LA HABRA CITY SCHOOL DISTRICT

DUAL LANGUAGE MASTER PLAN



When We Believe

Our Students Achieve

La Habra City School District

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Background

In the Fall of 2019, La Habra City School District (LHCSD) formed a Dual Immersion (DI) Task Force in an effort to align its current program and create a DI pathway into the secondary level. La Habra City School District engaged in this work to ensure that all the students enrolled in this multi-year effort would achieve the goals of bilingualism, biliteracy, high academic achievement, and the development of cross-cultural proficiencies.

The DI Task Force, consisting of parents, teachers, administrators, and community representatives, met for a period of six months to review Two-Way Bilingual/Dual Language Immersion (TWBI/DLI) research, best practices, analyze programmatic components, identify program strengths and benefits and give input to the design and implementation components of the DI program in place in the district. Please note that as with any other district program, actions taken by implementing this plan that result in a significant fiscal impact on the district's funding shall be analyzed, reviewed, and approved by the District.

This document, written in close alignment with the *Guiding Principles for Dual Language Education,* will serve as a guide for the ongoing planning and implementation of the DI Program at Ladera Palma Elementary School and Washington Middle School. The district commits to collaborate with Fullerton Joint Union High School District to help them develop a Dual Immersion pathway in their high schools. This document outlines the research base and the programmatic practices in successful TWBI/DLI programs. In turn, the following Dual Immersion Program Master Plan, in conjunction with the *Guiding Principles for Dual Language Education,* will serve as the guidepost and support as the District expands its program into the secondary level.

In its **mission statement**, La Habra City School District states that "The educational environment encourages the development of individuals who are capable of becoming responsible citizens in a rapidly changing global society." This statement is at the core of implementing the Dual Immersion program in LHCSD. The District's work on the implementation of a strong DI program will utilize multilingualism as the lever to advance both the students' academic success and provide viable second language learning opportunities to all students in the LHCSD community. The DI program will work to nurture the district's vibrant TK-8 learning community in which students from diverse backgrounds study together to speak, read, and write in Spanish and English, participate in multicultural studies, and explore rich cultural experiences as part of their TK-8 schooling experiences.



Acknowledgments: DI Task Force

La Habra City School District gratefully acknowledges the support and input from a select team of educators and community members. We greatly appreciate the support from the Superintendent and the leadership team who collaborated with the Association of Two-Way & Dual Language Education (ATDLE) to complete this project. The following individuals contributed to this effort:

District Administrators & Coordinators
Dr. Teresa Egan, Assistant Superintendent, Human Resources
Dr. Marcie Poole, Assistant Superintendent, Educational Services
Adrianne Navarro, Multilingual Program Specialist

Principals
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Greg White, Principal, Washington Middle School

Teachers
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Consultant & Task Force Facilitator
Rosa G. Molina, Executive Director, ATDLE

The DI Task Force met over the course of six months to complete the writing, analysis of the program elements and create a K-8 program pathway for full implementation of the DI program in LHCSD.

Mission & Vision Statement

Mission Statement

The La Habra City School District believes in a child-centered program that recognizes the unique abilities, needs, and interests of each student. The educational environment encourages the development of individuals capable of becoming responsible citizens in a rapidly changing global society. Instructional methods and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences, and technology.

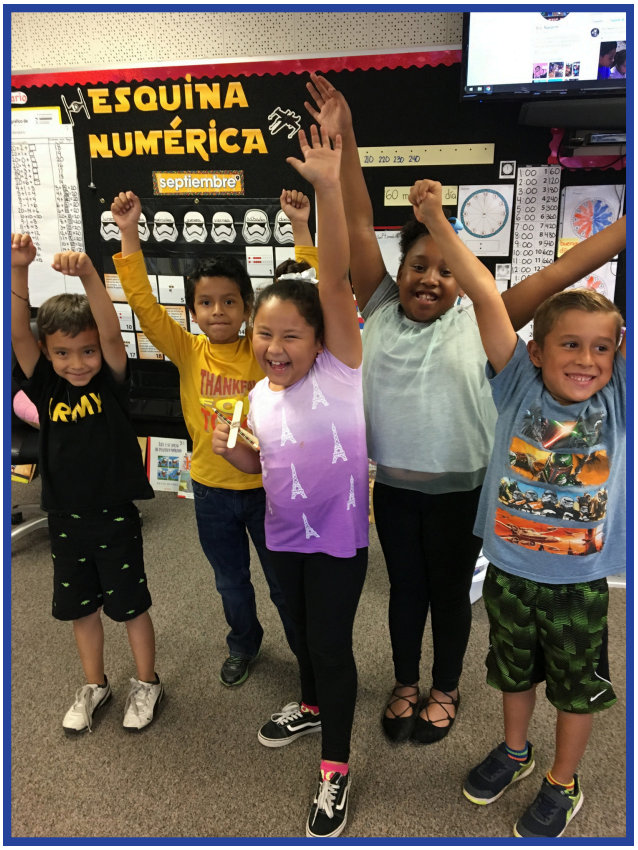
Vision Statement

Staff, students, parents, and community work as partners to ensure that all students master grade-level standards to become:

- Effective communicators
- Respectful of self and others
- Independent lifelong learners
- Critical thinkers and problem solvers
- Responsible, contributing members of society

District Instructional Focus Statement

"Through the mastery of skills, all students will achieve and perform at grade level or above in all content areas."



LHCSD Dual Language Master Plan

The Dual Immersion program advocates and meets the direction set by the LHCSD's Mission and Vision Statements in the following ways:

- Providing students with the opportunity to learn a second language while respecting their home language.
- Providing an opportunity for English learners (ELs) to develop further proficiencies in their first language of Spanish.
- Increasing intellectual flexibility through second-language learning translates into higher achievement in all subject areas. *(Genesee and Lindholm-Leary, 2009)*
- Presenting opportunities for native Spanish speakers to develop literacy skills in their home language while simultaneously acquiring English.
- Presenting opportunities for native English speakers to develop near-native fluency in a second language while continuing to develop high levels of achievement in English.
- Implementing CCSS in Spanish and English.
- Promoting the development of cross-cultural proficiency and understanding between all students.
- Presenting a curriculum that is academically challenging and integrates higher-order thinking, creativity, and communication (in Spanish and English).
- Helping to close the achievement gap between English learners and their English-only counterparts by providing maximum access to the curriculum and the opportunity to develop literacy and academic skills in two languages in an instructional setting that values both languages and cultures. *(Genesee and Lindholm-Leary, 2009)*
- Organizing and providing educational opportunities for students in Spanish and English that promote key developmental assets such as positive identity, social competency, commitment to learning, and empowerment.
- Creating leadership opportunities for staff, students, and families that foster personal development and pride.
- Establishing and maintaining high expectations for achievement for all students.
- Incorporating best practices, appropriate methodologies, and strategies appropriate to teach both the content and language with a clear focus on writing and oral language development.

- Designating quality teacher collaboration time to plan the program as it develops PreK-8th Grade.
- Structuring student interventions that will not remove the students from core instruction in either language in a focused and sustaining effort to move the students to grade-level proficiency in both languages.
- Aligning California State Standards to DI program design, curriculum, and instruction in the DI Classrooms to develop a high level of proficiency in both English and Spanish.
- Including culturally appropriate program extensions that support both the language and the cultural understanding of the community at large: music, dance, visual arts, etc.
- Ensuring that the teaching of music and song is also a literacy event in both languages.
- Instituting the CA Seal of Biliteracy Pathways for the students in grades TK, Kindergarten, 6 and 8 to keep the students focused on the attainment of the Seal when they enter high school and receive the actual Seal of Biliteracy on their HS Diplomas.
- Ensuring that students from the program enter high school at the most advanced levels of second language study possible by successfully passing an 8th-grade placement test.
- Providing Professional Development and Collaboration for DI teachers and support staff to plan, develop and implement high-quality instruction in English and Spanish.
- Developing and fostering students in the DI Program with positive attitudes and appreciation of other languages, traditions, and cultures.
- Supporting English learners by promoting a more positive self-concept, making students more likely to remain in school and attend college. *(Thomas and Collier, 2002)*
- Providing a safe, caring, and equitable environment for all students.
- Assisting students in developing positive attitudes toward other languages and cultures as well as providing opportunities for students to demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.
- Providing technology and other resources in Spanish for the DI Programs.

Program History & Rationale

La Habra City School District first began discussing and investigating the possibility of a Dual Immersion program in 2011 as a means of addressing the issue of declining enrollment in the district. It was initially suggested as an option by a school board member and principal, Rick Snyder, to the 2011-2012 school board and then Superintendent Dr. Belenardo. Everyone was in agreement that it was an option that needed to be explored, so Mr. Snyder and Assistant Superintendent Dr. Teresa Egan began the process of researching quality TWBI/DLI programs.

After attending conferences and visiting numerous school sites, the LHCSD administration and school board began to reach out to the community for feedback regarding interest in a Dual Immersion program. Within the community, numerous people were immediately drawn to the program and others believed students should only learn in English. However, the interest in a Dual Immersion program persuaded the District and school board to begin an 80/20 program for the 2014-2015 school year.

Ladera Palma Dual Immersion History

The new school year brought changes to the school board and the new members needed to review the research in order to support the new Dual Immersion program for LHCSD. Additionally, Principal Rick Snyder retired and an in-house district principal, Dr. Rosamaría Murillo, was assigned to lead the new program at the Arbolita campus. The DI program was originally a strand within a traditional program. Two teachers were hired to lead the implementation of the new program at the kindergarten level, one from a surrounding district and the other was an exemplary LHCSD teacher. Two months before the new school year began, the district sent the principal and the two teachers to the National Two-Way Bilingual Immersion Conference organized by the Association of Two-Way and Dual Language Education (ATDLE). The team from the district worked together to develop a common vision and began to engage in goal-setting sessions based on the information and research gathered at the conference.

All curriculum decisions were made at the moment and based on the professional decisions of the DI team with the support of the district. There were sixty students in total in the program with wonderfully supportive parents. Instruction was provided in Spanish for 80% of the day by the primary teacher for the class and then the teachers would switch to deliver the 20% in English to the partner teacher's class. The students began to learn the routine and the parents in the program became the driving force of the Parent Teachers Association. During the 2016-17 school year, it was determined that a 90/10 model would suit the students and their language needs best. It was then determined that Kindergarten would deliver instruction 90% of the time in Spanish and 10% of the time in English. First grade would now be 80/20, second grade would be 70/30, third grade would be 60/40, and fourth through eighth would be 50/50.

After four years at Arbolita, LHCSD's new Superintendent, Dr. Culverhouse, started the process of reconfiguration for the K-2, 3-5, and 6-8 schools in the District. Each school would have a distinctive programmatic focus and be reconfigured into a K-6 program at each campus. At this point, it was decided to move the DI program to the Ladera Palma campus to allow more families to take advantage of this program option since each year there would be a waiting list of families that wanted to enroll their children in the program. In August of 2018, the Ladera Palma Dual Immersion Academy opened its doors.

As the program progressed each year, one teacher would stay in the established grade level and one would move up to the new grade level. There are now two Transitional Kindergarten classes, three kindergarten classes, three 1st grade, four 2nd grade, three 3rd grade, three 4th grade, two 5th grade, and three 6th grade classes on campus. The teachers who joined the program went through three different panel interviews and provided an on-demand Spanish writing sample. This rigorous interview process ensured the selection of bilingual/biliterate educators passionate about increasing student achievement in both languages, providing students with the skills to become biliterate, and developing multicultural awareness in our students.

Woven into the program are multicultural opportunities. The school has large Día de Los Muertos and Fiesta de Mayo celebrations that allow students to learn about Latino culture while showcasing dances and art. There is also a Winter Program Celebration that highlights different cultures through plays and songs. Each classroom works on cultural units that center around important people, histories, and cultural components from different ethnic backgrounds.

The DI Program at Ladera Palma School also relies heavily on parent and community support. Parents are welcome and assist throughout the day. Many take on leadership roles in PTA or manage a schoolwide activity (i.e. Color Run) and many others donate time in the classroom or in preparing materials for the students. Most importantly, they are extremely knowledgeable and always advocate for the program to ensure that the Guiding Principles for Dual Language Education are utilized by the administration when making decisions about the program.

As a result, the LHCSD Dual Immersion program will continue to engage in continuous learning cycles as the program is refined and improved. With cycles of inquiry, analysis of best practices, and adherence to the Guiding Principles for Dual Language Education, the program will continue to improve, but there are areas of identified need. This DI Master Plan will help clarify that the teaching is indeed focused on the ultimate goal of ensuring student success.



Washington Middle School Dual Immersion History

In 2018, the La Habra City School District determined that Washington Middle School (WMS) would house the Dual Immersion secondary program as a strand within their school. In the fall of 2021, the DI 7th graders started middle school at WMS. They had one teacher that provided Spanish Language Arts and another that taught Social Studies and an elective of Ethnic Studies in Spanish. In the first year, the DI Administration Team gathered data, visited other successful Dual Immersion programs, and planned for the 2022-2023 school year.

After utilizing the Guiding Principles for Dual Language and much reflection, changes were implemented for the following school year. In an effort to allow students in the DI strand to access more electives, the Washington Middle School Team decided to offer another core subject, Science, in Spanish. With the support of the District, another teacher was hired for the DI team.

The new 2022-2023 school year began with two Spanish Language Arts teachers, one Spanish Science teacher, and one Spanish Social Studies teacher. Dual Immersion students now have 50% of core subjects in Spanish and also have the freedom to choose from a variety of electives.

With the leadership of the DI Middle School Team, students will create a portfolio demonstrating their biliteracy to be able to qualify for the Biliteracy Attainment Recognition which they will receive at the end of year promotion ceremony.



Rationale for the Dual Immersion Program in LHCSD

La Habra City School District seeks to highlight and invest in the cultural and linguistic capital that students bring to the school community. In promoting multilingualism and biliteracy for all students in LHCSD, the District is working to ensure the preservation and enrichment of a child's home language and culture through the schooling process in two or more languages. In developing a DI program option that creates an opportunity for students to cross-learn and share languages with each other, students will develop higher levels of academic achievement, advanced cognitive development, and literacy in two or more languages while working with native speakers of Spanish or English. Furthermore, through this effort, students will develop an expanded and multicultural worldview, empathy, and a deeper understanding of the cultures and people they are studying.

As LHCSD develops this unique program opportunity through a well-designed TK-8th pathway, it is providing a program of choice to the families in the district. In creating this program option, the district's commitment to *second language learning for all* provides a framework for equity and social justice to the community. The Dual Immersion program is a critical aspect of transformational pedagogy working to improve student performance for both English learners and English dominant students, increase student pride in being multicultural and multilingual, promote high expectations while formally studying two or more languages within their TK-8 schooling experience. The DI program also offers the parents and the community a unique opportunity to genuinely engage and invest in their children's education.

In the last decade, research studies outline additional reasons for students to develop at least two languages to a high level of proficiency. The most compelling studies outline the ongoing cognitive processes that occur in the bilingual brain. In recent years, the U.S. mainstream media have made popular the ongoing neurological research that demonstrates the cognitive advantages that bilinguals and multilinguals have over monolingual humans. For example, proficient bilinguals outperform monolinguals in creativity; problem-solving; divergent thinking; mental flexibility; executive function issues such as attention to detail, ability to ignore distractions, task switching, working memory, conflict management; efficient cognitive/sensory processing; metalinguistic awareness; and visual-spatial skills. Older bilinguals are even more resistant to the onset of dementia and Alzheimer's disease than are monolinguals (Baker, 2011; Bialystok, 2011, Grosjean, 2010; Lyons, 2014; Perry, 2013; Willis, 2012). As this "bilingual brain" research is becoming widely publicized, more and more native English-speaking parents are also demanding bilingual schooling for their children. They recognize that their children's **brains are wired for multilingualism**. "When schools develop more than one language, we are creating a new generation of students with superior brains." (Collier & Thomas 2000).

There are 1400 students entering La Habra City School District with a language other than English who are born in the United States. This indicates that a high percentage of Latino students entering school in LHCSD enter with a basic knowledge of the English language.



Benefits of Dual Language

Benefits of Dual Immersion Programs

Dual Immersion programs have a body of research designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient. The program design is evidence-based. Over the past thirty years, a significant body of research has established the many benefits of learning a second language. These benefits are cognitive, academic, economic, and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world.

Studies on second language learning provide the following evidence:

- The "**additive bilingual**" immersion setting allows all students to learn two languages simultaneously without losing one language to learn another. *(Howard, Sugarman, Perdomo and Adder, 2005)*

- **Second-language learning enhances comprehension in the native language**. Second-language learners apply these reading and language analysis skills to their native language. *(Thomas and Collier, 2002)*

- The mental discipline of learning a second language system increases **intellectual flexibility and translates into higher achievement in all subject areas**. The longer the exposure to the second language, the more significant the cognitive advantages to the student. *(Genesee and Lindholm-Leary, 2009)*

- *Knowledge of more than one language enables people to **communicate in a variety of cultures and settings**. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation. (Cummins, 1986; Ager 2005)*

- *Second language course content naturally explores social studies, math, science, and the arts, **facilitating interdisciplinary perspectives and cross-cultural understanding.** (ACTFL 2006)*

- *Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understand the similarities and differences between the structures of the languages they know. (ACTFL 2006)*

- *Immersion helps close the achievement gap between English learners and their English-only counterparts. Research shows that English learners have a higher rate of success in immersion education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures. (Genesee and Lindholm-Leary, 2009)*

- Students studying two languages have a **more positive self-concept and are more likely to remain in school** and attend college than English learners in mainstream English classes. (Thomas and Collier, 2002)

Benefits of the Program for All Students

- Improved performance on tasks that call for divergent thinking, pattern recognition, and problem-solving;
- Enhanced knowledge of how language works;
- Additional knowledge and understanding of one's native language;
- Greater understanding, appreciation, and respect for other languages and cultures;
- Ability to take advantage of opportunities that are available only in other languages;
- Enhanced employment opportunities once school is completed;
- Ability to communicate with other ethnic and cultural groups;
- Increased executive control and cognition; and
- Better memory and improved metalinguistic control.

Benefits of the Program for Native Speakers

The research on Dual Immersion Programs in the United States demonstrates that native speakers of other languages can indeed attain grade-level proficiency in both languages and in turn, close the performance gap between themselves and their English-speaking counterparts. Research also indicates that English learners have a higher success rate in Dual Immersion vs. English-only mainstream programs because students have maximum access to the curriculum.

The following research studies indicate:

- Students in DI programs have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally validated setting. (Genesee and Lindholm-Leary, 2009)
- Native Spanish Speakers have a more positive self-concept and are more likely to remain in school, graduate from high school, and attend college as compared to English learners in English mainstream classes. (Thomas and Collier 2002)
- English learners who enter high school reclassified to fluent status can fully participate in college-bound schedules and courses and develop a college-going mindset. *(Lindholm-Leary, Promise Initiative, 2012)*
- Native Spanish Speakers continue to stay connected with their families by developing their mother tongue as well as learning English in school. *(Hernandez, Lindholm-Leary, 2009)*
- Students who can earn the State Seal of Biliteracy can complete their World Language requirements by Freshman and Sophomore year and continue into a college-ready program for continued development of the target language and English.
- Native Spanish Speakers acquire a strong sense of identity and self-determination as a result of formal study of their mother tongue and culture. (Moll, Gonzalez 1995)

Table 1: Benefits of Bilingualism for All Students

Native Spanish Speakers	Native English Speakers
Acquire strong literacy skills in Spanish that can be applied to acquiring English literacy.	Outperform control students in all English schools on a variety of English language tests that include reading, writing, and listening.
Make better progress in acquiring full proficiency in English, leading to achievement at grade-appropriate levels in all domains of academic study in Spanish and English.	Achieve the same levels of competence in academic subjects (math, science, and social studies) as English-speaking students in all English programs.
Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in a second language that facilitates communication with more members of the community and social support network.
**Based on research by Cummins, 1986, Thomas & Collier, 2000 & 2002, Genese & Lindholm-Leary, 2009, & ACTFL, 2006*	



LHCSD DI Program Components

Dual Immersion is a program of choice for both English and Spanish-speaking students in the La Habra City School District. This program is open to students of different backgrounds and abilities from within the community. LHCSD adheres to the following program principles as they work to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of multicultural understanding among students:

- Students begin a formal second language learning program during their Transitional Kindergarten, kindergarten, or first-grade years through an “early” immersion process.
- A TK-8 DI program sequence continues through middle school.
- The DI program is carefully aligned to the Guiding Principles for Dual Language Education and conducts an annual self-assessment reviewing strengths and challenges.
- Teachers provide instruction based on **additive bilingualism** and language separation in clearly delineated language blocks.
- The staff works to create a positive and respectful climate for second language learning while promoting the “target language” and its speakers.
- Each school fosters strong parent engagement outreach strategies to promote high levels of home-school collaboration.
- The District has a plan to attract and retain high-quality program personnel who are able to deliver the academic and linguistic program.

Program Sequence for the LHCSD DI Program

Combining an early start and an uninterrupted and extended sequence allows Dual Immersion students to reach much higher proficiency levels (Hyltenstam,1992; Lindholm-Leary, 2009).

The DI Program in LHCSD accepts students into the program at Transitional Kindergarten or Kindergarten and through the first semester of 1st grade if they are Native English speaking to give students ample opportunity to study the second language within their K-8 experience. Native Spanish Speakers who pass the school’s required language assessments and demonstrate developing levels of English proficiency may enter at a later grade based on informal multifaceted assessments developed by the school.

The overarching goal of the TK-8 DI program is communication. A communication-based instructional model for second language study outlines the various stages of language learning and focuses on the Communication Standard of the World Language Standards. As students progress up the grade levels, they master the literacy and communication skills to become bilingual and biliterate and reach the levels that may allow them to function in a Spanish-speaking country.

LHCSD DI Program Common Expectations

To ensure consistency and continued success, DI Teachers and Administrators adhere to the six common expectations listed. These common expectations apply to program implementation and classroom instruction. These principles were determined based on current Dual Immersion research, discussion with consultants, and collaboration with other well-established DI programs. The following principles are reflected at each site and in each DI classroom.

- Fidelity to the instructional minutes assigned to each language per day.
- The program is a 90/10 model, with specific percentages for Spanish and English instruction by grade level. It is crucial to program and student success to maintain fidelity to these percentages.
- Fidelity to the language presented in the classroom based on the Language Allocation Matrix.
- Rigor and high expectations for both languages during instruction.
- Frequent opportunities for students to use language authentically and with appropriate support.
- English Language Development (ELD) and Academic English Language Development (AELD) are to be provided for students each day. This can be designated and/or integrated within the instructional day.
- Collaboration of DI Teachers across Ladera Palma and Washington Middle School as well as collaboration with their English language instruction peers.

DI Instructional Design

To accomplish its goals, the Dual Immersion program follows a unique Two-Way instructional design in which Spanish-speaking and English-speaking students are combined in the same classroom to support the development of English and the target language of Spanish. These students serve as language models for each other as they acquire proficiency in both languages.

The classes consist of linguistically balanced classrooms where one-third of students are Native-Speakers, 1/3 of students are Bilingual in the Target Language, and 1/3 of students are Native English speakers. This is the ideal classroom configuration in that it ensures that students have peer models with which to practice. For some years, this linguistic balance has been difficult to attain because of the linguistic capabilities of the cohort of students enrolled in a given year. In that case, the classrooms might be 2/3 English Speakers and 1/3 Spanish speakers or 2/3 Spanish speakers and 1/3 English speakers. A Two-Way Dual Immersion Program should have no less than 1/3 of the students of either language.

LHCSD Language Allocation Plan

La Habra City School district follows a 90/10 Two-Way Dual Immersion model. In this type of program, native English and Spanish speakers are learning the curriculum in either their first or second language, depending on the grade level and subject area.

Dual Immersion schedules consist of clear components at each designated grade level. Ladera Palma Elementary School and Washington Middle School are committed to ensuring that students have protected blocks of language times that work with the school's schedule.

Ladera Palma Elementary School (Grades TK-6)

At Ladera Palma Elementary School, the Transitional Kindergarten, Kindergarten, and first grade allocate 90% of classroom instruction in Spanish and 10% in English. In grade 2, 80% of classroom instruction is in Spanish and 20% is in English. The percentage of English instruction gradually increases at every grade level. By 5th and 6th grade, approximately 50% of the instructional day will be in Spanish and 50% in English. English instruction may also incorporate the "specials" such as music and physical education classes that are often offered in English. Ladera Palma is committed to ensuring that students have protected blocks of language times and works with the school's schedule.

Table 2: TK-6th Grade Language Allocation Matrix

Language Allocation Matrix

TK - 90/10 (184.5/20.5 min)	K - 90/10 (238.5/26.5 min)	1st - 90/10 (292.5/32.5 min)	2nd - 80/20 (260/65 min)
SLA	SLA	SLA	SLA
AELD	AELD	AELD	AELD
PE	PE	PE	PE
Math	Math	Math	Math
Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science
3rd - 70/30 (227.5/97.5)	**4th - 60/40 (201/134 min)**	**5th - 50/50 (167.5 min)**	**6th - 50/50 (167.5 min)**
SLA	SLA	SLA	SLA
ELD/ELA	ELD/ELA	ELD/ELA	ELD/ELA
PE	PE	PE	PE
Math	Math	Math	Math
Math Bridge	Math Bridge	Math Bridge	Math Bridge
Social Studies	Social Studies	Social Studies	Social Studies
Science	Science	Science	Science

- Language of Instruction: Spanish and English
- Technology integrated throughout the content areas
- ELD - Required 30 minutes of **designated ELD** every day

Totals: TK-205 minutes, **Kinder**-265 minutes, **1st-3rd**-325 minutes, **4th-6th**-335 minutes

Washington Middle School (Grades 7 & 8)

Students from Ladera Palma Elementary School will advance to Washington Middle School and continue taking language courses within the Dual Immersion program pathway. Parents of incoming 6th Graders will also be informed through transition meetings held with Washington Middle School Staff.

Students will continue to develop their literacy through literature studies, grammar, writing, and oral presentations throughout their middle school years. The coursework in the content areas of science and/or social studies will be taught exclusively in Spanish to ensure that students are receiving additional Spanish instruction.

The Washington Middle School team will work with the receiving high school administrators to understand the high school pathways and plan to inform parents/students of their opportunities for high school level during the spring of the students' eighth-grade year.

Table 3: 7th-8th Grade Language Allocation Matrix

Language Allocation Matrix 7th- 8th Grade

7th Grade Immersion Core	8th Grade Immersion Core
Spanish Language Arts	Spanish Language Arts
Spanish Social Studies and/or Science	Spanish Social Studies and/or Science
English Language Arts	English Language Arts
Mathematics*	Mathematics*
Electives**	Electives**
P.E.	P.E.

** Mathematics can be taught in Spanish if the school is able to hire a credentialed teacher with the appropriate credentials and language capabilities to teach math at the two levels.*

***Electives can also be taught in Spanish predicated on the teachers' credentials and linguistic capability.*

Curriculum & Instruction

Adopted Curriculum

LHCSD engages in a collaborative process to select the best curriculum for district elementary or secondary students. As part of LHCSD's adoption process when adopting a new curriculum, teacher committees are selected to review and pilot the new curriculum. Dual Immersion teachers have been part of these committees and given input on the appropriate materials for the DI program. Maravillas (McMillan/McGraw Hill) is the adopted curriculum for Spanish Language Arts and Bridges (The Math Learning Center) is the adopted curriculum for Math, which both match the English programs for the rest of the district for grades TK-5th. Would we mention FOSS and how we are different from the rest?? Dual Immersion 6th-8th uses standards-based materials and works with their colleagues to develop rigorous thematic units.

Classroom Instruction

Because many students are learning content in a language they do not speak natively (Spanish), techniques that make instruction more comprehensible are necessary. The LHCSD Dual Immersion teachers use a common set of instructional strategies. These strategies include the following:

- GLAD Strategies
- Collaborative Conversations
- Thinking Maps
- Project-Based Learning (PBL)

Assessment

Monitoring student progress in both languages is key to ensuring that all students progress academically, linguistically, and attitudinally. This requires assessments that are closely aligned to the students' development in both languages: oral language, reading, writing, and speaking development. The LHCSD DI Program incorporates the California State Common Core Standards as the basis for grade-level instruction and organizes learning tasks to support learning in two languages (English and Spanish).

The DI Program uses an entry language assessment for incoming Kindergarten students to create a baseline for the language proficiency levels of the students entering the program. It is imperative that these assessments not be utilized as a tool to screen students for entry or exit from the program. The information gathered from these assessments allows the educators to determine levels of proficiency at each student's point of entry, as well as determine the interventions that will support each student's progress to grade-level proficiency levels.

Table 4: Assessment Schedule

Assessment	Language of Assessment	Grade Level	Schedule
Smarter Balanced Assessment: • English Language Arts • Mathematics	English	Grades 3-8	Spring
CA Spanish Assessment (CSA)	Spanish	Grades 3-8	Spring
CA Science Test (CST)	English	Grades 5 & 8	Spring
English Language Proficiency Assessment for CA (ELPAC)	English	All students identified as English Learners (per Home Language Survey)	Initial - upon FIRST school entry (usually kindergarten) Summative - annually in spring

In addition to the summative assessments given to all students across the district, Dual Immersion students are also assessed at various times of the school year using the following assessment programs:

- Achieve3000 (Spanish)
- i-Ready Assessment (English & Spanish)
- Curriculum-embedded assessment
- Developmental Reading Assessment (DRA- English)
- Evaluación del desarrollo de la lectura (EDL- Spanish)

Professional Development

Throughout the State of California, Dual Immersion educators engage in state, regional, and local professional learning to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting. Below is proposed professional learning based on the work of the Association of Two-Way & Dual Language Education that organizes professional learning in tiers for novice and experienced classroom teachers, lead teachers, and administrators.

It is the expectation that the La Habra City School District and, specifically, Ladera Palma Elementary School and Washington Middle School prepare staff members for their work in the Dual Immersion setting. This training consists of focused professional learning in an effort to continuously build both methodology and pedagogical understanding of their respective grade level, age group, and the elements of the Dual Immersion program methodology appropriate to their grade level.

The following professional learning structure is designed to keep teachers focused on the specific instructional components that make up an effective DI teacher's teaching toolbox:

- Dual Immersion School Visitations
- Foundations of Dual Language Education
- Teaching Spanish Language Arts - Learning to Read Strategies in Spanish
- Teaching English Language Development (ELD)
- Teaching Academic Language Development (ALD)
- Utilizing Linguistically and Culturally Sustaining Pedagogies
- Short-Term and Long-Term Planning in A Collaborative and Team Teaching Environment
- Academic Language and Collaborative Conversation Strategies
- Guided Language Acquisition Design (GLAD)
- Use of Content Standards In Both Languages
- Thinking Maps
- Data Management Systems – Aeries, Ellevation, Etc.
- Training On How to Implement Curriculum
- Focused Use of Data And Progress Monitoring Systems
- Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness, Etc.
- Curriculum Mapping
- Developing Interdisciplinary Units
- Advanced reading and writing strategies in both languages

Family Involvement and Commitment

Family engagement is key for student educational success in general but imperative in Dual Immersion programs. Parents are critical partners in DI programs as advocates, educational partners, and accountability for our program. Families become involved in DI programs in a variety of ways. The families begin to form part of the school community from the beginning as they join informational meetings to learn about the commitment to the DI program. Parents make the choice to have their children join LHCSD's DI program and make a 9-year commitment to remain in the program.

Our Primary and Secondary DI programs involve our parents in many ways. Both schools have thriving and strong Parent Teacher Associations (PTA) and strong parent leadership teams. La Habra City School District also involves DI parents at Parent Advisory (PAC) meetings, District English Learner Advisory Council (DELAC), and quarterly District Dual Immersion Advisory Committee meetings. There are also opportunities for parents to volunteer and lead while on campus. Many parents have participated in their child's classroom as a volunteer, in parent clubs, or during school-wide community events. Both schools provide various parent education opportunities online or in person. Additionally, both campuses provide various cultural community events that are meant to promote community and family involvement.

DI Student Recognition

LHCSD DI Plan for Student Recognition

Dual Immersion students may be awarded “biliteracy pathway awards” in accordance with the State Seal of Biliteracy guidelines to motivate students to continue developing their first and second languages. The awards can be presented after both 6th and 8th grade as the student’s work meets the criteria set for each award (L. Olsen 2010).

The first award, the DI Program Participation Award, is presented after the successful completion of kindergarten:

- Transitional Kindergarteners and Kindergarteners are recognized for their initial efforts in developing their L2 skills.

The second award, the *Pursuit of Biliteracy Award*, is presented after sixth grade:

- Reliable and valid testing instrument that demonstrates progress in English language proficiency.
- District-approved language proficiency assessment that demonstrates progress in the target language.
- Evidence of fluent text reading at the appropriate level of complexity for the students’ grade level in both English and the target language.
- Oral presentation on grade-level content in both English and the target language.
- Write two argumentative essays on grade-level appropriate topics demonstrating sufficient command of language and content in both English and the target language.

The third award, *Biliteracy Attainment Recognition*, is presented after eighth grade:

- Reliable and valid testing instrument that demonstrates progress in English language proficiency.
- District-approved language proficiency assessment that demonstrates progress in the target language.
- Evidence of fluent text reading at the appropriate level of complexity for the students’ grade level in both English and the target language.
- Oral presentation on grade-level content in both English and the target language.
- Write two argumentative essays on grade-level appropriate topics demonstrating sufficient command of language and content in both English and the target language.

California State Seal of Biliteracy

The State Seal of Biliteracy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each school district that confers the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in a foreign language may be given to students who receive the SSB and pass the Advanced Placement exam at a level of 4 or higher.

After 8-9 years of study in two languages, students can advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during their elementary and intermediate school years.

LHCSD DI Program Policies

Application & Administrative Policies

Intent to Register forms for enrollment in Ladera Palma's Dual Immersion Program are released in December and January of each year. Parents will enroll students at the school site by bringing their application to the front office by mid-February after they have attended a DI Program information meeting and filled out a DI Program interest form. During the enrollment period, all families that have expressed an interest in participating in the Dual Immersion Program will be asked to take a brief survey to collect a language sample in English, Spanish, or both. The results of this survey will be used to form classes balanced in the following way: equal percentages of native Spanish speakers (to include English learners), bilingual speakers, and native English-dominant students.

In the absence of students to balance in this manner, careful attention will be given to the recruiting process to ensure that each class has no less than one-third of a given language group necessary to fully implement the program.

Application Process

Families wishing to enroll their children in Ladera Palma's Dual Immersion Program must:

- Attend a Ladera Palma Elementary School Dual Immersion Program Informational Meeting or meet with a site administrator.
- Submit their completed Dual Immersion Interest Form.
- Submit a transfer application (Intra-district or Inter-district).

Please note that students must be screened for language proficiency at Ladera Palma Elementary School for correct placement into the program and to balance language abilities in each classroom.

Application Packets

Application packets are online and include:

- Enrollment Form
- Frequently Asked Questions (FAQ) on the District webpage
- Home Language Inventory (HLI)

Applications will be available online at the District's website exclusively. The deadline for submitting completed applications will be the end of March. Completed applications will be accepted at the Ladera Palma Elementary School front office.

Siblings

Siblings will be given priority consideration during the application process. Preference will be made to maintain an equal balance of native English speakers to native Spanish speakers when placing students within the program.

Lottery

A selection lottery is held only if the number of students interested outnumbers the number of spaces available at a site.

- If a selection lottery is necessary, it will take place within two weeks following the closing date of when applications are to be received.
- In the event that a balance of 50% native Spanish speakers and 50% native English speakers is not reached, the application process will continue until the language balance is met.

The Ladera Palma School office will notify parents by written notification if their child has been selected by lottery. Parents will also be notified of the required parent orientation meeting at the school.

Ongoing Placements

Placements made during the rest of the year will be made by the school site principal in consultation with the School Leadership Team (SLT) based on entry-level requirements. The Ladera Palma school office will notify parents by phone and written notification of placements made during the remainder of the year.

Wait List Placements

Students on the waiting list will be placed into the Dual Immersion Program as openings become available. The “wait lists” for the DI Program will be maintained by the Ladera Palma School office and are based on language proficiency.

Transfer Process

Intradistrict Process (Lottery)

Each year, beginning in January and until the program enrollment is filled, parents may submit a Parent Interest Form for the DI Program digitally. In the case of applications received after the program is filled at the school of choice, the students’ names will be placed on a waiting list based on the students’ language proficiencies. Prospective parents of students applying to the DI Program must attend an informational meeting before their application will be considered. Informational meetings will be held at Ladera Palma School starting late December through January of each year.

Interdistrict

If a student resides outside of the district boundaries, the family must obtain home district release as well as acceptance into the program.

Priority is given to those families that reside in the La Habra City School District attendance boundaries. In the event that all in-district candidates are placed and there are remaining slots available, applicants residing outside of the district will be accepted, pending the approval of their district of residence. Parents of these students must follow the district’s procedures for requesting an intra-district transfer.

Entry Requirements

Kindergarten

Each year, to ensure that classrooms within the Dual Immersion Program are linguistically balanced, students will be designated as one of the following: native English, bilingual, or native Spanish speakers based on the HLI and initial assessment and school based language screener. These designations will be used to place siblings first. Any new applicants will be added to the program based on their language designation.

First Grade

Students in the first grade may be enrolled in the Dual Language Program only through January of the current school year, except in cases where the student has previous academic instruction in Spanish.

Second to 8th Grade

I*ncoming students with academic instruction in Spanish may be placed in an age-appropriate grade. All students applying to enter the program in grades 2–8 will be required to go through a language screening process. Students should demonstrate near or at grade-level proficiency in Spanish reading and writing in order to enter the program. There is no minimum English proficiency required for entry into the program.*

Acceptance & Enrollment Policies

Notification

All applicants will be notified by written notification within two weeks of the lottery drawing to inform them of acceptance into the La Habra City School District Dual Immersion program or their placement on the waiting list.

Orientation

Parents of students accepted into the program are required to attend an orientation meeting before the end of the school year that further describes the program model and provides question/answer sessions. These orientation sessions will take place at the school site. Parents must attend an orientation meeting in order to enroll their child in the program. These meetings ensure that parents have an informed choice when selecting the program for their child.

Parent Commitments

Parents will be asked to:

- Attend a Parent Orientation;
- Support their child’s second language acquisition and development by stressing the value of biliteracy and multiculturalism to their child;
- Support their child’s first language development at home by reading to and with their child in their first language each day;
- Communicate with their child’s teacher and district administrators periodically to avoid misunderstandings about their child’s learning and the program;
- Commit to keeping their child enrolled in the Dual Language Immersion Program through at least 6th grade;
- Notify the school office in advance in the event the family plans to move.

Students with Special Needs

Students with special education needs will have equal access to the DI Program within the allowances of a student's IEP. Upon enrollment, students will receive the same level of service and support provided to all La Habra City School District students.







Appendix

Guiding Principles for Dual Language Education (Overview)

STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	**CURRICULUM**
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	**INSTRUCTION**
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	**ASSESSMENT & ACCOUNTABILITY**
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	**STAFF QUALITY & PROFESSIONAL DEVELOPMENT**
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	**FAMILY & COMMUNITY**
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	**SUPPORT & RESOURCES**
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.