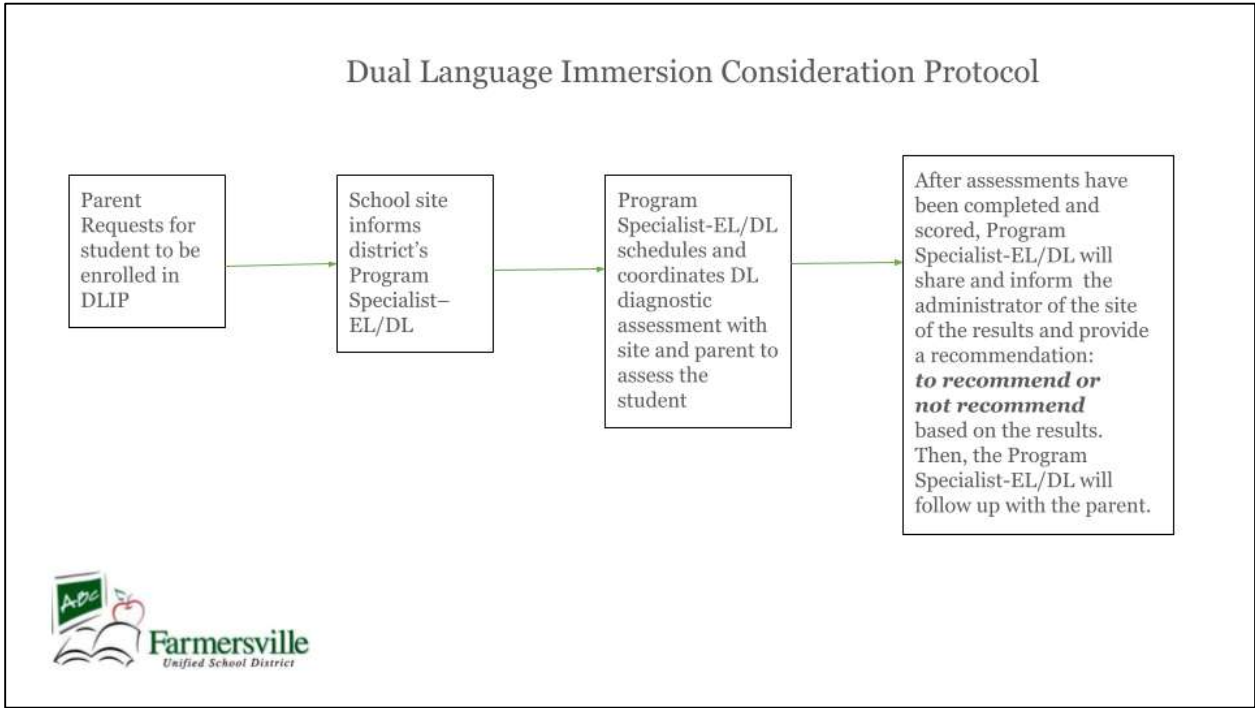
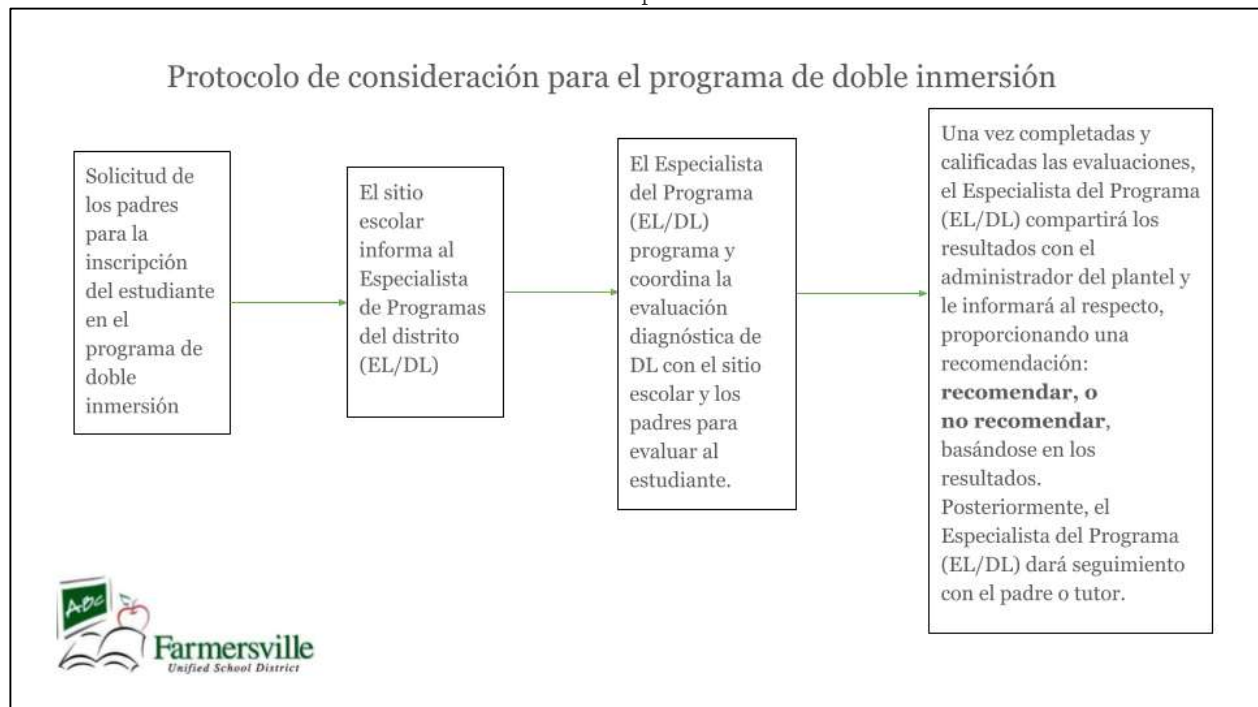


Table 1.8: FUSD DLI Consideration Protocol—Spanish



The District's Program Specialist-EL/DL will facilitate the following action steps to ensure an effective student placement:

- **Comprehensive Assessment:** Conduct an oral interview in both English and Spanish and administer the appropriate Spanish grade-level diagnostic (BOY, MOY, or EOY).
- **Collaborative Data Review:** Partner with the administrator, teachers, and family to review assessment results and provide an informed placement recommendation.
- **Final Determination:** Present findings to the parents, who will make the final decision regarding the student's placement option.

Families of late entry students will be encouraged to work with and provide support for students to catch up on materials for second language literacy to ensure student success in the program.



Priority enrollment is offered to siblings of students currently enrolled in the DLI program to attend the same school. Parents who would like to enroll their child/children in the program need to register at the school site.

During open enrollment applications are accepted from all Kindergarten FUSD families. Parents will be notified of the Open Enrollment timelines.

For families living outside of Farmersville USD boundary, they must request a release from their home district in order to attend a specialized program not offered at their home district. Because FUSD requires that students be released from their home districts interested families should still complete an application for the DLI program even if they have not received the official release paperwork. Once the Inter-district Transfer is approved parents will need to submit a copy of the Inter-district Transfer approval to the home district.

When the student is enrolled in the Dual Language Immersion program (DLIP), the student will remain enrolled automatically unless the parent decides to disenroll the student or the District. The disenrollment of a student will be done in consultation with parents, teachers, administrator and the Program Specialist-EL/DL.

Exit Protocol

There may be rare situations in which it is determined the best educational interests of a student are not compatible with learning content in two languages in a dual immersion setting. Due to the challenging nature of Dual Immersion, (developing literacy in two languages while learning academic content in both languages), individual circumstances may warrant a different program option for some struggling students. Each case should be carefully considered by parents, teachers, and administration.

The following protocol shall be followed when considering a student for an alternative to the Dual Immersion Program:

- Parent and teacher will meet as often as necessary to ensure proper support is being provided by teacher, school and family. The principal will be kept informed at the earliest possible time. The Student Study Team (SST) process will be utilized as appropriate for all students who are struggling academically, socially, or in any other way that affects reasonable and expected progress.
- Teacher will discuss with the principal the concerns regarding student's progress, share measures of progress, interventions and supports, and previous discussions with parents.
- Principal, teacher and parent will meet to discuss student progress and program options.

Proposition 58 California English Learner Roadmap was passed by the State Board of Education effective July 1, 2017. This policy amended most of Proposition 227 requiring a parent waiver to participate in a Dual Language program. Parents are no longer required to waive the right of their child to receive all instruction in English.

Family and Community

Family: Parents are considered as valuable partners in the successful implementation of dual language programs in Farmersville USD.

The Farmersville Unified School District is dedicated to ensuring that parents are engaged and involved in their child's acquisition of English and overall academics provided in the dual language program. This begins with providing a welcoming environment for all families and members of the community and will be ensured in an effort to collaborate and coordinate resources. FUSD sites are encouraged to include parental communication on their campuses to facilitate the following objectives:

- Emphasize the importance of early language development at home especially on the quantity and quality of verbal interactions and the development of pleasure and love for reading. This will contribute to



increasing the level of vocabulary and comprehension, and the understanding of the structure of a language.

- Develop good work habits, responsibility, confidence and positive behavior
- Develop awareness of the importance of equity, access, and the benefits of bilingualism to support and advocate for the program.
- Promote a variety of mediums for parent involvement, competence, connectedness and empowerment.
- Attend school and district site meetings, such as, English Learner Advisory Committee (ELAC), School Site Council (SSC) and District English Learner Advisory Committee (DELAC)

The two dual schools, Snowden Elementary and Freedom Elementary, will work closely with parents and establish efficient and active venues for parent contribution and engagement in the dual educational program and learning process of their children.

Since the opportunity for a child to become bilingual and biliterate is priceless, it requires an unwavering fidelity to the educational mission and an active investment in our community's growth. Research shows that acquiring proficiency in a second language may take five to seven years, therefore, parents are expected to commit to this program through at least the sixth grade to ensure that their child has the time necessary to fully develop linguistically and at the same time also be successful academically. To underscore the importance of this commitment, parents are asked upon entry into the program to sign the Dual Language Parent Compact, which outlines both student and parent involvement commitments as a condition of being enrolled into the Dual Language program.

Table 1.9: FUSD Dual Language Program Compact



Farmersville Unified School District Dual Language Program Compact

I. Mission & Philosophy

Our DLI program is founded on the "Three Pillars" of dual language education: **academic excellence, bilingualism/biliteracy, and sociocultural competence**. By entering this agreement, both parties acknowledge that acquiring a second language to a level of academic proficiency is a process that typically spans 5 to 7 years and **calls for sustained engagement** from all stakeholders.

II. The School's Commitment

To ensure the **instructional efficacy** of the program, Snowden Elementary agrees to:

- **Pedagogical Mastery:** Provide highly qualified, biliterate educators who utilize research-based immersion strategies and maintain strict **language separation** to maximize student acquisition.
- **Curricular Rigor:** Deliver a standards-aligned curriculum that ensures students meet or exceed grade-level benchmarks in both Spanish and English.
- **Resource Allocation:** Invest in high-quality, authentic multicultural materials and technology that reflect the depth and diversity of the target language.
- **Transparent Communication:** Provide regular updates on student linguistic and academic progress, offering guidance on how families can support learning at home regardless of their own language proficiency.

III. The Family's Commitment

Success in this program **necessitates a high degree of professional resolve** and a personal stake in the child's linguistic journey. As a DLI parent/guardian, I agree to:

- **Long-Term Fidelity:** Commit to the program through at least the 6th grade, acknowledging that withdrawing a child early disrupts the linguistic balance of the cohort and denies the student the full benefits of biliteracy.
- **Active Investment in Learning:** Create a home environment that values both languages. I will encourage Spanish exposure through media, community interactions, and supplemental reading, regardless of my personal fluency.
- **Steadfastness in Challenges:** Understand that "productive struggle" is a natural part of language acquisition. I will support my child through periods of frustration with **unyielding resolve**, focusing on their long-term growth rather than short-term ease.
- **Collaborative Presence:** Participate in DLI-specific orientations, parent education nights, and cultural celebrations to strengthen the school-home partnership.

IV. The Student's Commitment

I understand that being part of the DLI program is a unique opportunity. I agree to:

- **Linguistic Integrity:** Make a consistent, "best-effort" attempt to speak the target language during designated instructional blocks.
- **Relational Intelligence:** Show respect for all cultures and perspectives, acting as a bridge between different communities.
- **Persistent Effort:** Take risks in my learning, knowing that making mistakes is a vital part of becoming bilingual.

V. Formal Agreement

By signing below, we acknowledge that the DLI journey **compels a proactive approach** to education. We move forward as partners, sharing a **vested interest** in the student's emergence as a globally-minded, biliterate citizen.

Date: _____

Parent/Guardian Signature: _____

School Administrator Signature: _____

Student Signature (if applicable): _____

Table 1.10: FUSD Dual Language Program Compact- Spanish



Convenio del Programa de Lenguaje Dual

Distrito Escolar Unificado de Farmersville

I. Misión y Filosofía

Nuestro programa de Inmersión de Lenguaje Dual (DLI) se fundamenta en los "Tres Pilares" de la educación de lenguaje dual: **excelencia académica, bilingüismo/bi-alfabetismo y competencia sociocultural**. Al firmar este acuerdo, ambas partes reconocen que adquirir un segundo idioma hasta alcanzar un nivel de competencia académica es un proceso que normalmente dura de 5 a 7 años y **requiere un compromiso sostenido** de todas las partes interesadas.

II. El Compromiso de la Escuela

Para garantizar la eficacia instructiva del programa, la escuela Snowden se compromete a:

- **Maestría Pedagógica:** Proporcionar educadores altamente calificados y bilingües que utilicen estrategias de inmersión basadas en la investigación y mantengan una estricta separación de idiomas para maximizar la adquisición del estudiante.
- **Rigor Curricular:** Entregar un currículo alineado con los estándares que asegure que los estudiantes alcancen o superen los niveles de referencia de su grado tanto en español como en inglés.
- **Asignación de Recursos:** Invertir en materiales multiculturales auténticos y de alta calidad, así como en tecnología que refleje la profundidad y diversidad del idioma meta.
- **Comunicación Transparente:** Proporcionar actualizaciones regulares sobre el progreso lingüístico y académico del estudiante, ofreciendo orientación sobre cómo las familias pueden apoyar el aprendizaje en casa, independientemente de su propio dominio del idioma.

III. El Compromiso de la Familia

El éxito en este programa requiere un alto grado de resolución profesional y un interés personal en la trayectoria lingüística del niño. Como padre/tutor de DLI, acepto:

- **Fidelidad a Largo Plazo:** Comprometerse con el programa al menos hasta 6º grado, reconociendo que retirar a un niño prematuramente interrumpe el equilibrio lingüístico del grupo y priva al estudiante de los beneficios completos del bilingüismo.
- **Inversión Activa en el Aprendizaje:** Crear un ambiente en el hogar que valore ambos idiomas. Fomentaré la exposición al español a través de los medios de comunicación, interacciones comunitarias y lectura suplementaria, independientemente de mi fluidez personal.

- **Firmeza ante los Desafíos:** Entender que el "esfuerzo productivo" es una parte natural de la adquisición del lenguaje. Apoyaré a mi hijo durante los periodos de frustración con una resolución inquebrantable, enfocándome en su crecimiento a largo plazo en lugar de la facilidad a corto plazo.
- **Presencia Colaborativa:** Participar en las orientaciones específicas de DLI, noches de educación para padres y celebraciones culturales para fortalecer la asociación entre la escuela y el hogar.

IV. El Compromiso del Estudiante

Entiendo que ser parte del programa DLI es una oportunidad única. Acepto:

- **Integridad Lingüística:** Realizar un intento constante y de "mejor esfuerzo" para hablar el idioma meta durante los bloques de instrucción designados.
- **Inteligencia Relacional:** Mostrar respeto por todas las culturas y perspectivas, actuando como un puente entre diferentes comunidades.
- **Esfuerzo Persistente:** Asumir riesgos en mi aprendizaje, sabiendo que cometer errores es una parte vital para llegar a ser bilingüe.

V. Acuerdo Formal

Al firmar a continuación, reconocemos que el camino del programa de doble inmersión exige un enfoque proactivo hacia la educación. Avanzamos como socios, compartiendo un interés mutuo en el surgimiento del estudiante como un ciudadano con mentalidad global y bilingüe.

Fecha: _____

Firma del Padre/Tutor: _____

Firma del Administrador Escolar: _____

Firma del Estudiante (si corresponde): _____

Community: Embracing the diversity and wealth of resources available in the surrounding community is an effective means of strengthening a dual language program. Farmersville's central location in Tulare County affords us access to a variety of valuable resources to support, grow and build capacity within our dual language program. Community partners are continually sought, and some examples of community partners currently include:

- Colleges and universities
 - College of the Sequoias
 - Visalia Campus
 - Tulare Campus
 - Hanford Campus
 - Porterville College
 - Reedley College
 - California State University, Fresno
 - California State University, Bakersfield
 - University of California, Merced
- Other districts, in Tulare County and beyond, with Dual Language programs
- Tulare County Office of Education (TCOE)
- Dual Language Network
- Mexican Consulate, Fresno
- Californians Together
- CABA
- Center for Applied Linguistics (CAL)
- Local businesses, institutions and organizations

Employing an integrated approach in the incorporation of parent engagement along with the integration of community services and resources that these institutions offer, provides our schools with a desirable broader range of well-planned educational activities and events. In turn, this will provide ample opportunities for deeper, meaningful learning, and prevent many risk factors associated with learning difficulties.



Together, parent engagement and community involvement are powerful implements in ensuring a high-quality global socio-educational system of support for students and parents.

Secondary World Language Program

FUSD offers an elective option for students at the high school level. The world language course is AP Spanish Language and fulfills the A-G world language requirement for UC and CSU schools and the skills needed to earn the state Seal of Biliteracy upon graduation.

Language Program Implementation Action Plan

Using the seven strands of effective language programs, the Dual Language Task Force determined that the following actions would need to be implemented in order to fully and effectively support the continued implementation of Language program in the Farmersville Unified School District.

Seven Strands	Actions needed to support implementation
1. Program Structure	• Ongoing planning and coordination of curriculum, instruction, and assessment across the two languages of instruction. Identify clear outcomes and expectations that include academic achievement, bilingualism and biliteracy, and sociocultural competence • Promote a strong, effective and knowledgeable leadership team that advocates for language programs and supports an ongoing self-reflection and evaluation to ensure continual improvement • Expansion of language programs following the California Department of Education (CDE) regulations for language programs of May 2018
2. Support and Resources	• Schedule visits and collaboration meetings with stakeholders to observe, plan, evaluate and refine language programs in

	order to foster leadership, motivation, commitment, and quality of instruction • Allocate funding to provide sufficient staff, equipment and resources in both languages to meet program goals and ensure its effective implementation • Engage in public relations activities to promote the program to a variety of audiences through effective marketing and outreach efforts
3. Staffing	• Disseminate a survey for study of capacity and based on results, establish a teacher recruitment and retention plan that is aligned with program goals and long-term needs • Collaborate with universities and organizations like CABE, CAL, CDE, Californians Together, etc. to recruit teachers with Bilingual Authorization (e.g., BCC, BCLAD) • Build capacity within current teaching staff through training and bilingual authorization pathways
4. Curriculum and Instruction	• Develop and implement a high-quality standards-based curriculum that promotes and maintains equal status of both languages and the appreciation of multiculturalism and linguistic diversity • Integrate effective language development practices with content instruction in both program languages considering the needs of students with different language learner profiles (native speakers, second language learners, newcomers, and bilingual students) • Coordinate curriculum, instruction and assessment across grade levels addressing the specific needs of all students (English Learners, special education, honors, Title I...)
5. Professional Development	• Maintain an infrastructure to support PD that is aligned with competencies needed to meet dual language program standards • Partner with professional organization and educational institutions to tailor PD to meet the unique needs of FUSD language programs and engage in dual language program networking

	• Develop a long-term professional development plan that is comprehensive, inclusive and differentiated
6. Assessment and Accountability	• Develop an Assessments and Accountability Plan to inform all aspects of the program • Monitor program and outcomes to ensure quality and fidelity of program implementation as well as equity and access • Align formative and summative assessments with goals and standards for both languages of instruction and use data to inform curriculum development and instructional practices
7. Family and Community	• Engender a welcoming, appreciative and positive school climate that helps families and community understand, support, and advocate for the program • Engage in community building projects and activities with students and families to capitalize on the varied linguistic, socio-economic and cultural services and resources • Plan collaboration and professional development that will contribute to the academic success of the students







Farmersville
Unified School District

Superintendent- *Manuel Méndez*

Assistant Superintendent- Eduardo Ochoa

Kindergarten 2026-2027

Application deadline for entry into the selection process is March 30, 2026

Student Last Name	Student First name	Gender (circle) M F	Birthdate (MM/DD/YY)
At home, my child most often speaks (circle):		Spanish English Both Span & Eng	
NOTE: All students applying to the program will be assessed for language proficiency.			
Father's Name		Mother's Name	
Address			
Telephone		Work Phone	
Email			
Please list other children applying for or enrolled in the Dual Language Immersion program: <u>Applying:</u> _____ <u>Currently enrolled:</u> _____			
Parent Commitment: I understand a Dual Language Immersion Program requires many years of student in order for students to reach high level of proficiency in two languages and raise the full the academic benefits of the program. If my child is accepted into the program, I will attend the required orientation meetings and complete a parent commitment form in which I will commit to my child's participation through 6 th grade.			
Parent signature			Date

Office Use Only:

Date/Time received:		Accepted by:	
Language Assessment:	Spanish	English	Bilingual
Priority Status:	Sibling	Preschool	Employee



"Preparar a los estudiantes para que sean miembros productivos de la sociedad y líderes innovadores del mañana"

Superintendente- Manuel Méndez

Asistente de Superintendente- Eduardo Ochoa

Programa De Doble Inmersión Formulario de Aplicación El Grado Kínder 2026-2027

La fecha límite para solicitar el ingreso al proceso de selección es el 30 de marzo de 2026.

Apellido del estudiante	Nombre del estudiante	Género (círculo)	Fecha de nacimiento (MM/DD/YY)
		M F	
En casa, mi hijo habla más a menudo en (círculo):		Español Inglés Ambos Español y Inglés	
NOTA: Todos los estudiantes que soliciten el programa serán evaluados por su dominio del idioma.			
Nombre del Padre		Nombre de la madre	
Dirección			
Teléfono		Teléfono del trabajo	
Correo electrónico			
Por favor enumere a otros niños que solicitan o se inscriben en el Programa de Inmersión Doble: <u>Solicitud:</u> _____ <u>Actualmente matriculado:</u> _____			
Compromiso de los Padres/Tutor(es): Entiendo que un Programa de Inmersión Doble requiere muchos años de estudios para que los estudiantes alcancen un alto nivel de competencia en dos idiomas y aumenten los beneficios académicos del programa. Si mi hijo(a) es aceptado en el programa, asistiré a las reuniones de orientación requeridas y completaré un formulario de compromiso de los padres en el que me comprometeré con la participación de mi hijo(a) hasta el sexto grado.			
Firma de los padres/tutores		Fecha	

Uso exclusivo de la oficina:

Date/Time received:		Accepted by:	
Language Assessment:	Spanish	English	Bilingual
Priority Status:	Sibling	Preschool	Employee



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