

Dual Immersion Program

Why do parents select a Dual Language Immersion Program?

- To stimulate their child’s cognitive, social, and linguistic development.
- To prepare their children with advantages to compete for future careers.
- To provide their children with the skills needed to live and work in a multicultural global community.

Our nation can only grow stronger if all our children grow up learning two languages. I can assure you when they enter the workforce in several years, we will regret the inability of our children to speak two languages. Our global economy demands it; our children deserve it. (Richard W. Riley, Former U.S. Secretary of Education)

What does a Dual Language Immersion Program Offer?

This unique program offers English and Spanish speaking students the opportunity to learn and excel in two languages, English and Spanish. Students in a Dual Language Immersion Program are taught in the

90/10 model. Students in kindergarten and first grade receive 90% of their instruction in Spanish and 10% in English. Each subsequent year, English is gradually increased into the program. By the 5th and 6th grade, instructional time will be 50% in English and 50% in Spanish. Students at this time will develop fluency in both languages.

Research indicates that a Dual Language Immersion Program is the most effective model to educate limited English Proficient students. In addition, it offers a second language for English speaking students without risk to their academic achievements or English proficiency.

Instructional Time

Grade	Spanish	English
K-1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5-6	50%	50%



Studies show that the human brain is more open to linguistic development during early education years. Children who learn a language before the onset of adolescence are more likely to develop native-like pronunciation. (Strozer)

MULTIPLE PATHWAYS TO BILITERACY

LANGUAGE LEARNING OPPORTUNITIES AND PROGRAMS: COMPONENTS OF PATHWAYS TO BILITERACY

Opportunity/Program	Grade Levels	Target Students	Goals	Description
Dual Language or Two-Way Bilingual Immersion	K-12	English Learners and English dominant students	Promote bilingualism and biliteracy (English plus target language) and positive cross-cultural attitude and behavior	Whole school day program in elementary; continues as course in secondary. Begins with 50 – 90% of instruction in target language with increasing English until academic work and literacy are 50:50. In secondary grades, some courses remain in target language. Integrates native English speakers and speakers of the target language – providing instruction in both languages to all students together.
Immersion	K-8	Non-speakers of the target language	Proficiency and academic study in a target language	Target language is used for all academic instruction (with the exception of language arts in English). Maintain a ratio of target language use to English as high as 80/20 throughout elementary grades.
Transitional Bilingual Education	K-3	English Learners	Improved access to full curriculum, and transition to English	Whole school day program. Academic curriculum is taught through home language, including initial literacy, plus ELD. Transition to all English instruction in 2nd or 3rd grade.
Developmental or Maintenance Bilingual/Biliteracy	K-12	English Learners	Academic study and literacy development in both home language and English	Whole school day program in elementary grades; continues as a course in secondary. Academic curriculum is taught initially through home language plus ELD, with increasing academic instruction in English until students develop literacy in both languages. Academic study in both languages continues.
Heritage Language Program	K-12	For language minority students who are English dominant and are desiring to learn the heritage language	Reclaim a heritage language	Generally, a course or afterschool opportunity with significant focus on the heritage culture as well as language.
FLEX (Foreign Language Elementary Experience)	K-5	Non-native speakers of the target language	Exposure, enrichment, language experience	A designated period of the school day or afterschool program (usually a few times a week) providing basic exposure to a language.
FLES (Foreign Language in Elementary Schools)	K-5	Non-native speakers of the target language	Language study	A designated period of the school day or afterschool program dedicated to language study. Varies greatly in amount of time.

The English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.



The ELPAC has two parts:

	Initial Assessment	Summative Assessment
Who	<p>Students will take the Initial Assessment if:</p> <ul style="list-style-type: none"> the student has a primary language other than English, the student has not taken the CELDT or ELPAC before, and the student has not been classified before as an English learner. 	<p>The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment.</p>
What	<p>The Initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English.</p>	<p>The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.</p>
When	<p>Students are given the Initial Assessment within 30 days of when they enroll at the school.</p>	<p>Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.</p>
Why	<p>Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.</p>	

The ELPAC tests four different areas:



Do students with disabilities take the ELPAC?

Yes, the ELPAC has been designed so that students, including those with special needs, can participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

How Can I Help My Child Get Ready for the ELPAC?

You are an important part of your child's education. Some things you can do to help your child are:

- Read to your child, or have your child read to you in English, daily.
- Use pictures and ask your child to tell you in English what they see in the picture or what is happening in the picture.
- Talk to your child's teacher about which areas of learning English (listening, speaking, reading, writing) he or she may need extra help.
- Discuss the test with your child. Make sure he or she feels comfortable and understands the importance of taking the test.



The ELPAC is aligned with the California English Language Development Standards. These standards can be found at: <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.

For More Information:

More information about the ELPAC can be found on the California Department of Education ELPAC Web page at: <http://www.cde.ca.gov/ta/tg/ep/> or at the Educational Testing Services ELPAC Web page at: <http://www.elpac.org/>

More information about your child's ELPAC scores can be found by contacting your child's teacher and/or the school office.



CALIFORNIA ENGLISH LEARNER ROADMAP POLICY

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners



21st Century Education
Multilingual Proficiency
Meaningful Access

Four Principles

Four principles support our vision and provide the foundation of California's English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first century education for our English learners.

Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

Next Steps

1. **Share** the EL Roadmap with your colleagues and community
2. **Adopt** local district policies aligned to the EL Roadmap
3. **Reference** the EL Roadmap in your LCAP



CONTACT INFORMATION

Language Policy and Leadership Office
California Department of Education
1430 N Street, Room 2204
Sacramento, CA 95814

<https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp>

ELROADMAPPROJECT@CDE.CA.GOV
(916) 319-0845 • (916) 319-0138 FAX



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Principle 1

• Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different **EL strengths, needs, and identities** and support the socio-emotional health and development of English learners. Programs value and build upon the **cultural and linguistic** assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle 2

• Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of **English proficiency**. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through **native language instruction** and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and **other languages**.

Principle 3

• System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the **strengths and needs of English learners** and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the **strengths and meet the needs of English learners**.

Principle 4

• Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, **language(s)**, literacy, and knowledge students need for college- and career-readiness and participation in a **global, diverse, multilingual, twenty-first century world**.

