Suggested Dual Language Immersion Program Planning Timeline

September of planning year:

- Form a District Leadership Team (DLT)
  - Representative(s) from
    - Board of Education
    - Instructional/Educational Services
    - Special Education
    - Human Resources
    - Assessment/Accountability
    - English Learner
    - Parent Engagement
    - Certificated union
    - Bilingual teachers
    - English-only teachers
    - English Learner parents
    - English-only parents
    - Site librarian
    - Site front office personnel
    - Site instructional aides (if applicable)

- Provide professional development (either from experts within the district or through an outside organization) on the following topics critical to dual language programs for the DLT
  - Introduction to *Guiding Principles for Dual Language Education, 3rd edition*¹
  - Research on dual language programs
  - Dual language program definitions, research, program and implementation models
    - Dual language full-day and enrichment program definitions
      - Highlight the one being requested by parents
      - Present all others, as well
    - Full-day dual language program models (TWDI, DB/B, IWDI)
      - 90:10
      - 50:50
    - Full-day dual language program implementation models
      - Whole school
      - Strand within a school
  - Alignment to the *California English Learner (EL) Roadmap Policy and Global California 2030 Initiative*
  - Engaging parents and community members in the dual language program
  - Creating and sustaining a quality dual language program that achieves the three core goals of dual language education (bilingualism/biliteracy, high academic achievement, sociocultural competence)
  - Ensuring equity for all linguistic groups in the program
  - Research-based instructional methods in both languages in a dual language program
    - For Spanish Language Arts (SLA) standards for Spanish dual language programs, there is the *CaCCSS en español*²
  - Role of the language allocation plan (percentage/minutes per day in each content area in each language across all grade levels at site)

² *CaCCSS en español* for Spanish Language Arts can be found at https://commoncore-espanol.sdcoe.net/CaCCSS-en-Espanol/SLA-Literacy
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- Identification of high-quality standards-based curriculum in both languages
- Assessment and accountability practices in dual language programs
- High quality professional development that supports programs, administrators, and teachers achieve the three core goals of dual language education
- Recruitment of high-quality dual language staff
- Student recruitment strategies and program enrollment policies
- California State Seal of Biliteracy
- Program and personal reflection in a dual language program
- Stakeholder advocacy for dual language program goals
- Pre-/T/K-12 program articulation, implications for secondary level

October of planning year:
- Visit more strong, successful, and sustainable dual language programs that have been in existence for at least 5 years
- Consult with dual language program experts and attend dual language conferences
- Create a dual language program vision and mission statement
- Determine the dual language program and implementation model
  - Identify the number of classrooms at each grade level
  - Identify what grade level(s) the program will start at (research recommendation: TK/K; 1st grade also can be considered, but there are implications that will need to be considered)
- Create the language allocation plan (percentage/minutes per day in each content area in each language across all grade levels at site)

November of planning year:
- Decide dual language program enrollment policies, interest list formation, lottery procedures
  - One list for native speakers of the target language
  - One list for native speakers of English
  - May have a list for heritage language students (may have listening comprehension but typically have limited oral proficiency in the target language)
- As appropriate, share plan for dual language program to this point with stakeholders, including Board of Education and Superintendent

December of planning year:
- Identify needed curriculum materials and resources in target language and begin identifying possible sources and funds to secure the materials and resources
  - Full-day dual language programs are core programs, not enrichment
  - LCAP funds for curriculum and resources can be used
  - Title III monies can only be used to supplement, not supplant, the LCAP funds
- Identify academic assessments in both languages across all grade levels at the site
- Identify language development assessments in both languages across all grade levels at the site

January of planning year:
- Begin dual language student recruitment program publicity campaign
  - New program announced on district website home page and on site website home page

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3 Some of these items may need Board approval and may affect Board Policies (BPs) and Administrative Requirements (ARs).
Suggested Dual Language Immersion Program Planning Timeline

- Brochures shared widely at activities that often include parents with young children
  - Post on district/site website
- Posters in businesses/organizations in the community that also list the parent information meetings
- Parent information meetings
  - Conducted in one language and interpretation in the other language
  - Alternating presentation language with each meeting
  - Also alternating time and location for the meetings in attendance area of site and beyond if concern regarding student recruitment
  - Share process for parents to put their child on an interest list
  - Post on district/site website

February of planning year:

- Begin dual language teacher recruitment publicity campaign
  - Connect with universities offering a Bilingual Authorization program
  - Identify current district teachers with a valid authorization to teach in the dual language program
    - Query them to determine their interest in teaching in the program
    - Provide any professional development they may request to best prepare them to teach in the program
  - Identify any additional teachers that may need to be hired to staff the classrooms for the dual language program launch
    - Post job description (differentiated; bilingual/biliterate required) on EdJoin
    - Recruitment window for dual language teachers typically starts in October and runs through the end of February
    - Attend job fairs and conferences where dual language teachers may be present
- Hire teachers for the dual language program classrooms for launch

March of planning year:

- Attend dual language conferences
- Develop plan for parent engagement in dual language program for parents from both language groups
- Order standards-based curriculum for all content areas to be taught in target language
- Verify student interest lists to determine if students are on the correct list through
  - Student interview in both languages
  - Informal assessment in both languages
    - Cannot be used to exclude students from entering the program
    - Can be considered a baseline measure to share with teachers
- Conduct lottery if there are more students on an interest list than there are slots for students from that list

April of planning year:

- Notify parents of students on interest lists as to their status (admitted, not admitted)
- Provide professional development (on-site, conference attendance, etc.) for the following at the dual language site(s)
  - Dual language teachers

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4 The Bilingual Authorization program is the current state-required authorization to teach in a dual language program. Previous authorizations, including the Bilingual, Crosscultural, Language and Academic Development (BCLAD) and Bilingual Certificate of Competence (BCC) are also valid, but no longer issued.
Suggested Dual Language Immersion Program Planning Timeline

- Dual language methodology
- Academic language development in the target language
  - For teachers
  - For students
- Support from publishers of target language curriculum
  - Non-dual language teachers
    - Foundational knowledge of dual language education
    - How to support the dual language program
  - Special education staff
    - Supporting students in dual language program with an Individualized Education Plan (IEP) or Section 504 plan
  - Administrators
    - Leading, supporting, and advocating for the dual language program at the site
  - Classified support personnel
    - Front office (to be able to explain the dual language program and understand the process for parents to put their student on an interest list)
    - Librarian
    - Instructional aides

May of planning year and beyond:

- Provide ongoing curriculum planning and coaching support for new dual language teachers, administrators, and district staff
- Attend dual language conferences