

## Dual Language Immersion Resolution

Whereas, As defined by the California Department of Education, Dual Language Immersion (DLI) is a "language acquisition program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding."; and

Whereas, our community is home to speakers from hundreds of different language and cultural groups, and to build trust and understanding across the multiple language and cultural groups in our diverse community requires multilingual skills of communication; and

Whereas, the Board of Education for Pittsburg Unified School District is committed to promoting multiliterate, multicultural, and multilingual speakers in the Pittsburg community and celebrating multicultural instruction within the school district; and

Whereas, the California K-16 Master Plan for Education calls for pupils to graduate literate in two or more languages; and

Whereas, mastery of two or more languages makes important contributions to a student's cognitive development, understanding of diverse cultures, and economic opportunities; and

Whereas, the study of world languages contributes towards our national economy and our national security; and

Whereas, multiple languages are a critical element in enabling our city and state to participate effectively in a global political, social and economic context; and

Whereas, the demand for employees to be fluent in more than one language is increasing both in California and throughout the world; and

Whereas, our belief is that a strong DLI program is built off three pillars: **High Academic Achievement** – Students will achieve high academic standards in all subjects, regardless of the language of instruction, **Bilingualism and Biliteracy** – Students will develop high proficiency in both languages, including reading, writing, and speaking fluently in both languages, and **Sociocultural Competence** – Students will build an understanding and appreciation of different cultures and perspectives, fostering intercultural communication and understanding; and

RESOLVED, that district staff would look at counseling numbers to shifting DLI students to a singular counseling caseload to provide students with a counselor with experience around DLI programming to further prioritize scheduling of classes to support DLI; and

RESOLVED FURTHER, that the Board of Education will follow a 90/10 Dual Immersion model. Students begin with 90% Spanish and 10% English Instruction time in kindergarten and percentages change following the model as they progress through the grade levels; and

RESOLVED FURTHER, that when possible and when not limiting any child's right to access the DLI program, the Board of Education, the District and the DLI program will support the goal of enrollment of one-third enrollment of scholars who are English speaking only, one-third enrollment of scholars who are bi-lingual, and one-third enrollment of scholars who are Spanish speaking only; and

RESOLVED FURTHER, the District and DLI program will conduct intentional outreach for purposes of enrollment into the DLI program to non-Spanish speaking communities and organizations, such as Families of African American Scholars (FAAS), and Parent of African American Achievement Collaborative Team (PAAACT); and

RESOLVED FURTHER, that, when possible, the Board of Education will support DLI students and Educators by having a DLI designated TOSA; and

RESOLVED FURTHER, that, when possible, the Board of Education will prioritize access to Spanish Bilingual services, resources and personnel to the DLI schools; and

RESOLVED FURTHER, the district will create a DLI committee to explore the options for expanding DLI in PUSD, including the possibility for a whole DLI school or the addition of a DLI strand to another school/s and will report on their progress and recommendations before March, 2026; and

RESOLVED FURTHER, that district staff will develop a plan for a board presentation that establishes a clear Pathway Towards Biliteracy roadmap with clearly denoted requirements to recognize their effort and accomplishments towards becoming biliterate; and

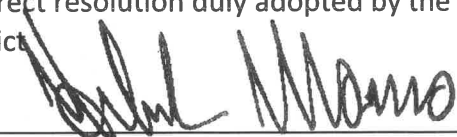
RESOLVED FURTHER, that the Board of Education will receive a program update - an annual presentation to the board; and

NOW, THEREFORE BE IT RESOLVED by the Governing Board of the Pittsburg Unified School District, Pittsburg, California, approve this resolution, effective immediately

ADOPTED this 11th day of June, 2025, by the following vote:

AYES:   5   NOES:   0   ABSENT/NOT VOTING:   0  

I hereby certify the foregoing to be a full, true, and correct resolution duly adopted by the Board of Trustees of the Pittsburg Unified School District

  
\_\_\_\_\_  
President  
Pittsburg Unified School District  
Board of Education