

Dual Language Updates

February 2026



MT. DIABLO
UNIFIED SCHOOL DISTRICT

LCAP Goals: LCAP 2025-26

1

All students will receive a high quality education in a safe and welcoming environment with high expectations and rigorous instruction in the California State Standards that prepare them for college and career. **All students will demonstrate growth meeting standards in English, English language development, and mathematics.**

2

Highly qualified, culturally proficient, and responsive staff will create a safe and engaging learning environment respectful of all students' backgrounds ensuring they are college and career ready when they graduate. There will be an increase in the percentage of classrooms where standards-based instruction is being observed.

3

Families and community members will be informed, and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes. There will be an increase in the percentage of families reporting that they feel they are an active partner with the school in educating their child.

4

Focal scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and **multilingual students**, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and **inclusive partnerships between the students, families, and staff**. All student groups will demonstrate growth meeting standards in English, English language development, and mathematics.

5

All students at Crossroads High School and Olympic High School will demonstrate a 6% increase in attendance rate and a 6% increase in on-pace graduation rate by June 2026, leading to an increase of 6% in graduation rates. All students at Glenbrook Academy will demonstrate a 3% increase in attendance rate and a 3% increase in on-pace graduation rate by June 2026.

CCEE

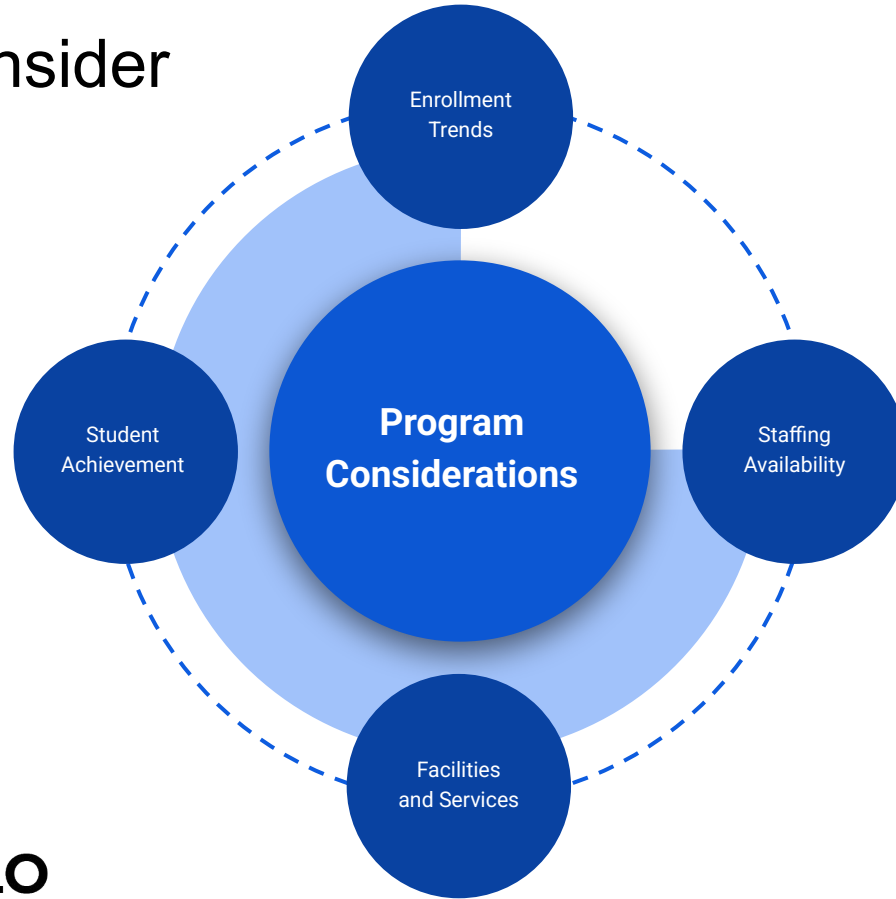
California Collaborative
for Educational Excellence



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UNIFIED SCHOOL DISTRICT

College & Career Readiness
Educational Equity

Factors to Consider



Shore Acres Elementary



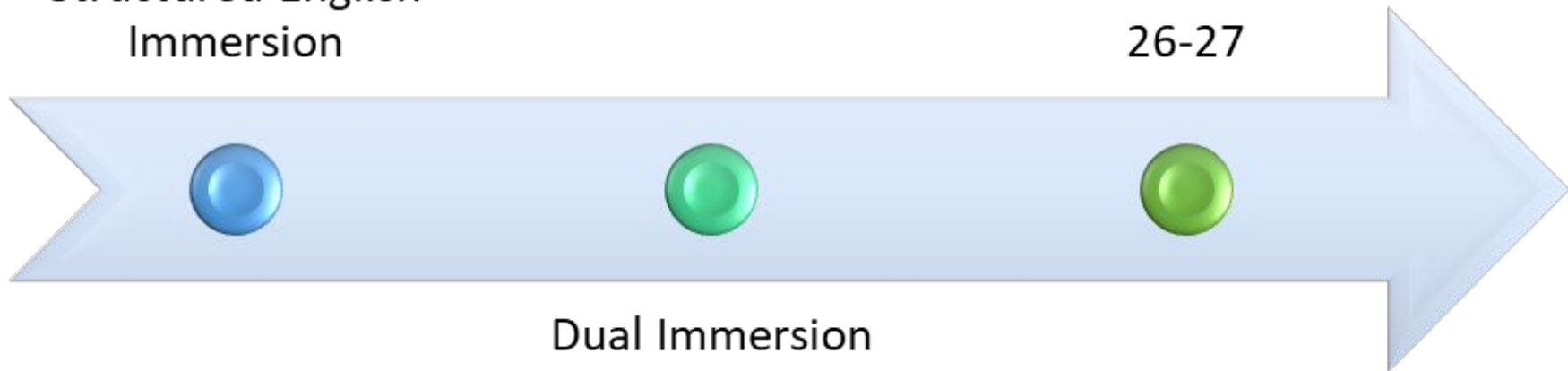
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One Way
Immersion
Program

Structured English
Immersion

26-27

Dual Immersion
Program



Current Model at Shore Acres

The Dual Language Program at Shore Acres follows a 50/50 Spanish–English model and incorporates a teacher partner model. At each grade level, one teacher serves as the English partner, while the other teacher, holding a BCLAD authorization, serves as the Spanish partner.

Historically, Shore Acres offered both a Dual Language (DL) track and a Structured English Immersion (SEI) track. Under prior administration, the program was restructured, and Shore Acres became a Dual Language–only school.

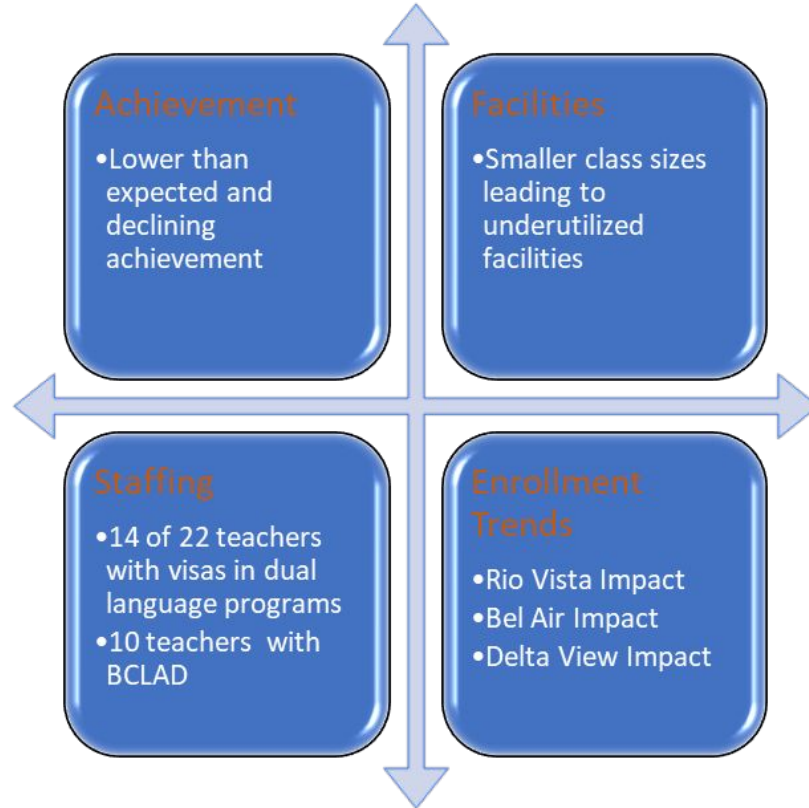
At the same time, the program transitioned from a One-Way Dual Language model to a Two-Way Dual Language model. This change was intended to provide access to Shore Acres for families whose students did not speak Spanish.

However, due to the predominantly Spanish-speaking student population in the Shore Acres community, the program is most accurately characterized as a One-Way Dual Language program—in which students are primarily Spanish-dominant and are learning English as their second language.

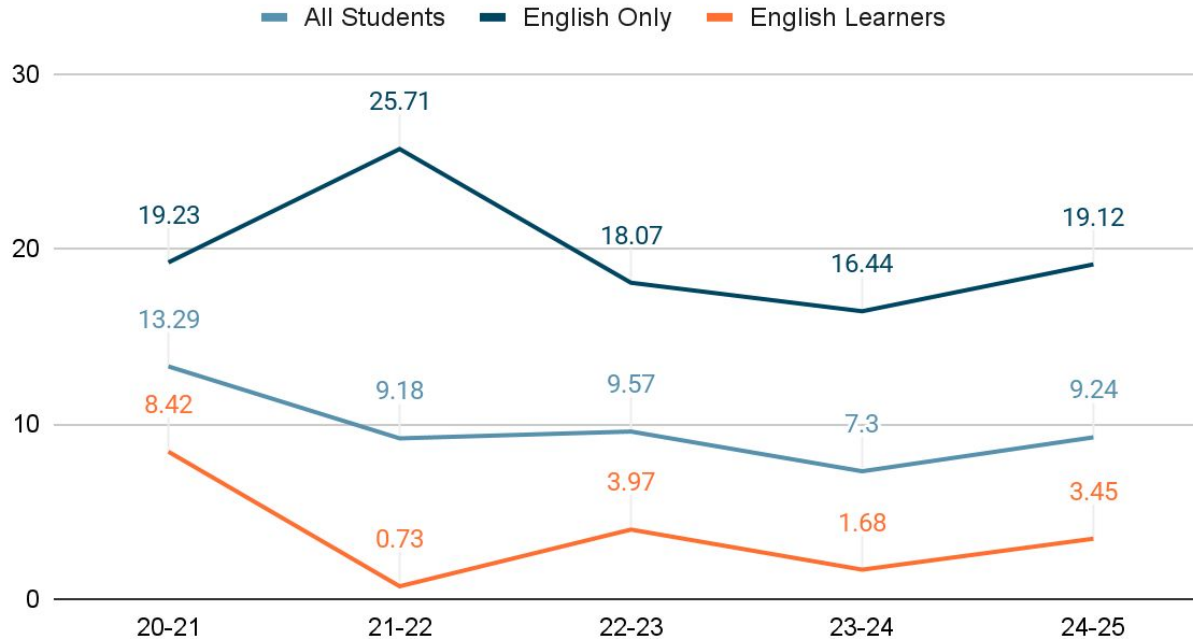


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Factors to Consider at Shore Acres:



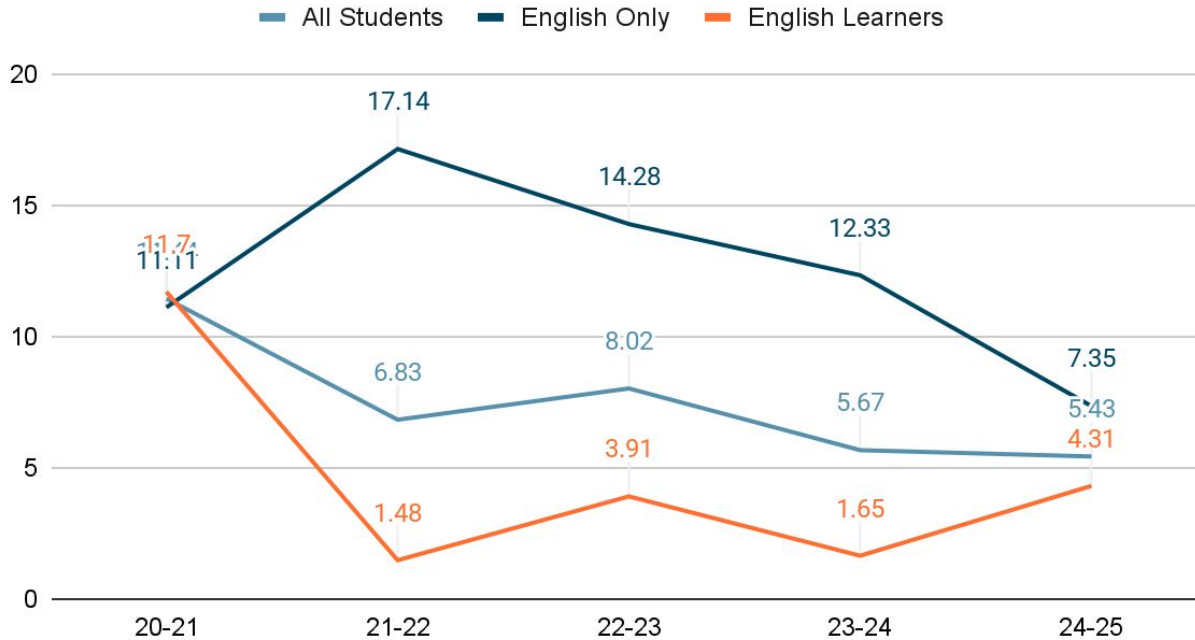
Shore Acres: English Language Arts



We have seen growth this past year however over time, *all students* have declined (-4.05) with the greatest decreases being with our *English Learners* (-4.97%)



Shore Acres: Math



In Math, *all students* have shown an overall decline (-6.01%) again with the greatest decreases being with our *English Learners* (-7.39%), despite a small gain this year.



One Way Immersion
Program

Structured English
Immersion



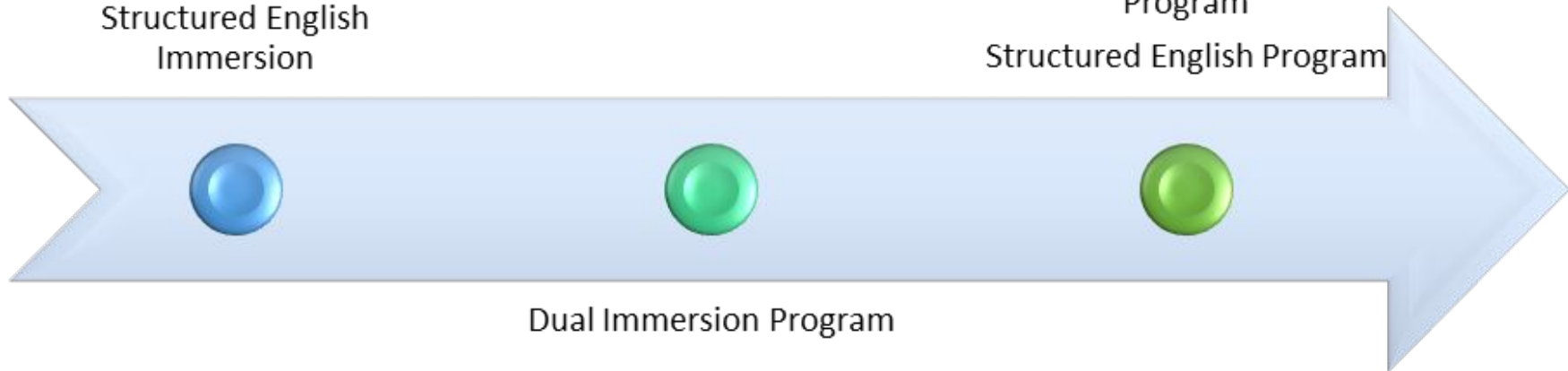
Dual Immersion Program

26-27

Based on actual
enrollment:

One Way Immersion
Program

Structured English Program



Recommendations starting in the 26-27 school year:

- Existing programs to remain intact
- TK- Structured English Immersion
- Kindergarten- Monitoring enrollment for consideration of operating one-self contained Dual Language program and one Structured English Immersion program
- Multilingual Learner (MLL) department will work with site staff to analyze data and establish targeted support for systemic and individualized student achievement
- Continue to matriculate the program as it develops in subsequent years.

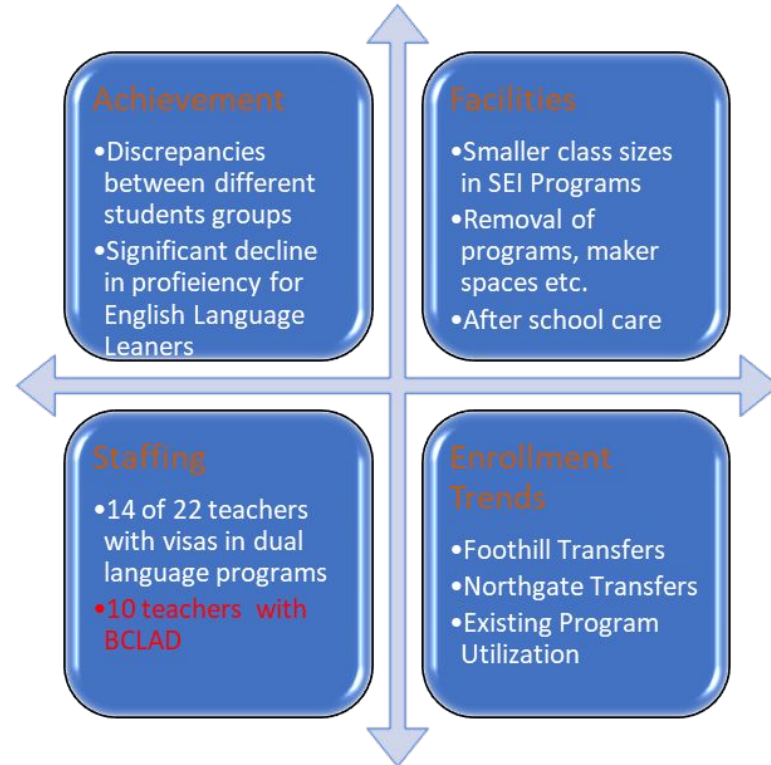


Bancroft Elementary

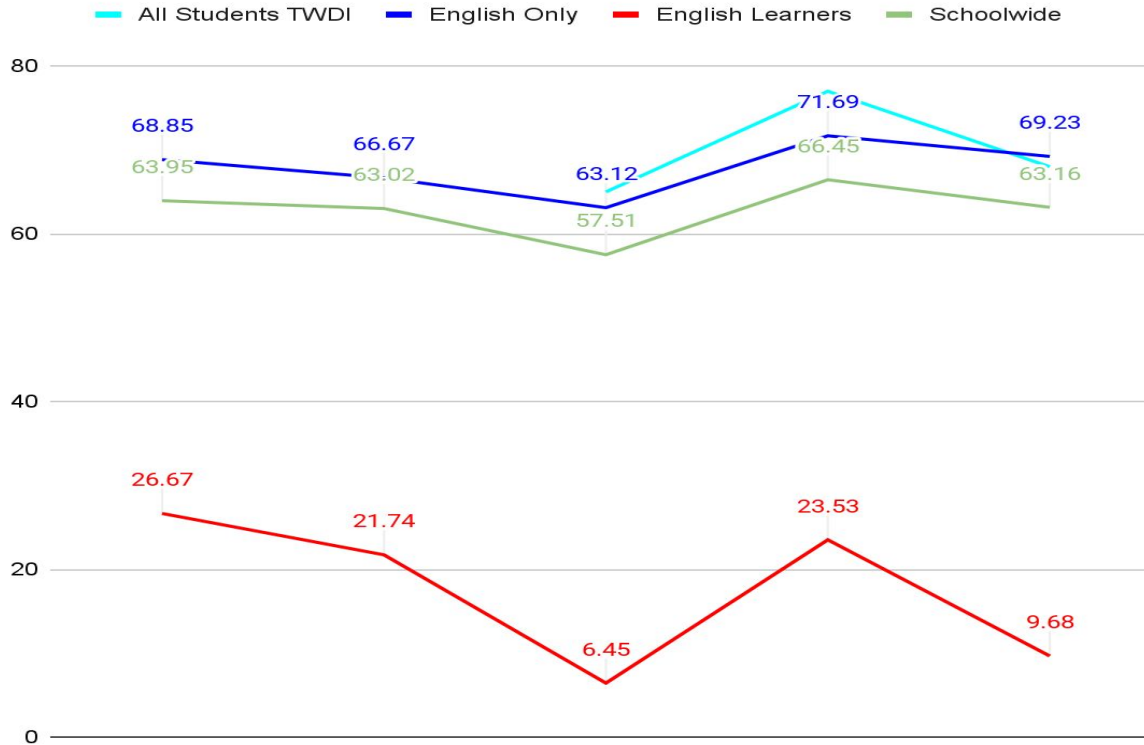


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Factors to Consider at Bancroft:



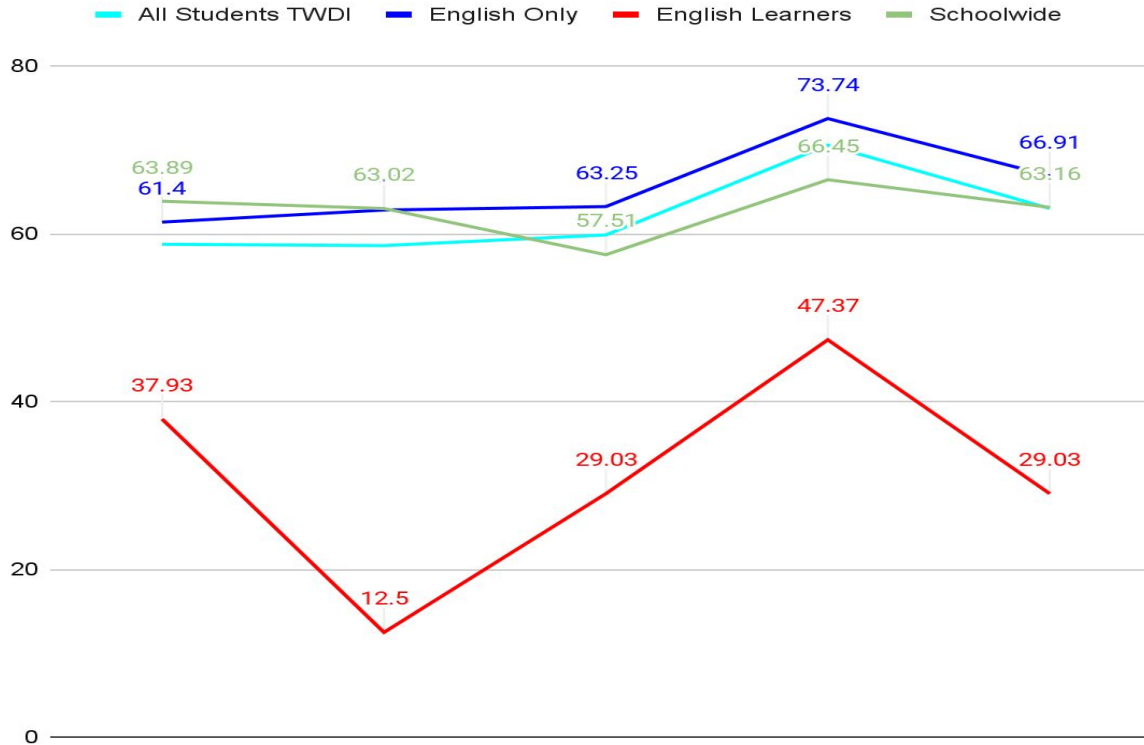
Bancroft: ELA



In ELA, the *English Only* students have all seen gains comparable to the school average however our *English Learners* saw significant decreases in achievement (-16.99%),



Bancroft: Math



In Math, the *English Only* students have all seen gains comparable to the school average however our *English Learners* saw significant decreases in achievement (-8.9%),



Class sizes in English Only are low.

25-26 Structured English Immersion (English Only) Enrollment at Bancroft as of 12/17/25

TK- 24, 24 (at max enrollment capacity)

K- 20, 20 (14 spaces available)

1- 26, 25 (11 spaces available)

2- 21, 23 (18 spaces available)

3- 30, 29 (3 spaces available)

4- 24, 22 (22 spaces available)

5- 30, 29 (9 spaces available)



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Facilities Considerations

Increase in enrollment from 502 (13/14 school year) to 686 (24/25 school year)

- Remove special day classes from Bancroft
- Addition of a portable building to Bancroft
- Repurpose student flex space for classroom space
- After school care impacts



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Enrollment Trends

- Consistently we have 70-90 students apply for intra-district transfer to Foothill that are declined annually.
- Board Policy states “cohort” is a priority over “program” with the goal of keeping friendships, community and consistency for students
 - Transferring students to Bancroft leads to a bottleneck at Foothill
 - This in turn leads to another bottleneck at Northgate
 - Moving the program to an alternate site removes this bottleneck without ending Accelerated Spanish .



Current Bancroft Family Impacts

All current students at Bancroft will remain in place

Parents may request to transfer out to either Woodside or an alternate Dual Language program

Matriculating students will follow usual transfer process

Priorities: Resident, Sibling, Resident Cohort, Transfer Cohort

Current Bancroft Family Impacts

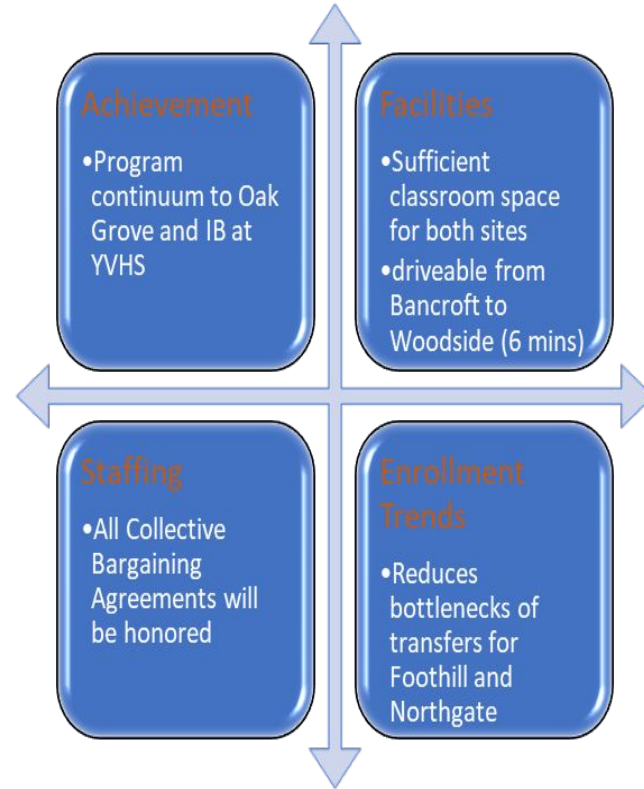
- Bancroft families (Resident) with Incoming Kindergarten age students
 - Families will select between Bancroft (SEI) or Woodside (TWDI) as a Program (7)
 - For Grade 6, students who select Woodside
 - return to Foothill as a Resident (1)
 - matriculate to Oak Grove (cohort)
- Bancroft families (Transfers) with Incoming Kindergarten students
 - Families may select Bancroft (SEI) as a Sibling (2) or Woodside (TWDI) as a program (7)
 - For Grade 6, students who select Woodside
 - transfer to Foothill as a Choice (9)
 - matriculate to the IB program (7) at Oak Grove
 - return to their residence (1) school

In Summary:

Move TWDI to Woodside.

Phased implementation plan: Transition will begin with Two-Way Dual Immersion (TWDI) Kindergarten in the 2026–2027 school year.

The program will continue to transition one grade level per year



Staffing Impacts

- By March 1st principals/program administrators shall notify unit members of their tentative assignment
- Involuntary transfer are identified during this process
- These transfers are identified by seniority
- Collective Bargaining Agreement has an agreed upon process for transfers, voluntary & involuntary

