

Dual Language Immersion Master Plan



Supporting **ALL** students to become the best potential version of
themselves

From Here to Anywhere

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Chapter 1: District Contact Information

At Simi Valley Schools, we value every family passing through our schools and programs. It's so important to us that we've made it Our Promise to our community, that *we will inspire each and every student to succeed in school, career, and life.*

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Dual Immersion Site



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Chapter 2: Core Values

History of Arroyo Elementary Dual Language Immersion Program

The Simi Valley Unified School District (SVUSD) values multilingualism for all students, and is committed to asset-based educational approaches to meet the needs of Multilingual Learners. In pursuit of this goal, SVUSD developed a Dual Language Immersion (DLI) program. To ensure the quality of the emergent DLI program, SVUSD contracted with the California Association for Bilingual Education (CABE), a recognized expert consultant association for DLI. CABE along with a diverse team of SVUSD school personnel called the DLI Guiding Coalition planned the initial implementation of the DLI program over the course of the 2022-2023 and 2023-2024 school years.

A crucial component to the development of the program was community outreach, achieved through parent surveys, meetings, and school visits. Survey results indicated community support for a DLI program with 84% of Arroyo Elementary families in favor of a DLI program at their site.

On May 16, 2023, the Simi Valley Unified School Board of Education approved the establishment of a Dual Language Immersion program (Spanish-English) at Arroyo Elementary School for the 2024-2025 school year. The program launched with three Transitional Kindergarten (TK) and two Kindergarten classes. Each school year an additional grade level will be added until the entire school forms part of the DLI program. Arroyo Elementary became a school of choice program with the implementation of DLI, which means that students who meet the Arroyo Elementary enrollment criteria may apply to participate. See Chapter 4 for details.

Consistent with [Global 2030](#), the state initiative adopted in 2018, SVUSD aims to equip students to meaningfully participate in a globalized society. We are pleased to provide opportunities for students to develop high levels of academic success in English and Spanish as well as to embrace linguistic and cultural differences as they prepare to become positive contributors to an increasingly diverse global society.

Vision Statement

The Simi Valley Unified School District Dual Language Immersion program will empower students to become multilingual global citizens to take them “from Here to Anywhere.”

Mission Statement

The Simi Valley Unified School District commits to providing an equitable, rigorous, and engaging Dual Language Immersion program that meets the needs of all participating students to ensure the development of bilingualism and biliteracy, sociocultural competence, and the

attainment of academic excellence.

Program Goals

SVUSD is committed to following best-practices based on research in high-performing, sustainable Dual Language Immersion programs. The overall SVUSD program goals align with the three pillars of the Guiding Principles for Dual Language Education, a well-respected tool for implementing and monitoring a successful DLI program.

1. Bilingualism and biliteracy
 - All students will develop high levels of proficiency and fluency in English and Spanish.
2. Academic excellence
 - All students will achieve high levels of academic excellence in all core content areas in both languages.
3. Cross cultural competence and critical consciousness
 - All students will develop a positive appreciation towards world languages and cultures in a global society, promoting their involvement in global issues.

Chapter 3: Program Design

What is a Dual Language Immersion Program?

Our Dual Language Immersion program acknowledges and values multilingualism across California and throughout the world. As the DLI Guiding Coalition developed this program, the team aimed to support the [Global 2030](#) state initiative which recognizes the value of residents speaking multiple languages. This initiative sets goals for 2030 to have more multilingual citizens and expanded dual language learning opportunities. The SVUSD DLI program aligns with these goals by immersing students in two languages to promote fluency and multicultural appreciation from an early age. SVUSD believes celebrating linguistic diversity enhances cross-cultural connections and prepares students to collaborate meaningfully with peers in their local context and abroad.

Dual Language Immersion provides both native English speakers and multilingual learners the opportunity to learn to read, write, and communicate effectively in two languages while attaining high levels of academic achievement. In addition, students develop an understanding of and an appreciation for other cultures, develop high self-esteem, and experience positive interactions with people from other cultures and countries.

Participation in this program begins in Transitional Kindergarten or Kindergarten. Families are encouraged to initially **commit** to the program through the elementary years to maintain instructional consistency for the child as well as to maintain the health of the DLI program. SVUSD plans to continue the program into secondary school including enrollment in high school courses. Families are encouraged to continue through high school in order to reach and maintain high proficiency levels in two or more languages. SVUSD encourages the attainment of the State Seal of Biliteracy for DLI students upon graduation from high school.

In a Dual Language Immersion program, both Spanish-dominant and English-dominant speakers are placed in the same classroom. Ideally, a DLI classroom model consists of 50% of students who are dominant speakers of Spanish and 50% who are dominant speakers of English. The English-only group includes Heritage Language Speakers (HL). HL refers to students who originate in a family from a Spanish-speaking background, but who is at-risk of losing the language. A balanced classroom configuration is essential as each group serves as a strong model for the instructional languages. All efforts are made to ensure this ratio is honored.

The Dual Language Immersion Program at Simi Valley Unified School District prepares students for the ever-changing globalized world of the 21st Century. Through rigorous academic instruction in two languages, this program promotes the attainment of high academic achievement through multilingualism, multiliteracy, and sociocultural competence.

Why Choose Dual Language Immersion?

In order to support families as they make this important decision, we have provided some bulleted benefits regarding Dual Language Immersion.

Benefits of Dual Language Immersion for All Learners

- Research indicates that multilingualism leads to cognitive benefits.
- Bilingual speakers have increased intellectual flexibility.
- Fluency in two languages may increase future career opportunities.
- The ability to speak English and Spanish is an unarguable advantage, particularly here in California, but also in many other parts of the US and in the world.
- Our children will live in a global community and function in a global economy. The ability to recognize and accept diversity will be a necessity.

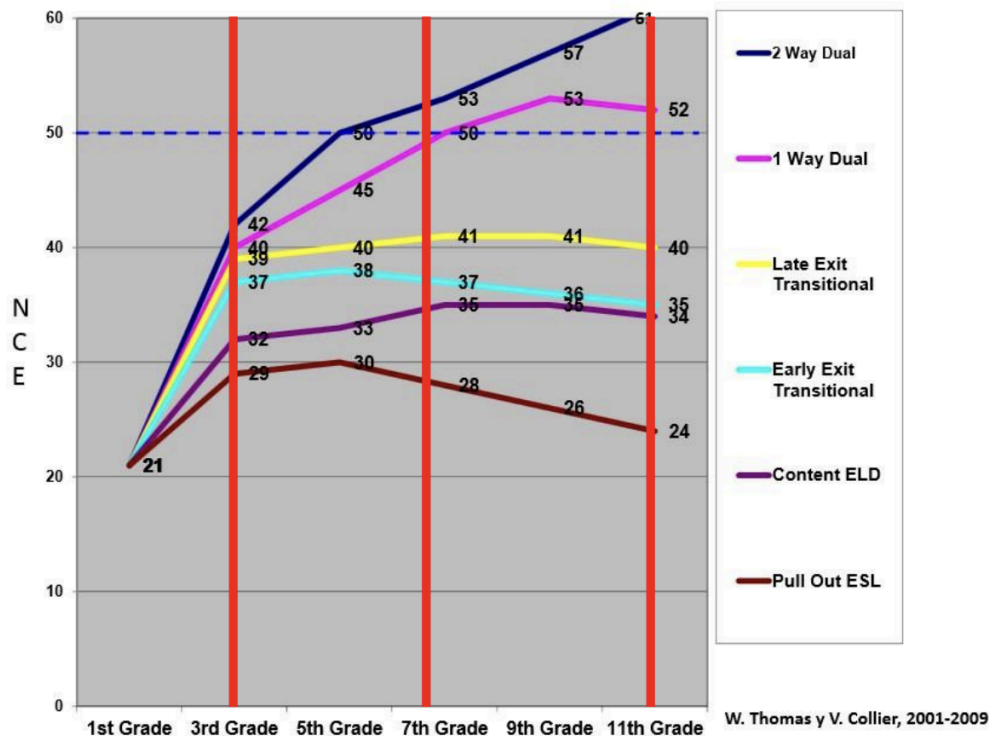
Below is compelling data on the long-term academic achievements of English Learners in various language programs, as reported by Thomas and Collier (2009). The graph illustrates the English reading achievements over time for English Learners (ELs) enrolled in six program models over their 1st-12th grade educational career. The different programs include: Pull Out ESL, Content ELD, Early Transitional multilingual Education, Late Transitional multilingual Education, One-way Dual Language Immersion and Two-way Dual Language Immersion.

Notably, long-term dual immersion programs which teach academic content in two languages show particular effectiveness for Multilingual Learner achievement over time, sustaining multilingual instruction beyond early elementary - into middle and high school, yielding impressive literacy skills surpassing monolingual peers in both languages. The cognitive and linguistic benefits of validating diverse languages across all grade levels come into clear focus through the One Way (Developmental Bilingual Program) and Two Way Dual Immersion long-term academic gains.

Table 1: English Learners' Long-Term Achievement by Program Model



English Learners' Long-Term Achievement by Program Model



Benefits of Dual Language Immersion for English Dominant Learners

Dual language education uniquely strengthens children's cognitive potentials by deliberately developing literacy in two languages through immersive, multilingual environments. Sustained multilingual exposure energizes the highest brain functions, conferring a diversity of cognitive benefits from an early age that accumulate across a lifetime.

In addition to the benefits already noted above, Dual Language Immersion:

- Allows our English speakers to develop fluency in a second language at a young age.
- Provides English speakers authentic access to and interaction with another culture.

Benefits of Dual Language Immersion for Spanish Dominant Learners

SVUSD believes that no child should have to lose a language to gain a language. Unfortunately, many of our Spanish-dominant students shy away from speaking Spanish once they enter TK or Kindergarten. English surrounds them in the community. Their friends are speaking English, and many have older siblings or cousins who are now speaking English. In addition, classroom instruction is in English, so children tend to use their first language less and less. When students are at home, they eventually begin responding in English even though they may understand what

is said to them in Spanish by their family members. Eventually, for many, Spanish is lost. In contrast, students enrolled in a DLI program have the opportunity to further develop both languages.

- Dual Language Immersion ensures that students who enter with Spanish as their first language maintain that language.
- Students can continue to communicate with grandparents or other family members who may only speak Spanish.
- Spanish-dominant students who may only have listening and speaking skills in Spanish also learn to read and write in their first language at a high academic level.
- Research indicates that learning to read in one's home language promotes literacy in a second language.
- Spanish is not lost so English can be gained.

Dual Language Immersion Non-Negotiables

In order to ensure consistency across, collaboration within, and continued success of the Dual Language Immersion program in Simi Valley Unified, DLI teachers and administrators follow a protocol which reflects our non-negotiable principles of program implementation and classroom instruction. These principles were developed based on current Dual Language Immersion research, discussion with state consultants, and collaboration with well-established DLI programs. The following non-negotiable principles are reflected in each classroom.



Guiding Principles for Dual Language Education, p. 1
Dr. Deborah Palmer, 2022

1. Rigor and high expectations for both language groups during instruction

Our expectations for English speakers learning Spanish and for Spanish speakers learning English are identical: all students will become bilingual/biliterate and achieve at high academic levels while developing an understanding of socio-cultural components.

2. Frequent opportunities for students to use language authentically, and with appropriate support

Research has taught us that language learners do not acquire language simply by hearing it. Instead, language learning is an active, oral, engaging, and purposeful process. Therefore, our students have multiple opportunities during each day to engage in oral language through collaboration with each other, to use language to make meaning, and to practice and engage in authentic language development.

3. Model metalinguistic strategies

Metalinguage development includes the ability to identify, analyze and manipulate language forms and to analyze sounds, symbols, grammar, vocabulary, as well as linguistic structures within a language and across languages. Studies show that when dual language learners discover similarities and differences between the two language systems, they tend to show phonological awareness and higher performance in graphophonemic awareness than their monolingual peers.

4. Sociocultural competence is crucial in Dual Language Immersion.

Sociocultural competence includes identity development, cross-cultural competence, and multicultural appreciation for all students. Age-appropriate instruction provides students with an appreciation of all people across the globe.

5. Critical Consciousness

Integrating critical consciousness into language teaching helps develop well-rounded and socially aware individuals. Some key benefits include positive identity development, conflict resolution, empathy, and the development of self-awareness.

6. On-going teacher learning and collaboration

Recognizing that on-going professional development is essential to teacher development, all DLI teachers will participate in district lead and outside professional development yearly. School and teacher teams will collaborate together on all aspects of the program through the PLC model.

7. Fidelity to the instructional minutes assigned to each language per day, and per child

Our program is a 80/20 Dual Language Immersion program, with specific percentages for English and Spanish instruction by grade. It is critical to program success to maintain fidelity to these percentages. For more information on this, please see Chapter 5.

8. Standards-based curriculum

Instruction within the DLI program in SVUSD aligns with state standards for all subject areas. Teachers utilize adopted curriculum and their own expertise to design high-quality instruction in both English and Spanish that develops students' academic skills across all subject areas. Active learning with an intentional focus on oracy and language development permeates all areas of instruction. For detailed information on the DLI essential standards, see Appendix A.

9. English Language Development is provided every day

Because so much of the day is devoted to Spanish instruction, particularly at the earlier grades, it is critical to ensure that English Language Development also takes place for all DLI students. The DLI program will follow the [ELD Framework](#) which provides guidance to local educational agencies and educators on the implementation of the State-Adopted California Content Standards. The California [English Language Development Standards](#) are also used to guide instruction and high-levels of academic attainment in English.

What does the program look like?

In the 80:20 model, students in TK through 1st grade spend 80% of their instructional day with content delivered in Spanish. Twenty percent of the day is devoted to instruction in English based on grade level standards and the ELD Standards.

In 2nd grade, students spend 70% of their class time focused on Spanish and 30% focused on English. As in the previous grade levels, most content is taught in Spanish. In 2nd grade, English time is still largely devoted to developing students' pre-literacy skills and academic language proficiency. In 3rd grade, students begin more formal instruction in English reading and writing as well as continued development of Spanish Language Arts. In 4th and 5th grade, instructional time is balanced equally between English and Spanish.

- **TK:** 80% Spanish - 20% English
- **K:** 80% Spanish - 20% English
- **1st:** 80% Spanish - 20% English
- **2nd:** 70% Spanish - 30% English
- **3rd:** 60% Spanish - 40% English
- **4th:** 50% Spanish - 50% English
- **5th:** 50% Spanish - 50% English

Dual Immersion in Middle and High Schools

SVUSD is committed to continuing the program into secondary school. Planning will begin as



the first cohort reaches upper elementary school.

Chapter 4: Enrollment and Application Process

Composition of the Dual Language Immersion Program

The structure of the Dual Language Immersion program seeks a population that represents diverse language backgrounds including Spanish-dominant, English-dominant, and Heritage language students. Ideally, classrooms consist of 50% Spanish-dominant students and 50% English-dominant students. Heritage Language students are counted in the English-dominant group. This diversity of linguistic backgrounds allows for each group to become a language model for the other creating a more dynamic classroom environment.

Family Interest Survey

To gain the academic and linguistic achievement expected from this type of program, it is essential to enroll students from different language backgrounds to reach the required balance of students and preserve the academic and linguistic integrity of the model. The enrollment of a balanced cohort is achieved through the Dual Language Immersion Family Interest form in which the students' linguistic backgrounds are shared. This form is available in December prior to the year of enrollment on the [DLI webpage](#).

The Dual Language Immersion program has attained a high level of demand and recognition across the region. To be as fair as possible to all students, the district does not maintain an early registration or early-interest list. Instead, a specific process has been developed and followed each December/January. Applicants must be eligible for Transitional Kindergarten or Kindergarten for the enrollment year. Decisions regarding this process reflect the California Education Code and what is considered to be the best instructional design for students.

Registration documents must be submitted by the posted deadline to qualify for the Dual Language Immersion program lottery process.

Application Requirements

- All students entering TK and Kindergarten are eligible for enrollment in the DLI program.
 - Language composition of classrooms will maintain a 50%-50% ratio of Spanish-dominant and English-dominant speakers.
 - In the event that the program reaches capacity, a waitlist will be established with consideration of classroom language composition.
- Students applying for the program in 1st through 5th grade must meet language standards in Spanish. In this case, language proficiency assessments will be conducted to determine eligibility.

- Parents are required to attend a meeting with district or school personnel to discuss the program before official enrollment is completed.
- Students participate in a developmentally appropriate play-based language assessment to determine the most appropriate language category.
- To ensure student success, families are asked to commit to the program through 5th grade.

Priority for Acceptance into the Program at all Grades

- **1st Priority: *Siblings:***
Students applying for the DLI Program who have a sibling already at Arroyo Dual Language Academy will be granted 1st priority for the DLI program.
- **2nd Priority: *Staff at School Site:***
Staff currently working at Arroyo Dual Language Academy will be granted 2nd priority.
- **3rd Priority: *Spanish-speaking Newcomers:***
Students who have been in the United States for less than twelve months are considered “Newcomers.” Through participation in a DLI program, Newcomers build the necessary foundation to thrive socially, emotionally, and academically. These students will receive 3rd priority for access to the program.
- **4th Priority: *Language Category:***
Students are admitted based on the language category determined in the 1-1 student language assessment. The goal is to maintain the ideal classroom composition of 50% Spanish-dominant and 50% English-dominant students. In the second group, 25% are Heritage Language students.
- **5th Priority: *Transfers-*** Intra and Inter District Transfers will be considered to help balance the integrity of the DLI Program.

Applications turned in by the initial due date are placed before those completed later.

- If the enrollment interest is greater than the capacity in any language group, then a lottery will be conducted to create a class list. Remaining students will be placed on a waitlist



under their specific language group.

- All enrollment paperwork must be completed and submitted by district deadlines, or students may be bumped to the waitlist.

The Lottery

In the event that the program reaches capacity in any language group, a lottery will be conducted to maintain the language integrity of the DLI program.

Families will be notified of their child's acceptance into the program, or placement on the waitlist by the end of February prior to the school year of enrollment via email.

The Lottery-Generated Waiting List

A waitlist will be created during the lottery process that reflects the levels of priority. This waitlist will be used to place students into specific DLI Program/grade level/ and language categories throughout the school year. Families will be notified as space becomes available. This list remains in place for the full school year, and students maintain their waitlist position. As places become available, students are invited to enroll. Those on a TK waitlist will have priority for Kindergarten registration at the 4th Priority level.

Continuation in the DLI Program

Once a student is accepted into the Dual Language Immersion program, his or her placement in the program will continue from year to year throughout the elementary experience. The family does not need to complete another application for the next grade until entrance into middle school in the sixth grade.

Frequently Asked Questions of the Application Process:

1. How early can I enroll my child in the DLI program?

SVUSD does not maintain an early sign-up or early-interest list for the DLI program. Families can only apply during the application window, in December of the year prior to their child entering Transitional Kindergarten or Kindergarten. Example: If a child will enter Kindergarten in the fall of 2025-2026, an interest form must be completed in December of 2024. Please refer to the DLI webpage for more information: [DLI webpage](#).

2. Is the application process only for TK and Kinder students? My child is already in a higher grade.

Students entering into TK and Kinder are automatically eligible for enrollment. Admittance of 1st - 5th grade is dependent on space available and an assessment to determine language proficiency in both English and Spanish. Older students will be reviewed on a case-by-case basis.

3. Are there priorities for acceptance into the program?

Yes. Priorities are given as follows: 1) siblings of students currently enrolled in the program, 2) students of school-site staff, 3) Newcomers, 4) language category, and 5) transfer requests.

4. Are there any requirements to get accepted into the program? Are students tested to get into the program?

TK and Kindergarten students take a short play based screening assessment to determine their language proficiency in both English and Spanish. Students are placed based on a balanced classroom. Students in 1st through 5th grade must take a language assessment to determine Spanish language proficiency.

5. What are my chances of getting into the program?

Complete the enrollment process:

1. Complete the DLI interest form during the application window.
2. Attend a parent meeting
3. Bring your student to a play-based language assessment.
4. A lottery is held when capacity is met. Positions on the lottery will be maintained through TK and K for English-dominant speakers and TK-5 for Spanish-dominant speakers based on the language proficiency.

6. What if I don't live in the Simi Valley Unified School District?

You must complete an inter-district transfer application and all applicable DLI

documentation.

7. What happens if there are not enough spots in the program for the number of applications?

If there are not enough spots for all applicants in each language group and grade level, there will be a lottery. The waitlists may vary from year to year and from language to language.

8. Once I've applied to the DLI program, is my child considered enrolled in TK or Kindergarten for this coming fall?

No, the application to the DLI program does NOT serve as enrollment for TK or Kindergarten. Parents must also complete the TK or Kindergarten Enrollment Packet for admittance into Simi Valley USD.

9. My child understands Spanish when I talk to him/her but only speaks English to family members and friends or me. Do I mark him/her as a Spanish speaker, an English speaker, or bilingual?

Mark the answer you feel that most accurately describes your child. The district team will confirm language proficiency during the language assessment.

10. Does my child need to speak Spanish to get into the program?

No, both Spanish-dominant students and English-dominant students are eligible to enroll in the program. Classrooms will be balanced by language category.

Frequently Asked Questions of the Program Design:

1. How successful are these programs?

Several decades of scientifically-based research in the U.S. and Canada document that native English speakers and English Learners experience lasting cognitive, academic, linguistic, sociocultural, and economic benefits from participation in dual immersion programs (Peale & Lambert, 1962; Cummins, 1979; Krashen, 1983; Genesee, 1984; Willis, 1985; Cloud, Genesee & Hamayan, 2000; Thomas & Collier, 1997/2002; Lindholm Leary, 2005).

2. Will two languages confuse my child or slow his/her academic progress?

There is no research to indicate this. Research has consistently demonstrated that learning in two languages enhances academic growth. However, moving children in and out of the program should be avoided. Children gain maximum benefits from the program by remaining in it through 5th grade and continuing into secondary.

3. **Will I be able to help my child with homework?**

Homework is intended to be a review and practice of concepts learned in class so that they will be familiar to your child. Students should be able to complete homework independently. Teachers may share resources to enhance home-based learning.

4. **Will I have to read to my child in Spanish/English?**

It is best to read to your child in the language you use at home. As your child gains more literacy skills in Spanish/English, you may ask him/her to read to you or to read independently.

5. **Can families volunteer in the classroom?**

Families are strongly encouraged to participate in the school community. Volunteer opportunities will be provided through the teacher and the school site. All volunteers must complete the required volunteer paperwork.

Chapter 5: Curriculum & Instruction

Instruction In The Dual Language Immersion Program

In the Dual Language Immersion program, students receive rigorous, strategic, motivating, engaging, and interactive instruction in both English and Spanish based on the California Common Core State Standards. Teachers maintain language fidelity to each subject area following the guidelines of a 80/20 program model. Our goals are for students to:

- Develop high levels of language proficiency and literacy in both languages.
- Develop an appreciation and pride as multilingual members of a multicultural society who value the richness of diverse cultures.
- Develop a variety of literacy skills and collaborate with peers on authentic academic tasks in the target language.

The ultimate goal of the DLI program is to build a foundation for college and career readiness and to develop life-long learners ready for the challenges of a global society.

The DLI program shall continue to address high academic standards that extend and expand student learning through relevant textbooks, instructional materials, and technology. All curriculum is consistent with program goals and with second language acquisition research. Authentic tasks will require students to demonstrate proficiency by applying existing knowledge to solve real-world problems across all language skills and subject areas.

Teachers in the Dual Language Immersion program:

- Are multilingual and multiliterate.
- Develop student proficiency in reading, writing, speaking, and listening.
- Utilize a variety of strategies to ensure that all students are acquiring and understanding instruction in both languages.
- Have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels.
- Receive professional development such as best practices, interventions, enrichment and framework for dual language immersion lesson planning to strengthen their instruction.
- Work collaboratively with grade-level peers and with colleagues across grade levels to analyze data to share ideas and strategies in order to improve instruction in the program.

Table 2: SVUSD Dual Immersion Program Curriculum Grades TK-5

SVUSD DUAL IMMERSION TK-K PROGRAM CURRICULUM (Subject to modification based on new state adoptions.)		
	TK	Kinder
Language Arts (English/Spanish)	Benchmark Ready to Advance	Benchmark Advance/Adelante
Math (Spanish)	Benchmark Ready to Advance	
Social Studies (Spanish)	Benchmark Ready to Advance	TCI Social Studies Alive
Science (Spanish)	Benchmark Ready to Advance	Twig
ELD	Benchmark Ready to Advance	Benchmark Advance/Adelante

Adoption Process:

The State of California requires districts to adopt standards-based instructional materials for students in all core academic areas. During the 2023-24 school year, Simi Valley Unified School District began the Dual Language adoption process by forming an adoption committee consisting of the DLI teachers and the DLI Guiding Coalition. The adoption committee attended the publisher presentations at the district office on October 24, 2023 where approved publishers presented their curriculum to the committee. The adoption committee assessed curriculum through the State and District lens, ensuring materials aligned with the district's requirements and our student population. The committee employed a structured approach, utilizing the Framework and the following criteria:

1. All materials must align with the California English Language Arts and Spanish Language Arts standards.
2. Curriculum must be evaluated utilizing a rubric from the California Association for Bilingual Education (CABE).
3. Organizational content, access, and equity are evaluated.

Once two publishers were selected, classroom teachers conducted a modified pilot of one month for each set of materials. Teachers reviewed the curriculum and evaluated students' academic

achievement. Teachers then provided both survey data and personal input to the Adoption Committee on February 6, 2024. The Adoption Committee used the data and pilot teacher input as their deciding factors in which curriculum to recommend to the board for adoption. The pilot varied from a traditional pilot because the language of instruction at the time of the pilot did not match the language of instruction of the future DLI program. Teachers worked through this obstacle by teaching in Spanish during a small portion of their day during the pilot period.

The public was invited to review the proposed textbooks and supporting materials at the textbook adoption preview event on Thursday, May 23rd, and the district offices. [Slideshow](#)

Instructional Time:

It is critical in a successful and sustainable DLI program to establish a well-defined language allocation plan. This plan specifies the minutes allocated to each language throughout the instructional day (and week) as well as the language of each content area. Strategically assigning content and language percentages across grade-levels increases language acquisition as well as academic achievement. The following chart describes the Arroyo Elementary Language Allocation plan for each grade level based on weekly minutes.

Two-Way Dual Immersion 80/20 Program Weekly Minute Language Allocation

Grade level	Min in Spanish	Spanish Instructional Content Areas					Min in English	English Instructional Content Areas	
TK	80% 1236 min	SLA 450 min	Math 350 min	science/ social studies 186 mins	SEL/ library/ centers 150 min	PE 100 min	20% 309 min	ELD 150 min	bridge/ art 159 min

Grade level	Min in Spanish	Spanish Instructional Content Areas					Min in English	English Instructional Content Areas	
K	80% 1236 min	SLA 450 min	Math 350 min	science/ social studies 186 mins	SEL/ library/ centers 150 min	PE 100 min	20% 309 min	ELD 150 min	bridge/a rt 159 min

Grade level	Min in Spanish	Spanish Instructional Content Areas					Min in English	English Instructional Content Areas	
1	80% 1236 min	SLA 450 min	Math 350 min	science/ social studies 186 mins	SEL/ Library /centers 150 min	PE 100 min	20% 309 min	ELD 150 min	bridge/ art 159 min

Grade level	Min in Spanish	Spanish Instructional Content Areas				Min in English	English Instructional Content Areas		
2	70% 1080 min	SLA 450 min	Math Core 350 min	science/ social studies 150 mins	PE/ library 130 min	30% 464 min	ELD/ ELA 220 min	Math spiral review 75 min	bridge/ art 169 min



Grade level	Min in Spanish	Spanish Instructional Content Areas				Min in English	English Instructional Content Areas			
3	60% 927 min	SLA 390 min	Math Core 300 min	science 107 mins	PE/ library 130 min	40% 618 min	ELD/ ELA 223 min	Social studies 120 min	Math spiral review 75 min	bridge/art 200 min

Grade level	Min in Spanish	Spanish Instructional Content Areas				Min in English	English Instructional Content Areas				
4	50% 772 min	SLA 350 min	Math Core 200 min	Science lab 72 mins	PE/ library 130 min	50% 773 min	ELD/ ELA 350 min	Social studies 130 min	Science core 80 min	Math spiral review 75 min	bridge/art 138 min

Grade level	Min in Spanish	Spanish Instructional Content Areas				Min in English	English Instructional Content Areas				
5	50% 772 min	SLA 350 min	Math Core 200 min	Science core 72 mins	PE/ library 130 min	50% 773 min	ELD/ ELA 350 min	Social studies 130 min	Science lab 80 min	Math spiral review 75 min	bridge/art 138 min

Chapter 6: Pathway Recognition and California State Seal of Biliteracy

Recognition

The Dual Language Immersion program recognizes the value of the California State Seal of Biliteracy, and the importance it places on bilingualism and biliteracy. Students in the Dual Language Immersion program are working toward proficiency in English and Spanish in order to continue on the journey toward the California State Seal of Biliteracy criteria. In order to encourage students to continue on the Pathway to Biliteracy, the program celebrates student growth and accomplishments at the following junctures:

Kindergarten Award

As children enter Kindergarten, their families make an important decision about the kind of language program in which they will enroll. For this reason, it is an important moment in the educational journey to support families to think about the value they place on bilingualism for their child. It is a goal of SVUSD to instill pride and excitement in young children throughout their bilingual journey.

Developmentally, this is also an important phase in which children's attitudes about their home language, and about people who speak languages other than their own are being shaped. The Pathway to Biliteracy award is a statement of values. A participation award is given to all children in Kindergarten in the Dual Language Immersion demonstrating active support for the development of dual language children. Children are also given the opportunity to demonstrate basic knowledge in both English and Spanish to highlight their language growth.

3rd Grade Award

3rd grade is an important transition in elementary school to a more academic curriculum. It is an important moment for students to demonstrate emergent language skills as well as participation in the DLI program. Completion of the DLI milestone is supported through the classroom to provide students with scaffolding in their progress toward bilingualism and biliteracy. Families and students are celebrated for their progress and commitment to the bilingual journey. In addition, an academic achievement award is measured through the following:

1. An academic, multicultural project and presentation
2. Reading achievement measured by books read in each language

5th Grade Award

5th grade marks the end of the elementary years and a significant transition to a new DLI program

structure in middle school. This is an opportunity to celebrate the DLI elementary journey while encouraging students to continue their journey to biliteracy in secondary school. The Biliteracy Award includes academic benchmarks in both English and Spanish as well as a final project. Commitment to the bilingual journey is also celebrated in the 5th grade year.

State Seal of Biliteracy

“The State Seal of Biliteracy is an award given by the State of California in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior as well as on the diploma itself, the Seal of Biliteracy is a statement of accomplishment for future employers and for college admissions.” *Californians Together*. SVUSD supports students in the DLI program to attain this high honor from the state. More details can be found at this [site](#).

Additional Information on the CA State Seal of Biliteracy:

To earn the California State Seal of Biliteracy the student must demonstrate proficiency in both English and a second language through coursework or assessments.

English Proficiency:

Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes.

OR

Option 1: State Assessment: Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade 11, at or above the “standard met” achievement level.

Option 2: Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).

Option 3: International Baccalaureate (IB) Assessment: Pass an English IB examination with a score of 4 or higher.

Option 4: SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

Additional English Proficiency Requirement for English Learners Only:

In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

AND

Second Language:

Successfully complete a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.

OR

Option 1: AP: Pass a world language AP examination with a score of 3 or higher,

Option 2: IB: Pass an IB examination with a score of 4 or higher,

Option 3: ACTFL: Pass an ACTFL Writing Proficiency Test (WPT) and Oral

Proficiency Interview (OPI) with scores of intermediate mid or higher, or

Option 4: District-Approved Assessment: Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

From California *Education Code* Section 51461.

Table 7: Student Recognition

Kindergarten	
Award	Pathway to Biliteracy
Level of Achievement	Participation in DLI Program Language Knowledge Activity
3rd Grade	
Award	Pathway to Biliteracy
Level of Achievement	Participation in DLI Program Academic achievement in English and Spanish Multicultural Project



5th grade	
Award	Pathway to Biliteracy
Level of Achievement	Participation in the DLI Program Academic achievement in English and Spanish Bilingual Project

8th grade	
Award	Pathway to Biliteracy Additional District Pathway Honor if Criteria below is met
Level of Achievement	Grade Point Average of 2.0 in English Language Arts Grade Point Average of 3.0 in Spanish CAASPP ELA score of Meets or Exceeds ELPAC score of 4 (English Learners only) Bilingual Project

12th grade	
Award	Seal of Biliteracy Honor cord
Level of Achievement	Grade Point Average of 2.0 in English Language Arts CAASPP ELA score of Meets or Exceeds Clearly demonstrated proficiency in a second language ELPAC score of 4 (English Learners only)

Chapter 7: Parent & Community Involvement and Commitment

DLI Marketing and Outreach Plan Goals

In order to successfully promote and expand our district's Dual Language Immersion program, we utilize diverse forms of marketing, outreach, and communication to reach both English-speaking and Spanish-speaking families.

The following represent the primary marketing goals for DLI:

- Create visible and informative Dual Language Immersion webpages on district/school websites.
- Community outreach through events, advertisements, and other methods.
- Systematically identify potential newcomer students to target outreach efforts effectively.

By improving awareness, accessibility of information, and exposure through multiple channels, we hope to boost enrollment and further establish our program as a model program choice. Implementing this coordinated plan works toward the growth and sustainability of our DLI Master Plan.

Parent Outreach

Simi Valley Unified will provide parent outreach through various methods including media, local newspaper, webpages, community events, district parent meetings, and official district correspondence.

Interest Meetings

Simi Valley Unified will provide various opportunities for parents to better understand the DLI program. Both school tours and informational meetings will be held during the interest window. Meetings are conducted in both English and Spanish to facilitate parent participation.

District Website

The district's website has a visible Dual Language Immersion space containing DLI information and important dates. The Master Plan, interest form, and other important documentation are linked through the webpage.

Parent Leadership Meetings

Dual Language Immersion is also advertised at our District English Learner Advisory Committee, District Parent Advisory Committee and Dual Language Immersion Parent Network meetings.



Classroom Visits

Site visits are conducted according to the district School of Choice calendar. Parents have the opportunity to visit classrooms and to learn about the program and the school through scheduled visits.

Chapter 8: Program Evaluation

School Plan for Student Achievement (SPSA)

Arroyo Elementary will complete a SPSA each school year that outlines school priorities. The plan includes a comprehensive needs assessment, priority goals, strategies and activities to meet the goals, as well as a budget summary. The plan will drive the instructional focus of the year for the entire school.

DLI Evaluation and Reporting:

The District-School Leadership Team (DSLTL) will conduct school visits, aggregate and analyze relevant data, share significant findings with families and community partners, and make program adjustments to ensure quality and relevance. Results/data will be gathered bi-annually and interpreted as outlined by the DSLTL vision, mission, and goals and shall include the progress of the student's language proficiency and academic achievement in both languages.

Additionally, the DSLTL will communicate annually with families, community partners, and district administrators important data about student performance, progress, and pace along the pathway. Families will be able to access data of their individual student(s) through the district's parent portal, parent/teacher conferences, and progress reports/report cards.

The Dual Language Immersion program reflects CA State Standards, site specific goals, and the guidelines outlined in the Guiding Principles For Dual Language Education, *Third Edition*.

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

Chapter 9: Assessment and Accountability

Diagnostics, Formative and Summative Assessments

Assessments are used to monitor student learning and dual language acquisition in both Spanish and English. Assessments include both formative and summative, and are used to inform the teacher of student learning. Throughout lessons teachers gather formative assessment data to monitor students' success in conceptual understanding and ability to apply it, as well as language acquisition. All assessments are developmentally appropriate, in particular for our youngest learners.

Diagnostic assessments are used to inform placement and help address current needs. Formative assessments may include teacher observation, journal entry, and reflection. Additionally, they are used to inform teachers of their own teaching.

Summative assessments in both Spanish and English are guided by grade level standards and district developed essential standards. They measure students' content learning and language acquisition in speaking, listening, reading and writing.

Assessments by Grade Level Span, Purpose and Timelines

The assessments in this table may change over time given new assessment protocols and in accordance with state and local mandates. This table organizes assessments in accordance to grade level, purpose and type of information gathered from the testing. The upper row refers to English and the Bottom to Spanish.

	Language	Reading	Writing	Speaking	Listening
Transitional Kindergarten	English	District Assessment	District Assessment	District Assessment	District Assessment
	Spanish	District Assessment	District Assessment	District Assessment	District Assessment
Kindergarten	English	DIBELS	District Assessment		
	Spanish	Lectura	District Assessment		
1st	English	DIBELS	District		



			Assessment		
	Spanish	Lectura			
2nd	TBD	TBD	TBD	TBD	TBD
3rd	TBD	TBD	TBD	TBD	TBD
4th	TBD	TBD	TBD	TBD	TBD
5th	TBD	TBD	TBD	TBD	TBD

Chapter 10: Staffing and Professional Development

Staffing a High-Quality Dual Language Immersion Program:

To ensure effective programming, highly-qualified DLI staff are recruited and assigned based on appropriate credentials and capabilities:

- Teaching staff possess both grade-level content knowledge and language proficiency.
- SVUSD teachers who teach a DLI class receive an annual stipend.

Core Hiring Criteria:

- Elementary: Multiple Subjects credentials + BCLAD/BLA
- Program meets all State and Federal staff credential requirements.

Professional Training Plan for Teachers:

DLI staff will participate in a focused professional development plan to continuously build both methodology and pedagogical understanding of instruction in two languages for each teacher's respective grade level. The following training structure is a proposed training descriptor of the specific instructional components necessary for DLI teachers to successfully build their professional "toolkit."

Tier One - Introductory Training (First 2 years in DLI Program)

- Collaboration & Class Visits
- Academic Spanish Development Training /Spanish Language Enhancement Opportunities
- Foundations of a DLI program
- Dual Language/Two-Way Immersion: Program model, components and research overview
- Instructional best practices for literacy, writing and ELD across 2 languages
- Core data, assessment tools and reporting systems
- Adopted curricula and materials training

Tier Two - Advanced Methodologies

(Years 3-5 in DLI Program)

- Language acquisition strategies
- Academic Spanish Development Training/Spanish Language Enhancement Opportunities
- Using assessment to inform instruction
- RTI, literacy methods, grouping strategies and cooperative learning
- Curriculum mapping across languages and subjects
- Tailored topics responsive to teacher, student and program needs

Tier Three - Continuous Improvement

(5+ years in DI Program)

- Tailored topics responsive to teacher, student and program needs
- Academic Spanish Development Training/Spanish Language Enhancement Opportunities
- Development related to new curricula, tools and adoptions
- Advanced ELD methods

District and Site Leadership Professional Development

SVUSD recognizes the importance of instructional leadership in the success of all programs. Specifically, the DLI program requires instructional expertise within leadership to implement and sustain a high-quality, research-based program. To this end, leadership participates in Ventura County Office of Education (VCOE) network meetings in addition to other training and networking opportunities. Leadership actively attends teacher training on best practices to later facilitate the implementation of strategies and knowledge. There is also an expectation that leadership will guide their own learning through research on DLI best-practices as well as other strategies for education that can be applied to DLI.

Teachers and site administrators are provided with opportunities to attend conferences hosted by organizations that have a specialized focus on Dual Language Immersion education. Some examples are the California Association for Multilingual Education, the Association of Two-Way Dual Language Education, and the California Advancement on Research for Language Acquisition. All conferences must be approved by Educational Services.

APPENDIX A

TK Essential Standards
Estándares Esenciales: Pre-escolar
English: reading
1.1: Display appropriate book-handling behaviors and knowledge of print conventions.
3.1: Recognize own name or other common words in print.
3.2: Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.
3.3: Begin to recognize that letters have sounds.
Español: lectura
1.1 Comienzan a mostrar comportamientos de manejo de libros apropiado para la edad y comienzan a reconocer convenciones de las letras impresas.
3.1 Reconocen la primera letra de su propio nombre.
3.2 Unen los nombres de algunas letras con su forma impresa con más importancia a las vocales
3.3 Comienzan a reconocer que letras tienen sonidos y reconocen algunas sílabas
4.1 Muestran conocimiento de muchos personajes o eventos en una historia familiar (por ejemplo: quién, qué, dónde) a través de responder preguntas (por ejemplo recordar o simplemente inferir), volver a contar, recrear, o crear un trabajo de arte.
English: writing
1.1: Adjust grasp and body position for increased control in drawing and writing.
1.2: Writes letter or letter-like shapes to represent words or ideas.
1.3: Writes first name nearly correctly.
Español: escritura
Escritura
1.1 Experimentan con el agarre y la postura corporal usando una variedad de herramientas de

dibujo y escritura.

1.2 Escriben usando garabatos que estén en distintas imágenes.

1.3 Escriben el primer nombre casi correctamente

Español: Comprensión auditiva y expresión oral

1.1 Usan el idioma para comunicarse con otros en situaciones conocidas como las no reconocidas para una variedad de fines básicos, que incluyen describir, solicitar, comentar, reconocer, saludar y rechazar.

2.1 Comprenden y usan palabras aceptadas para objetos, acciones y atributos que se encuentran frecuentemente tanto en contextos reales como simbólicos.

2.2 Comprenden y usan palabras aceptadas para categorías de objetos encontrados y utilizados frecuentemente en la vida cotidiana.

2.3 Comprenden y usan palabras simples que describen las relaciones entre los objetos.

3.1 Comprenden y usan oraciones cada vez más complejas y largas, incluyendo oraciones que combinan dos frases o dos o tres conceptos para comunicar ideas.

3.2 Comprende y generalmente usan gramática apropiada para la edad, lo que incluye formas de palabras aceptadas, como concordancia entre sujeto y verbo, tiempos progresivos, tiempo pasado regular, plurales regulares, pronombres y posesivos.

Kinder Essential Standards

Estándares Esenciales de Kinder

English: reading

RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.3.A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3.B: Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)

RF.K.3.C: Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).

Español: lectura

RF.K.1.D: Reconocen y nombran todas las letras mayúsculas y minúsculas del alfabeto.

RF.K.1 E Reconocen que el acento escrito (acento ortográfico) es una marca, que se llama tilde, colocada sobre una vocal.

RF.K.2.F Combinan dos sílabas para formar palabras bisílabas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopa.

RF.K.2G Separan y cuentan oralmente las sílabas de una palabra.

RF.K.2.H En palabras multisilábicas señalan la sílaba sobre la cual recae el énfasis de la voz (acento tónico).

RF.K.3.E. Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje cotidiano; ma-má; pa-pá; ca-sa; si-lla; me-sa; ca-ma; ga-to. **Reconocen sonidos tramosos**

RF.K.3.H. Reconocen que el acento escrito (acento ortográfico) es una marca sobre una vocal que indica la pronunciación de la palabra de acuerdo con la sílaba que recibe el énfasis al pronunciar la palabra.

R.N.K.1 Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento

English: escritura

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

L.K.1.A: Print many upper- and lowercase letters.

L.K.2.A: Capitalize the first word in a sentence and the pronoun.

L.K.2.C: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Español: escritura

W.K.3: Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.

L.K. 1 Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.

L.K.2. Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.



Español: Comprensión auditiva y expresión oral

CC.K.1. Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al kindergarten.
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CC.K.1. Confirman la comprensión de un texto leído en voz alta o la información presentada oralmente o a través de otros medios de comunicación, al hacer y contestar preguntas sobre detalles clave y solicitar aclaraciones si algo no se entiende.

CC.K.3. Hacen y contestan preguntas con el fin de solicitar ayuda, obtener información o aclarar algo que no se entiende.

CC.K. 4 Describen a personas, lugares, cosas y acontecimientos que les son familiares y, con sugerencias y apoyo, ofrecen detalles adicionales.
