



Orland Unified School District

Dual Immersion Master Plan

Approved by the School Board May 2023

Table of Contents

Section 1- Background/History of Development and Vision	Page: 2
Section 2- Program Design	Pages: 3-5
Section 3- Curriculum and Instruction	Pages: 6-9
Section 4- Staffing and Professional Development	Page: 10
Section 5- Enrollment Guidelines	Pages: 11-13
Section 6- Outreach and Recruitment	Page: 14
Section 7- Parent and Community Involvement	Page: 15
Section 8- Program Evaluation	Page: 16

Section 1- Background - History of Development and Vision

Background Information:

During the 2016-2017 school year, the district started looking at the feasibility of establishing a Dual Language (DL) program in Orland Unified School District. The team consisted of the Superintendent, interested teachers, site administrator, board members and two outside consultants. The team met several times over the course of the year, studied components of effective dual language programs, visited dual language school districts, and attended several state and local DL conferences and trainings to increase knowledge and skills. Based on these findings, the district moved forward for implementation in the 17-18 school year. OUSD began with 1 first-grade class and 2 kindergarten classes.

Program Vision: Created by parents and staff in Spring of 2020.

The vision of OUSD Dual Immersion is to provide academic achievement and biliteracy in a rigorous and inclusive atmosphere to develop future multicultural and bilingual leaders.

Section 2- Program Goals and Design

Program Goals:

Our goal as a District is to provide an opportunity for students to acquire a second language while maintaining their native language and culture, in addition to maintaining academic performance at or above grade level as measured by classroom grades, common assessments, benchmarks and state assessments. The Dual Language program will develop positive cross-cultural understanding and appreciation-these are called “The Three Pillars of Dual Immersion.”

Pillar 1: Bilingualism/Biliteracy

- Follow the 90/10 Language Model
- Commitment from OUSD
- Seal of Biliteracy upon graduation from high school.

Pillar 2: High Academic Achievement in both languages

OUSD Adopted Spanish Language Curriculum

- Benchmark Adelante/Advanced
- Go Math! (SP)
- Houghlin and Mifflin California Science (SP)
- Scott Foresman: History and Social Studies in California(SP)

Pillar 3: Sociocultural Competence

- Sociocultural integration into lessons with modified thematic units
- Sociocultural field trips
- Building off prior knowledge and experiences of language/culture



Program Benefits

The California High School State Seal of Biliteracy:

In order to encourage and recognize linguistic proficiency and cultural literacy, OUSD in conjunction with the California Department of Education award graduating seniors, who can demonstrate proficiency in English and one or more languages, the Seal of Biliteracy as an endorsement on a student's diploma. Students attending Orland High School who meet the following requirements are eligible to earn the Seal of Biliteracy. Orland Joint Unified has developed a "Pathway to Biliteracy" program for elementary and middle school students which will be used in conjunction with the Dual Immersion Program.

Orland Unified School District adopted a system of "pathway" awards from Kindergarten through eighth grade, recognizing benchmarks towards biliteracy (the ability to fluently read, write, speak and understand two languages).

These pathway awards are designed to recognize students and encourage the pursuit of skills in two or more languages. Further, the Pathways to Biliteracy Awards affirm positive attitudes towards multilingualism, and validate the use of multiple languages for all students. These awards provide a pathway to the State Seal of Biliteracy in high school, which makes them more competitive for careers, scholarships and college admissions.

Pathways to Biliteracy: Medal of Recognition and certificate will be awarded for completion in Kindergarten, 2nd-grade, 5th-grade and 8th-grade

Why go the extra mile?

There are many benefits and advantages a child will enjoy as a result of the efforts they make in pursuit of the Pathways to Biliteracy Awards:

- Competitive advantage applying for and entering colleges and universities.
- Competitive advantage over monolingual graduating students entering the job market.
- In our global economy, biliteracy is quickly becoming a "must have" skill, not only to land positions, but to be successful in them once obtained.
- A broadened awareness and understanding of multiple cultures we encounter increasingly every day

The Dual Language Program is Open to All Students:

English Learners

OUSD recognizes that the Dual Language Immersion Program attracts a diverse group of families that value the opportunity to become proficient in more than one language.

To determine English fluency, there is a process governed by California Education Code by which

students are identified as English learners (ELs). At the time of enrollment, parents complete the Home Language Survey (HLS). All students whose Home Language Survey indicates a language other than "English Only" for one or more of the first three questions on the HLS must be assessed in English language skills within thirty calendar days of initial enrollment. A score on the English Language Proficiency Assessment for California (ELPAC) indicating lower than a 3 based on the overall score established by the state exam publisher identifies a student as an EL.

A key benefit to this group of students is their opportunity to learn English while maintaining and improving their use of the partner language in an academic or professional setting. In general, ELs that participate in the program are more likely to be successful in school than if they attend mainstream English classes. Research shows that ELs have a higher rate of success in immersion education versus English mainstream programs. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in their native language and English. EL students in DI are required to meet OUSD EL reclassification criteria in the same manner as all EL students in OUSD.

Native English Speakers

Native English speakers benefit from DI programs by having a greater understanding, tolerance, appreciation and respect for other languages and cultures. They will have the ability to communicate with other ethnic and cultural groups, and be able to take advantage of opportunities that are available only in other languages while enhancing their employment opportunities once school is completed.

Special Education

All OUSD students have an opportunity to enroll in DI. Students with special needs as identified through IDEA will receive services and accommodations as dictated by their Individualized Education Plan (IEP). Special considerations are addressed on a continual basis as part of the normal operation of the program. If concerns about progress or student achievement arise, parents, teachers, or administrators may request an IEP team meeting to discuss this further. At this time, OUSD provides special education services in English. If in the future we have the ability to give support in Spanish, we will.

Student Support Plan

As in all OUSD academic programs, if the academic achievement of the student indicates it is necessary, a student can be referred to the Coordination of Support Team (COST). At this meeting the team will discuss support and create a plan.

Section 3- Curriculum and Instruction

Curriculum & Assessment:

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

A rigorous dual language classroom environment includes standards-based interim assessments designed to measure student progress. Grade-level eligible students participate in the CAASPP state testing program to measure student academic progress. Consistent teacher developed interim benchmark assessments are also employed to ensure student mastery of the Common Core State Standards. Additional language and literacy standards are assessed to ensure students achieve grade-level literacy proficiency. Student support and interventions are provided for students with the implementation of IStation and small group instruction in the classroom.

Instruction:

The goal of teaching students to listen, speak, read and write fluently in two languages, while maintaining high levels of academic achievement provides unique challenges. For this reason, instruction in the Dual Language Immersion classroom must be rigorous and strategic, as well as motivating, engaging, interactive and intellectually challenging. Students have multiple opportunities to experience meaningful interaction with others, to engage with a variety of literary and informational text and to collaborate with peers on authentic academic tasks. Teachers utilize a wide variety of instructional strategies to ensure that both groups of language learners are acquiring a second language and also understanding the content instruction in both languages.

These strategies include:

- Engagement with grade-level text and intellectually rich tasks
- Collaborative discussions about content
- A focus on meaning making
- Whole and small group interaction
- Consistent use of specific instructional and management routines
- Daily formative assessment
- Use of scaffolded sentence frames and word banks

- Extensive teacher modeling and use of examples to make learning more comprehensible for all students
- Use of repetition, visuals, models, gestures, etc.
- Use of chants, rhymes, songs and drama
- Use of online resources and technology

Although all Dual Language Immersion teachers are bilingual and bi-literate, teachers use only the language of instruction designated for a particular subject area when teaching that subject area. Teachers do not translate, or move from one language to another. This is particularly critical in the early grades. The district will employ a 90/10 model of Dual Language instruction. Kindergarten instruction is delivered in Spanish 90% of the day and in English 10% of the day. There is a gradual decrease of specifically designed Spanish instruction until 4th grade when 50% of the day is spent in each language. In Kindergarten, for example, the classroom teacher will speak only Spanish whenever students are present, whether that is in the classroom, on the playground, or in the neighborhood grocery store. All Dual Language Immersion teachers attend professional development at least every other year so that they will continue to strengthen their instruction. In addition, all teachers have opportunities throughout the year to meet with grade-level peers and with colleagues across grade-levels, to collaborate, to share instructional ideas and strategies, to analyze data, to work in various committees and to engage in continually improving the Dual Language is a program for all students.

OUSD Dual Immersion Program Pathway K-12

	Spanish	English	Transfer
Kinder 90%- 10% (35-45 minutes of English)	<ul style="list-style-type: none"> • Foundational/Reading Concepts • Guided Reading • Content Literacy Units through Benchmark • Writing • Math 2nd trimester: Introduce: <i>The Dictado*</i>	30 min. D-ELD by EL level *Benchmark D-ELD	15 min (3 times a week) Foundational Transfer Skills with Home Room <ul style="list-style-type: none"> • Phonemic awareness: Consonant sounds that are the same in SP and EN, • Vocabulary: cognates (words from unit)
1st Grade 80% - 20% (60 minutes of English)	<ul style="list-style-type: none"> • Foundational/Reading Concepts • Guided Reading • Content Literacy Units through Benchmark • Writing • <i>The Dictado*</i> (every week) • Math 	45 min D-ELD Grouped by English proficiency level *Benchmark D-ELD *including Benchmark Intervention components or Enrichment components	15 min Foundational Transfer Skills with Home Room <ul style="list-style-type: none"> • <u>Phonemic awareness</u>: Consonant sounds that are different in SP and EN + short vowels • <u>Vocabulary</u>: cognates (words from unit)
2nd Grade 70% - 30% (~1.5 hrs of English)	<ul style="list-style-type: none"> • Foundational /Reading Concepts • Guided Reading • Content Literacy Units through Benchmark • Writing • <i>The Dictado</i> (every week) • Math 	45 min D-ELD by EL level *Benchmark D-ELD *including Writing or Benchmark Intervention components or Enrichment components <hr/> (30 min) with Home Room Writing Connections to unit of study (See Benchmark Writing Handbook) <i>The Dictado</i> (every week)	15 min with Home Room Foundational Transfer Skills:. Cross linguistic connections integrated in and throughout the day (Content Literacy & Foundational Skills /Reading /Writing)

	Spanish	English	Transfer
3rd Grade 60% - 40% (2 hs of English)	<ul style="list-style-type: none"> Foundational/ Reading Concepts (<i>Así se Dice</i>** to teach explicit instruction of Grammar) Content Literacy Units through Benchmark Science and Social Science Math (provide English language connections for key vocabulary)After February, more exposure to English will happen to support students in State Testing, 	45 min D-ELD by EL level Benchmark D-ELD and Writing with an ELD focus ELA : 75 min total with Home Room (15 min) Foundational/Reading Concepts (60 min) Content Literacy Units through Benchmark	Cross linguistic connections integrated in and throughout the day (Content Literacy & Foundational Skills /Reading /Writing) Vocabulary Morphology (suffixes, prefixes) (parallel texts) (Asi se dice)
4th-5th Grade 50% - 50% (2.5 hs of English)	<ul style="list-style-type: none"> Foundational/ Reading Concepts (<i>Así se Dice</i>** to teach explicit instruction of Grammar) Content Literacy Units through Benchmark Math 60 min with some English embedded weekly to help prepare students for State Testing Science and Social Studies will be taught through thematic units of Benchmark. Alignment of these will be in English and other supports will then be in Spanish 	45 min D-ELD by EL level Benchmark D-ELD and Writing with an ELD focus ELA : 75 min total with Home Room (15 min) Foundational/Reading Concepts (60 min) Content Literacy Units through Benchmark Science and Social Studies will be taught through thematic units of Benchmark. Alignment of these will be in English and other supports will then be in Spanish	Cross linguistic connections integrated in and throughout the day (Content Literacy & Foundational Skills /Reading /Writing) Vocabulary Morphology (suffixes, prefixes) (parallel texts) (Asi se dice)
6th-8th Grade	Two periods a day will be taught in Spanish. One period of Spanish Language Arts and one period in Social Science	All other courses will be taught in English	Cross linguistic connections integrated in and throughout the day (Content Literacy & Foundational Skills /Reading /Writing) Vocabulary Morphology (suffixes, prefixes) (parallel texts) (Asi se dice)
9th-12th Grade	Two periods a day will be taught in Spanish. One period of Spanish Language Arts and one other content area. (This will depend upon staffing- We will decide during the 24-25 School year.)	All other courses will be taught in English	

Section 4- Staffing and Professional Development

Staffing and Professional Development:

Teachers who participate in the program will be selected based on the following: 1) Appropriate BCLAD teaching credential, 2) Appropriate grade-level teaching credential, 3) Submit application by the established deadline.

Teachers selected for the Dual Language program will be expected to participate in additional professional development opportunities designed to meet program objectives including: strengthening curriculum objectives and units of study, standards-based student assessments, development of supplemental instructional materials, instructional pedagogy, and program development training. Dual Language teachers will be provided with supplemental district resources to adequately prepare and collaborate on program implementation. Teacher(s) in the DI program are asked to support at DI informational nights, DI Summer Enrichment Camp, and Kinder FACTTS. This promotes a strong connection between family, students and the school.

Section 5- Enrollment Guidelines

Admission to the Program:

The structure of the Dual Language Immersion Program seeks a population of which 50% of the students enrolled in the program represent Spanish dominant language ability and 50% of the students represent non-Spanish language backgrounds. In order to gain the academic and linguistic achievement that is expected from this type of program it is important to enroll students from the different language backgrounds to reach the required balance of students and preserve the academic and linguistic integrity of the model. If the enrollment for the Dual Language Immersion Program is less than the maximum number of students and the language dominance of the students is balanced, then all in-district students who apply will have an opportunity for enrollment pending space availability. If the enrollment is greater than the maximum in either language group then a lottery will be conducted and a waiting list will be established by language group. Registration materials must be submitted by the posted deadline. The deadline will be posted in the school office and displayed on the district and school website.

Enrollment:

- All entering Kindergarten students are eligible for this program.
- Classes will be created by lottery.
- To ensure the ideal environment classes will be balanced with a 50/50 Spanish language, English language split (based on the home language survey) as well as balanced by gender ratios.
- All students residing in the Orland Unified School District attendance area may enroll in DL program, regardless of language background through OUSD's Open Enrollment process.
- Due to the highly structured plan of learning in two languages, parents must be prepared to commit to the program goals through 6th grade.
- Students of varying abilities and needs contribute to the diversity of the dual language program. Any student may enter the program in Kindergarten.
- Students may be considered for the program after Kindergarten, provided they can demonstrate language skills and knowledge necessary to be successful in the program. The principal or designee determines placement.
- If a child is placed on the waiting list, and the parent is informed of an available spot, refusal of this spot will be considered a refusal of the program, and the child will be removed from the waiting list.
- Priority Enrollment is offered to siblings of students currently enrolled in the DL program to attend the same school. Parents register and enroll siblings at Mill Street School.
- During Open Enrollment, applications are accepted from all Kindergarten OUSD families.
- Families are notified of the Open Enrollment timelines.

- Families living outside of OUSD must request a release from their home district in order to attend a specialized program not offered in the home district.
- Although OUSD requires that students be released from their home districts, interested families should still complete an application for the program even if they have not received the official release paperwork.
- Once the Inter-district Transfer is approved, by your home district, the home district will notify Orland USD.

Continued Enrollment in Dual Language:

Once enrolled in Dual Language (DL), students remain enrolled automatically unless disenrolled by the parents or the District. Disenrollment of a student will be done in consultation with parents and the principal and may involve other stakeholders. The Dual Language Immersion program is taught in Spanish because research shows the vast array of academic, cognitive, and social emotional benefits of being bilingual and learning a second language at an early age. The State Seal of Biliteracy encourages districts to recognize students' biliteracy and academic achievement in more than one language. Students who remain in the program may be eligible to earn the State Seal of Biliteracy recognition in high school, provided they meet all program requirements and assessments verifying that they are literate in more than one language.

The California High School State Seal of Biliteracy:

In order to encourage and recognize linguistic proficiency and cultural literacy, OUSD in conjunction with the California Department of Education award graduating seniors, who can demonstrate proficiency in English and one or more languages, the Seal of Biliteracy as an endorsement on a student's diploma. Students attending Orland High School who meet the following requirements are eligible to earn the Seal of Biliteracy. Orland Joint Unified has developed a "Pathway to Biliteracy" program for elementary and middle school students which will be used in conjunction with the Dual Immersion Program.

Criteria I: Eligibility Criteria for English:

To be eligible to receive the State Seal of Biliteracy applicants must meet the following English Language Proficiency Criteria:

1. Meet all English Language Arts requirements for graduation with an overall grade point average of 2.0 or above in those classes
2. Obtain a score of proficient or above on a standardized test in English Language Arts, by meeting **one** of the following criteria:
 - a. Pass the *California Assessment of Student Performance and Progress (CAASPP)* exam, administered in the 11th grade, at the proficient or above level (an overall score

of 3 or above)

3. Submit a minimum one to two page personal essay on, *The Importance of Bilingualism in Our Society*.

The criteria for demonstrating proficiency in a language other than English is one of the following:

4. Students must demonstrate proficiency in one or more languages other than English through **one** of the following methods:
 - a. Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.
 - b. Pass an International Baccalaureate (IB) examination with a score of four or higher.
 - c. Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - d. Pass the Scholastic Assessment Test (SAT) II foreign language exam with speaking at a score of 600 or higher.

Criteria II: Eligibility Criteria for a Student Whose Primary Language is not English

If the primary language of a pupil is other than English, the student shall also meet the following academic requirements:

1. Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten or kindergarten through grade twelve, inclusive.
2. Meet the academic requirements 1, 2, 3 and 4 as stated above in Criteria I.

Pathways to Biliteracy

Orland Unified School District adopted a system of “pathway” awards from Kindergarten through eighth grade, recognizing benchmarks towards biliteracy (the ability to fluently read, write, speak and understand two languages).

These pathway awards are designed to recognize students and encourage the pursuit of skills in two or more languages. Further, the Pathways to Biliteracy Awards affirm positive attitudes towards multilingualism, and validate the use of multiple languages for all students. These awards provide a pathway to the State Seal of Biliteracy in high school, which makes them more competitive for careers, scholarships and college admissions.

For more details please ask for a copy of the Pathways to Biliteracy pamphlet

Section 6-Outreach and Recruitment

Our goal as a district is to inform all stakeholders about the benefits of enrolling students in Dual Immersion Programs in order to provide equal opportunities for all interested parties to enter into the DI enrollment lottery. We use every type of communication method to provide families with information regarding important DI enrollment deadlines (fliers, emails, phone calls, magazine advertisements, and occasionally radio ads). During Kindergarten Registration, Kinder FACTTS, and four different DI Information Nights, we present parents with a summary of 50 years of research regarding the benefits of enrolling students in a Dual Immersion Program. DI teachers, staff, and administrators collaborate in order to present the information in a way that is easily understood by both the Spanish speaking and English speaking audience. We find that it is ideal to separate the presentations based on language as the questions and concerns of each language group are typically different.

We have designed a process that ensures that the families that enter into the lottery are well informed about the added effort and support that enrolling their student in a DI program involves. First, families are required to attend an information night; next, families must attend a tour of our DI classrooms; finally, families must complete necessary documentation. These components usually occur in February. This final step enters students into a lottery in which approximately 56 students are selected randomly (50% Spanish speaking and 50% English speaking- and within those balancing the number of boys and girls). This component usually occurs in late March. It is important to note that priority is given to the children of staff members, the siblings of older DI students, and families residing within our district boundaries. For specific dates on the above process please contact Mill Street School.

In order to adhere to the 90/10 model we strive to select students that will fulfill the need for a language balanced classroom.

Section 7- Parent and Community Involvement

Parent involvement is critical in the Dual Language program. For this reason, we strongly encourage, and expect parents to become active participants in their child's education at the site and/or district program level. Research shows that children whose parents are involved in their education experience more academic success in school, have better attendance, and are more interested in learning. Therefore, the program provides a variety of ways in which parents can become involved and serve as strong educational models for their child/children.

Parents may:

- Volunteer hours of support for the dual language program which may include the following: attendance at DL classroom events, attend and assist with parent DL information nights and presentations, attend field trips, and assist with teacher classroom materials. Parents interested in this type of involvement should contact the site administrator or their classroom teacher directly.
- Provide encouragement and support for bi-literacy and bilingualism for their child.
- Volunteer to chaperone site and district DL events.
- Volunteer to chaperone site-level field trips and other site-based activities.
- Attend district-level DL parent meetings.

The opportunity for a child to become bilingual and bi-literate is priceless, but it requires commitment and investment on the part of his/her parents. Research shows that acquiring proficiency in a second language may take five to seven years. Therefore, parents are expected to commit to this program through at least sixth grade, to ensure that their child has the time necessary to fully develop linguistically, and also be successful academically. To underline the importance of this commitment, parents are asked upon entry into the program to sign the Dual Language Parent Compact which outlines both student and parent involvement commitments as a condition of being enrolled into the Dual Language program.

Section 8- Program Evaluation

We are utilizing the progress indicators provided by the Center for Applied Linguistics to measure growth in the seven strands outlined by Guiding Principles for Dual Language Education.

Teachers will take a survey created from the Guiding Principles in April or May of each year and the parents will take the DI Information Night Survey. Data from both of these will be reviewed and discussed at a DI Team meeting in late May. The DI team will come up with the focus for the following year.

We will also track the number of students earning a Gold or Silver Biliteracy pathway award. This will help us see if students are gaining the skills needed to eventually pass the Seal of Biliteracy.

Other student data that will be reviewed throughout the year:

Dual Immersion Assessment Calendar

	Trimester 1					Trimester 2						Trimester 3							
Grade	iReady English	iReady Math	Istation Spanish Monthly	STAR Reading English	STAR Math English	iReady English	iReady Math	Istation Spanish Monthly	STAR Reading English	STAR Math English	DWA	iReady English	iReady Math	Istation Spanish Monthly	STAR Reading English	STAR Math English	CAASPP ELA and Math	Reading Fluency	District Math Assessment
Kinder						X	X	X			X	X	X	X				X	X
1st & 2nd	X	X	X				X	X			X	X	X	X				X	X
3rd - 5th	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter				
Grade	Site Spanish Social Studies			Site Reading assessment		DWA in English			Site Reading assessment	Site Spanish Social Studies	State Spanish Assessment	Spanish Writing		District Math Assessment
6th	X			X		X			X	X		1 paragraph		X
7th	X			X		X			X	X	X	2 paragraphs		X
8th	X			X		X			X	X		3 paragraphs		X